



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate
Irvine Royal Academy
Improvement Plan
2024-2025



Vision, Values and Aims

Vision

“Irvine Royal Academy Believes in Better.”

Values

- **Ambition**
- **Respect**
- **Responsibility**

Aims

- We will provide an excellent educational experience for every pupil within a nurturing environment.
- We will continue to refine, develop and embed our practices through robust self-evaluation processes.
- We will ensure equity for all young people across the school community.
- We will equip our pupils with the skills, attitudes and expectations required to thrive in a changing society.
- We will promote positive partnerships with our parents, partners, cluster schools and the wider community.

Our vision will be achieved through the ongoing commitment and dedication of our entire school community.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1 – Improvement in attainment and achievement.

Strategic Objective:

- To ensure high quality learning experiences for all young people.
- To support staff so they are highly skilled in order to ensure that learning is motivating and meaningful.
- To ensure that effective use of assessment supports improvements in pupil attainment and achievement.

Highlight your KEY drivers for this improvement priority

Service Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people.
- Improvement in children & young people's health & wellbeing
- Placing human rights & needs of every child & young person at the centre of education

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

- Safeguarding & Child Protection
- Curriculum
- Learning, teaching & assessment
- Personalised Support
- Family Learning
- Transitions
- Partnerships

- Ensuring wellbeing equality and inclusion
- Raising attainment & achievement (*Securing children's progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- School & ELC Leadership
- Teaching & Practitioner Professionalism
- Parent/carer involvement & engagement
- Curriculum & Assessment
- School & ELC Improvement
- Performance Information

- Nurturing care and support
- Children are safe and protected
- Play and learning
- Family engagement
- Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- Quality of the session for care, play and learning
- Children's experience high quality facilities

- Quality assurance and improvement are led well
- Leadership of play and learning
- Leadership and management of staff and resources

- Staff skills, knowledge and values
- Staff recruitment
- Staff deployment

Rationale for Change – Faculty Review, Thematic Inspection, Learning Rounds and the Trio Visit highlight the following:

- The quality of learning and teaching experiences for young people must continue to support the increasingly diverse needs of learners and be consistent across all subject areas.
- A culture of sharing excellent practice and participating in professional critical reflection should be developed further in session 24/25.
- There should be a renewed focus on assessment strategies used in order to improve learning and teaching, which will in turn support the needs of all learners.

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School/EYC Improvement Plan 2024-25

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<ul style="list-style-type: none"> • Our pupils will be eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. • Learners' experiences will be appropriately challenging and enjoyable and well matched to their needs and interests. 	<ul style="list-style-type: none"> • Staff will be trained in Co-operative learning pedagogies. • Staff CLPL will focus on: Adaptive pedagogies; Meta Skills/HOTS which will include partnerships with DYW/Careers. Purpose of learning including an understanding of Learning for Sustainability & UNCRC –specifically the right of the child to express an opinion • RRS pupil led group will promote this link to the purpose of learning. 	<p>GP/PT L,T & A September Inset October Inset for representatives of all subjects.</p> <p>CT/FH/SLT GP/PT DYW RRS pupil group</p>	<ul style="list-style-type: none"> • Staff and pupil consultation on effectiveness of pedagogies. • Learning Study Trio observation data. • NA Trio visit. • 2.3 QI NA visit. • Class Teacher/ FH/SLT consultation with pupils resulting in evidence of young people leading learning. 		<p>£8.800</p>
<ul style="list-style-type: none"> • Pupils will benefit from Teachers effectively drawing on a range of formative assessment strategies in class to skilfully plan next steps in learning. 	<ul style="list-style-type: none"> • Teachers will engage in the school CLPL programme with a focus on the following areas of assessment pedagogy: 	<p>GP/PT L, T & A</p> <p>CLPL Strategy aligned to the Working time agreement and</p>	<ul style="list-style-type: none"> • Review of numbers of staff who effectively use these strategies in their classroom practice via staff/pupil feedback. • Learning Study observations 		

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<ul style="list-style-type: none"> • Pupils will benefit from effective pedagogies that check for understanding throughout a lesson (Assessment is for Learning Techniques). • Young people will benefit from self- assessment and peer assessment to improve their learning. • Pupils will be involved in the planning of learning, teaching and assessment underpinned by Article 12 (UNCRC) which states that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This principle recognises children and young people as actors in their own lives and applies at all times throughout a child's life. 	<ul style="list-style-type: none"> • Effective Assessment strategies (formative and summative) • Effective Feedback strategies focused on supporting pupil voice. • More staff will lead CLPL as per the PRD analysis. 	<p>the whole school calendar.</p>	<ul style="list-style-type: none"> • NA Trio Visit • 2.3 QI – School Review 		
<ul style="list-style-type: none"> • Pupils will benefit from Teachers observing learners closely to inform appropriate and well-timed interventions to support future learning. • We will use feedback effectively to inform and 	<ul style="list-style-type: none"> • Learning Study introduced as a model for observing the learning experience. • Focus on reflecting collegiately on observed lesson: 	<p>GP/PT L,T & A September 2024 – December 2024 Two observed lessons in Trios (2hrs) Joint feedback in Trios (1hr)</p>	<ul style="list-style-type: none"> • Observation feedback captured via shared workbook • Observations from NA Trio visit • 2.3 QI – School Review • Feedback from consultation on Learning 		

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<p>support progress and next steps in learning</p>		<p>Redesign of lesson based on feedback (1hr) Changes made/ Learning redesigned Trios meet for feedback to discuss impact. (2 hrs)</p>	<p>Study process and impact.</p> <ul style="list-style-type: none"> Next steps will be determined based on the feedback captured, 		
<ul style="list-style-type: none"> Learners will benefit from exercising choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. Key staff will be informed of developments in the implementation of NA digital strategy 	<ul style="list-style-type: none"> CLPL on digital tools that staff can use to enhance Learning and Teaching. PT Learning and Teaching will participate in Digital Learning Service Improvement Group. Pupil friendly version of the Digital Skills framework to be developed and launched. 	<p>GP/PT L,T & A On going</p>	<ul style="list-style-type: none"> Audit of Digital Learning tools used by Teachers and Pupils. Learner Focus Group on digital skills to establish gaps. 		

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School/EYC Improvement Plan 2024-25

PRIORITY 2 – Closing the gap between the most and the least disadvantaged young people.

Strategic Objective:

- To support the bespoke needs of all young people across our school community at the earliest point possible.

Highlight your KEY drivers for this improvement priority

Service Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people.
- Improvement in children & young people's health & wellbeing
- Placing human rights & needs of every child & young person at the centre of education

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

HGIOSO & HGIOS ELC

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- Safeguarding & Child Protection
- Curriculum
- Learning, teaching & assessment
- Personalised Support
- Family Learning
- Transitions
- Partnerships

- Ensuring wellbeing, equality and inclusion
- Raising attainment & achievement (*Securing children's progress*)
- Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- School & ELC Leadership
- Teaching & Practitioner Professionalism
- Parent/carer involvement & engagement
- Curriculum & Assessment
- School & ELC Improvement
- Performance Information

- Nurturing care and support
- Children are safe and protected
- Play and learning
- Family engagement
- Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- Quality of the session for care, play and learning
- Children's experience high quality facilities

- Quality assurance and improvement are led well
- Leadership of play and learning
- Leadership and management of staff and resources

- Staff skills, knowledge and values
- Staff recruitment
- Staff deployment

Rationale for Change:

- SIR courses are not aligned to subject plans/timelines which can hinder pupil transition back to their mainstream class.
- 23/24 SIR evaluations - bespoke & planned curriculum interventions within a PE context have been successful for identified groups of SIR learners.
- Feedback from our Care Experienced young people shows that they feel that further staff awareness is needed in this area..
- Opening of a new Primary School within Cluster.
- Pupils who are exceeding expectations need to be challenged and supported to achieve their full potential – BGE Tracking data is illustrative of this.
- Pupils who are “Off -Track” need to be supported and bespoke interventions actioned at a much earlier point.
- Senior Phase Tracking data shows that a significant number of pupils do not remain on track from T1 to the final estimate in March.

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School/EYC Improvement Plan 2024-25

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<ul style="list-style-type: none"> Young people's learning within SIR will mirror that of their class. This will support their return to their mainstream class. It will also allow for accurate reporting on attainment at Tracking periods throughout the session. 	<ul style="list-style-type: none"> Faculty Head meeting to identify SIR pupils and share resources/timelines. Creation of bespoke SIR classes and timetable. Sharing of work completed with class teachers to ensure that pupil progress is celebrated in all its varying forms. Individualised transition plans devised. Pupil voice will support the return to mainstream classes. On-going support offered by SIR staff. 	<p>August SIR Staff/FHs /JH</p> <p>August SIR staff/JH</p> <p>On-going SIR/Teaching staff</p> <p>On-going SIR/Teaching staff</p> <p>On-going SIR</p>	<ul style="list-style-type: none"> Young people will have successful transitions back to their mainstream class setting – attendance, referrals and tracking & monitoring data will elucidate the success of the transition. Young people's learning will progress with pace and challenge – class work and tracking & monitoring data will evidence progression. Learning environments will be more inclusive – pupil voice will be utilised to capture progress in this area. 		£22.760
<ul style="list-style-type: none"> Young people's attainment will be supported through direct teaching inserts from Literacy, Numeracy & Health and Wellbeing specialists both within the SIR & SSR. 	<ul style="list-style-type: none"> Planning meeting with FHs to identify staff and periods where targeted teaching can take place. Planning meeting with SSR & SIR staff. 	<p>Term 1 JH/FHs</p> <p>Term 1 JH/SSR & SIR</p>	<ul style="list-style-type: none"> Young people will have improved attainment and progression within Literacy, Numeracy & HWB through the additional allocation of core staffing. 		

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	<ul style="list-style-type: none"> • School timetable updated to reflect SIR/SSR classes. • Lessons delivered by Literacy staff. • Lessons delivered by Numeracy staff. • Lessons delivered by Health & Wellbeing staff. • T&M reports completed as per school calendar. • SQA presentation lists confirmed with SQA Coordinator. • SQA Presentations passes processed. 	<p>Term 1 CD</p> <p>On—going Literacy Staff On-going Numeracy Staff On-going HWB Staff</p> <p>On-going CTs</p> <p>Term 1/2 JH/FHs/SQA Coordinator On-going FHs/CTs</p>	<ul style="list-style-type: none"> • Young people will benefit from enhanced exposure to mainstream learning environments, with support. • Young people will benefit from building relationships with additional staff members, thus promoting a sense of safety and belonging. • SIR/SSR pupils will be supported through bespoke timetabling which will allow for accurate T&M. SQA attainment and additionality will be more closely monitored to ensure that all pupils succeed. 		
<ul style="list-style-type: none"> • Young people will be better supported in school to achieve their potential and barriers to their learning will be reduced. 	<ul style="list-style-type: none"> • Delivery of 2 of 'The Promise' professional learning sessions for all staff. • Completion of e-learning modules by all staff • Care Experienced statements captured and shared with staff to support the reduction of barriers which could hinder learning and progression. • PSA will engage with PL from PLA to support the needs of all learners. 	<p>Term 1 & 2 JH/LC</p> <p>On-going All staff</p> <p>On-going PTGs/HoH/AIW/ MCR/IST</p> <p>On-going JH</p>	<ul style="list-style-type: none"> • Supports that meet the needs of our Care Experienced young people will be better understood and in turn their attainment and attendance will improve – attendance data, tracking and monitoring data and staff CLPL records will evidence impact. • Bespoke support will be provided for these young people – pupil voice and staff questionnaires will capture the success of our support. 		

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<ul style="list-style-type: none"> • Young people will benefit from enhanced transition to Irvine Royal Academy at an earlier point. • Transition Planning for new Montgomerie Park Primary School 	<ul style="list-style-type: none"> • Curricular inserts for P5 & P6 pupils from subject specialists. • DHT & PTG visits to P5 & P6 classes. • Parent/Carer sessions delivered by IRA staff. • Collaborative working with HT to plan Transition Strategy. • DYW, Creative Arts, AIW programme of work devised and implemented. 	<p>Term 1 JH</p> <p>On-going FHs On-going JH & PTGs On-going JH/LS</p> <p>JH Term 1</p>	<ul style="list-style-type: none"> • Pupil voice will evidence the impact of the Curricular inserts through pre/post questionnaires. • Pupil voice will be used to shape the programme and to plan next steps. • Young people will be supported to build relationships with Key Adults within IRA – feelings of safety/trust/belonging will be captured through feedback from Pupils as well as Parents/Carers. • The number of pupils provisionally agreeable to joining IRA in S1 will evidence impact. 		
<ul style="list-style-type: none"> • Young people will benefit from Teachers having baseline CAT data to plan learning, teaching and assessment which supports the needs of all S1 pupils. 	<ul style="list-style-type: none"> • Access to S1 CAT assessments granted and pupil accounts created. • Planned approach for the use of CAT assessments devised and implemented. • CAT data to be part of BGE Progress and Achievement data pull. • Analysis of CAT data to ensure identification of next steps across the school – a particular focus will be on those pupils who need extra 	<p>GP Term 1</p>	<ul style="list-style-type: none"> • CAT data will be used in learner conversations with pupils and parents to promote ambition. 		

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	<p>support as well as those who are exceeding expectations.</p>				
<ul style="list-style-type: none"> • Young people will be more aware of their individual targets. • We will plan appropriately over different timescales to support the needs of learners across all areas of the curriculum. • Learners will be fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress, we will have clear information on their attainment across all areas of the curriculum. • BGE learners will be supported to achieve their highest level of attainment through an early and ongoing interventions model. This model will support appropriate pace and challenge. It will support pupils who are identified as not on target and those who are exceeding expectations. 	<ul style="list-style-type: none"> • BGE Intervention model devised and implemented. • High quality learner conversations will be formalised in the BGE phase between Teacher and Pupil. • Proactive communication with Parents/Carers from Class Teachers will take place on an ongoing basis. • We will further enhance links with SIR/SSR/Home Tuition/Outreach services. • We will create opportunities for targeted support which is based on tracking data for those not on target and for those exceeding expectations. This includes for those facing additional challenges; Young Carers/Care Experienced... 	<p>GP PT Data Aug 24- June 25 Aligned with BGE Tracking dates.</p>	<ul style="list-style-type: none"> • Sampling of interventions recorded in SEEMIS tab by FH each term. • Minutes of link meetings between FH/DHT. • Attainment review meetings CT/FH/ and FH/SLT. • BGE Tracking data – analysis of high level messages showing trends. • We will use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. 		

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	<ul style="list-style-type: none"> All CTs will use SNSA data from P7 and S3 to inform their understanding of pupils' learning potential. We will ensure that there is a shared understanding by all Class Teachers of Pupil Literacy and Numeracy levels. 				
<ul style="list-style-type: none"> Senior Phase Curricular support days introduced to support learners across the Curriculum. 	<ul style="list-style-type: none"> Subject Masterclasses timetabled to support readiness for SQA exams. Planned opportunities for Senior Phase learners to gain wider achievement qualifications to support life skills & personal development. Curricular interventions actioned to support learners to ensure that no pupil is left behind. 	<p>Term 4 GP Term 3 CD/PTs</p> <p>Term 1 & 2 CD/GP</p>	<ul style="list-style-type: none"> Learners will experience a range of targeted supports to help raise attainment and achievement. Pupil voice will be utilised to evaluate the success of individual interventions. SQA data will align more closely with target grades. Learners will gain more life skills – Wider Achievement accreditation will evidence impact. 		
<ul style="list-style-type: none"> Learners who are leaving part way through the school year will have the opportunity to gain additional qualifications which will support them to their next destination. 	<ul style="list-style-type: none"> Learners will be identified through House Teams and staff will be informed to allow for bespoke interventions. 	<p>Term 1 CD PT DYW/PTG SDS/PTs</p>	<ul style="list-style-type: none"> SQA and Insight data will evidence an increase in tariff points for this group of learners. 		

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<ul style="list-style-type: none"> Learners will continue to be supported and have more subject based guidance to gain ambitious, positive destinations. 	<ul style="list-style-type: none"> Priority support will be allocated to this target group from SDS/PT DYW. FHs/PTs will ensure that accreditation for additional, bespoke learning is actioned. 		<ul style="list-style-type: none"> Positive destination data will be 100% and thus above our VC for 24/25. 		
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PRIORITY 3 – Improvement in skills and sustained positive destinations for all young people.

Strategic Objective:

- To raise attainment and achievement.
- To enhance skills more conducive to the world of work.
- To enhance knowledge and understanding of post school opportunities that will support the young people and their families to make decisions.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

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|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Raising attainment & achievement
<i>(Securing children's progress)</i> |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability
<i>(Developing creativity and skills for life and learning)</i> |
| 2.4 Personalised Support | |
| 2.5 Family Learning | |
| 2.6 Transitions | |
| 2.7 Partnerships | |

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |

Rationale for Change

- Curriculum review and data suggests that not all learners are able to progress and attain at higher levels from choices in S3 onwards to S6.
- Feedback from staff states that learners are not given enough information about curricular pathways within subject areas. Improvements from previous years is to be built on for supporting learners with life after Irvine Royal.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<ul style="list-style-type: none"> Review of whole school curriculum to improve progression pathways for pupils at all levels. Learners will have more scope to progress to the highest level possible in their chosen field. New Curriculum Rationale to be launched in Term 1. What we offer will ensure that pupils are putting themselves in a position of strength re the skills needed for the world of work. Learners will gain more information and insight on their option choices and how this may apply to different career pathways in the future. 	<ul style="list-style-type: none"> Use of the SCQF framework to promote progression at all levels across the school. All Faculties to have progression pathways visible for all pupils to access and to understand. Curricular choices offered will allow for progression from S3 – S6. 	<p>On-going CD All</p> <p>Term 1 - CD</p>	<ul style="list-style-type: none"> Positive destination data. SQA data to show improved attainment. Retention data to track the continuation of subjects studied from S2 – S6. Pupil voice to shape the curriculum. Parent voice to support the changes proposed. 		£6.262
<ul style="list-style-type: none"> DYW information will be further embedded into lessons within subject areas for learners to make implicit connections to the world of work. 	<ul style="list-style-type: none"> Subject DYW focus will be launched for all subjects during the start of the option process. 	<p>Term 2 CD PT DYW/SDS PTs/PTG</p>	<ul style="list-style-type: none"> Positive destination data. SQA data to show improved attainment. Pupil voice to show awareness of a variety of career pathways. Pupils should be able to articulate the options available to them. 		

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<ul style="list-style-type: none"> Learners will be offered bespoke courses to support their individual pathways. 	<ul style="list-style-type: none"> Curriculum choices will include courses which will support leavers at each stage. Skills for work, life and learning will be a central focus. Use of the 16+tab information will be utilised to support choices alongside the T&M data. 	<p>Term 2 CD PT DYW/SDS PTs/PTG</p>	<ul style="list-style-type: none"> Pupil voice to support next steps. Employer voice will be captured to ensure that the optimal skills are taught to learners across all curriculum areas. Positive destination data will evidence that our pupils are moving on to appropriate destinations on a par or better than our VC. 		
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PRIORITY 4 – Improvement in young people’s health and wellbeing.

Strategic Objective:

- To improve attendance and engagement in learning. This will positively impact their wellbeing as well as their attitude to school, including their sense of belonging.

Highlight your KEY drivers for this improvement priority

Service Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people.
- Improvement in children & young people’s health & wellbeing
- Placing human rights & needs of every child & young person at the centre of education

- Self-evaluation for self-improvement
- Leadership for learning
- Leadership of change
- Leadership & management of staff (*practitioners*)
- Management of resources to promote equity

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- Safeguarding & Child Protection
 - Curriculum
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 - Transitions
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- Ensuring wellbeing, equality and inclusion
 - Raising attainment & achievement (*Securing children’s progress*)
 - Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

- School & ELC Leadership
- Teaching & Practitioner Professionalism
- Parent/carer involvement & engagement
- Curriculum & Assessment
- School & ELC Improvement
- Performance Information

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- Quality of the session for care, play and learning
 - Children’s experience high quality facilities
 - Quality assurance and improvement are led well
 - Leadership of play and learning
 - Leadership and management of staff and resources
- Staff skills, knowledge and values
 - Staff recruitment
 - Staff deployment

Rationale for Change:

- Decline in our overall attendance in session 23/24.
- High number of UNAs, SCH and internal truancy.
- Analysis of radio data.
- Looking outwards across SWEIC.
- Analysis of recent SIF reports.
- Classroom observations & pupil voice.
- Launch of new NAC benchmarking tool.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<ul style="list-style-type: none"> Pupils will be more actively engaged in their learning and will attend an increased number of their timetabled classes. 	<ul style="list-style-type: none"> Barnardo's worker employed. New role profile created. Target group focus agreed & young people identified. Tracking & monitoring method devised and implemented. Termly reviews of impact & agreed next steps. 	<p>Term 1 JH/LS Term 1 JH/Barnardo's Term 1 JH/PTGs</p> <p>Term 1 JH/Barnardo's</p> <p>On-going JH/Barnardo's/House Teams</p>	<ul style="list-style-type: none"> Young people will attend class more and be actively engaged in their learning – attendance data (period by period) and pupil voice will evidence impact. Tracking data will serve to illustrate that more of the “target group” are in class and so “on-track” with their learning. Attendance data – decrease in Radio Code 2 data for targeted pupils; reduced number of SCH entries in the system. 		£21.600
<ul style="list-style-type: none"> Pupils will be in school on a more regular and consistent basis and will be active participants in their learning. 	<ul style="list-style-type: none"> Attendance monitoring & interventions process devised & implemented. VYP Daily Call log process devised and implemented. Attendance data analysed and interventions actioned timeously. 	<p>Term 1 JH</p> <p>Term 1 JH</p> <p>On-going JH/House Teams</p>	<ul style="list-style-type: none"> Young people will attend class more and be engaged in their learning – attendance data, attainment data, pupil voice. Young people will feel an increased sense of belonging – pupil voice will support this. Overall attendance will improve by 3%. 		

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	<ul style="list-style-type: none"> Bespoke House Attendance meetings scheduled at regular intervals. Streamlined SEEMiS coding. School representation on NAC Workstream. 	<p>On—going JH/House Teams</p> <p>Term 1 JH On-going JH</p>	<ul style="list-style-type: none"> Attendance meeting records 		
<ul style="list-style-type: none"> Pupils will benefit from inclusive and engaging learning environments/classrooms which supports the universal and targeted needs of our learners. This will help to improve pupil participation in learning. 	<ul style="list-style-type: none"> CLPL session(s) on CIRCLE Resource principles and practices delivered by EP. Collegiate evenings planned in conjunction with Cluster Colleagues to support the implementation of the CIRCLE resource across all settings. Staff to complete online CLPL course with the Open Uni. CIRCLE Inclusive Classroom Scale (CICS) MS Form created. CICS audit carried out for all learning spaces by staff. CICS audit carried out for all learning spaces by pupils. CICS action plan created for all learning spaces. Physical Environment adaptations made in 	<p>Term 1 JH/EP</p> <p>On-going All staff</p> <p>Term 1 JH</p> <p>Term 1 All Staff</p> <p>Term 1 JH/PT Pupil Support</p> <p>Term 1 JH</p> <p>On-going All staff</p> <p>On-going All staff</p>	<ul style="list-style-type: none"> In-set evaluations will evidence increased staff knowledge and confidence in taking forward the CIRCE resource. CICS data and action plans. Pupil voice will show that they feel more comfortable attending their timetabled classes. Learning space observation data will evidence secure application of the CIRCLE principles. Staff voice will inform next steps. 		

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	<ul style="list-style-type: none"> learning environments to support all learners. Structure and Routines adaptations made in learning environments to support all learners Impact analysis conducted with staff and pupils. 	<p>Term 4 JH/PT Pupil Support</p>			
<ul style="list-style-type: none"> Pupils will benefit from collaborative Curricular Projects to support their transition to IRA. They will be able to articulate the link between their Primary and Secondary learning. 	<ul style="list-style-type: none"> Agreement of Literacy & Numeracy P7 into S1 "project". Collaborative Cluster working to plan and prepare "projects". Delivery of project in P7 classes. Continuation of project delivery on Induction Days. Secondary Team Teaching alongside Primary colleagues in Literacy and Numeracy. Evaluation of project. Project showcase event. 	<p>Term 1 JH/YA/SM/Pri</p> <p>Term 2 JH/YA/SM/Pri</p> <p>Term 4 Pri</p> <p>Term 4 IRAc</p> <p>Term 4 JH/YA/SM/Pri</p>	<ul style="list-style-type: none"> Pupil voice & Focus groups. Planning meetings with Primary & Secondary staff. Team Teaching plans. 		
<ul style="list-style-type: none"> Irvine Royal Academy will promote a nurturing ethos and learners will feel safe, valued and supported. The impact of trauma as well as adverse childhood experiences will be 	<ul style="list-style-type: none"> Key staff will attend the NAC Train the Trainer day (Whole School Nurture Benchmarking). Staff and pupil voice will be gathered and analysed. 	<p>Term 1 JH/LC</p> <p>Term 1 JH/LC</p> <p>On-going</p>	<ul style="list-style-type: none"> Young people will attend class more and be engaged in their learning – attendance data, attainment data and pupil voice will evidence increased attendance not just in school but in class. 		

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<p>understood by staff to support dysregulated behaviours.</p>	<ul style="list-style-type: none"> • Whole School Nurture plan to be devised. • CLPL identified and completed by staff. • Completion of Professional Learning modules by staff. • Supporting BPR Parental Sessions will be timetabled in tandem with our Educational Psychologist. • Evolution of Key Adult initiative to 'One Good Adult'. • Baseline data gathered to determine impact. 	<p>JH/PTGs/PT PS</p> <p>On-going All Staff On-going JH</p> <p>Term 1 JH & PTGs</p> <p>On-going JH/PTGs/PT PS</p>	<ul style="list-style-type: none"> • Staff voice – baseline survey, Inset activities, DM minutes will evidence improvements in pupil attendance and engagement. • Parental voice will support the voice of Pupils and Staff. Parents will have a positive view on their young person's progress. They will be able to identify improvements in engagement and in attainment/achievement. 		
<ul style="list-style-type: none"> • Pupils will be afforded the opportunity to share their attitudes to school. Appropriate interventions will be introduced to support improved attendance, engagement and attainment. 	<ul style="list-style-type: none"> • Access to PASS survey granted and staff accounts created • Planned approach to use of PASS survey devised and implemented. • Approach to analysis of PASS/IRA HWB Tracker devised. • Planned use of PASS/IRA HWB Tracker within PSHE classes. • Analysis of PASS/IRA HWB Tracker - information used to inform next steps in 	<p>Term 1 JH</p> <p>Term 1 JH/PTGs</p> <p>Term 1 JH/PTGs</p> <p>Term 2 & Term 4 PTGs</p> <p>Term 2 & 4 PTGs</p>	<ul style="list-style-type: none"> • Analysis data from PASS survey utilised by PTGs/DHTs and House Teams to plan interventions and inform PSHE themes/topics – baseline and end of session data to be captured to evidence improvements in how pupils view school. • Pupil voice • Staff voice • Engagement and attendance in PSHE. • IRA Health and Wellbeing Tracker data shows impact of interventions to support individual gradings against Wellbeing Indicators. 		

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	<p>PSHE re themes/topics...</p> <ul style="list-style-type: none"> • Analysis of PASS data to ensure identification of next steps across the wider school. Key themes collated and shared with stakeholders. 	<p>Term 2 & 4 PTGs</p>			
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PRIORITY 5 – Placing human rights and the needs of every young person at the centre of education.

Strategic Objective:

- The needs of our Young People will be supported through high quality Universal Support within classrooms.
- Learners will understand the purpose of the learning and have opportunities to lead the learning. Our learners will be successful, confident and responsible. They will know that their views are sought, valued and acted upon.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. **Placing human rights & needs of every child & young person at the centre of education**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGISO & HGIO ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.16 Nurturing care and support
- 1.17 1.2 Children are safe and protected
- 1.18 Play and learning
- 1.19 Family engagement
- 1.20 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change:

- Pupil & Parent feedback as well as Supporting Needs/SfL Focus groups highlight that there is a varied approach to supporting needs across the school, including support at Transitions.
- Analysis of Staged Intervention data and plans by PT Guidance and PT Pupil Support show a need for greater clarity across the school community.
- Analysis of needs data both within IRA and across the Cluster, illustrates that the diversity of needs is growing and thus staff confidence and capacity needs to be supported further.

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- Pupils need to be more involved in decisions around learning, teaching and assessment. The role of Subject Ambassadors need to be developed further.
- Pupil voice should be involved in NA Trio visits. Pupils should be shaping our next steps in Learning and Teaching.

Pupil Outcomes	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<ul style="list-style-type: none"> • Young people with additional support needs will be supported to access the curriculum. • Young people will be able to engage with learning that better matches their needs. 	<p>Term 1 JH/KW Term 1 JH/KW & PT L&T</p> <p>On-going Term 1 JH/KW/GP</p> <p>Term 1 JH/KW</p> <p>Term 1 JH/KW</p> <p>On-going</p>	<ul style="list-style-type: none"> • Staff will be able to access ASN information on our pupils more easily– staff questionnaires will evidence improvements in this area. • Staff will have the opportunity to share information which will support staff to support pupils via a MS OneNote file. • Exemplars of strategies to support pupil needs within confidential information will further develop. The introduction of a community of support will emerge... • Pupil focus groups will show that pupils feel more included in their learning. They will be 		

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	KW	able to articulate their progress.		
	On-going JH/KW	<ul style="list-style-type: none"> Updated Staged Intervention plans will evidence that pupils are overtaking their targets. 		
<ul style="list-style-type: none"> Young people will understand the purpose of learning and have opportunities to lead learning. Our learners will be successful, confident and responsible. 	GP Term 1 NA Training Term 2 Participation in authority Trio visit to IRA Term 3 Participation in Trio visit to Greenwood Academy Term 4 Participation in Trio visit to Kilwinning Academy. YLOL CT/FH/SLT Some subject ambassadors will attend NA YLOL training. YLOL will share their learning with subject ambassadors. YLOL/Subject ambassadors will lead pupil focus groups/consultation processes on	<ul style="list-style-type: none"> Record of YLOL participation in NA training. Pupils will provide feedback to inform next steps across the NA Trio. Some Subject Ambassadors will have participated in YLOL training. Subject Ambassadors not directly participating in NA training will have had learning cascaded to them by YLOL. Record of YLOL/ Subject Ambassadors having led Pupil Focus groups and consulted on learning, teaching and assessment. Evidence of change in learning, teaching and/or assessment as a result of Subject Ambassador Leadership. Evidence of participation in Learning Study 1, Trio and of impact of change on lesson planning. 		



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	<p>pupil experience of learning, teaching and assessment to be fed back to teachers and learners in every subject. Some subject ambassadors/ YLOL will be involved in 1 or more of the teacher Learning Study 1 Trio (Sept – Dec) as a test of change.</p>			
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This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT:		L. Sloan			
Carry forward:	NA	Total Allocation:	£136.47	Total:	£115.797

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
<ul style="list-style-type: none"> Increased number of pupils from deciles 1-3 will attend groups/clubs. 	<ul style="list-style-type: none"> Increased pupil participation 	<ul style="list-style-type: none"> Royal Recognition/Wider Achievement 	KC/RC	£13.000 Staffing	<ul style="list-style-type: none"> Website/Newsletter hits. Royal Recognition Tracker. 	
<ul style="list-style-type: none"> Improved attainment at all levels and for all groups of learners. 	<ul style="list-style-type: none"> More pupils will be presented at the highest level and will attain at desired level. 	<ul style="list-style-type: none"> Data Lead 	CC	£6.500 Staffing	<ul style="list-style-type: none"> SQA attainment data. Insight data. CFE Machine data. Positive destination data. 	
<ul style="list-style-type: none"> Pathways will be more relevant to the needs of individual learners. The course offering across Faculties 	<ul style="list-style-type: none"> Pupils will have the opportunity to engage in more relevant courses suited to their needs. 	<ul style="list-style-type: none"> Additional classroom resources/materials for new courses/NPAs. 	<ul style="list-style-type: none"> FHs 	£7414	<ul style="list-style-type: none"> SQA attainment data. Insight data. CFE Machine data. Positive destination data. Pupil focus group data. 	

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will be progressive.						
<p>In addition:</p> <ul style="list-style-type: none"> • Arran Outdoors • Prom • Transition activities • Family Engagement Events • Celebration of Success Events • Royal Resources • Breakfast Clubs • Trips • Supported Study/Saturday School/Easter School • Better U Fitness 						