



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility

Irvine Royal Academy



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025/2026.

I hope that you find it helpful and informative.

Lizzie Sloan

Head Teacher



OUR SCHOOL

2024/2025 School Roll

Year	Number
S1	129
S2	174
S3	139
S4	130
S5	115
S6	62
Total	746

SIMD

SIMD – 1-3	SIMD – 4-6	SIMD – 7-9
82.1%	13%	4%

- Over 42.1% of pupils are currently on Staged Intervention and are in receipt of varying degrees of enhanced support.
- 52.3 % of our pupil population have an identified additional support need (ASN).
- 7% of our pupils are Care Experienced.
- 32% of pupils are in receipt of free school meals (FSM).



Attendance

Year	IRA Average	NAC Average	IRA Unauthorised Absence	NAC Unauthorised Absence	IRA Authorised Absence	NAC Authorised Absence
24/25	83.88%	87.65%	6.49%	5.78%	9.60%	6.54%

- Improving our attendance continues to be a significant challenge. That said, in May 25, all year groups were above 80% for the first time since September 24. There is a long way to go in this area. We have been engaging with Education Scotland to support improvement – this area will again be a key focus within our 25/26 SIP.

Exclusions

Year	Openings	NAC Average	Number of pupils involved	NAC Average	Number of Exclusions	NAC Average
24/25	65	102	20	22	28	33

- We are an inclusive school. We are fully committed towards utilising internal and external supports as an alternative to exclusion – the data is illustrative of this. The promotion of positive relationships sits at the heart of our work. We are restorative in our approach and at all times, try to foster and embed a sense of belonging across our school community. The table above illustrates that we are below the NAC averages in all areas.

Cluster Schools

Annick Primary, Castlepark Primary, Loudoun Montgomery Primary, Woodlands Primary and Montgomerie Park Primary.

Staffing allocation: 59.88 (2 additional)

Classroom Assistant allocation: 14

OUR VISION, VALUES AND AIMS

- Irvine Royal Academy Believes in Better -

- As a school, we believe that there is always room for further improvement. We can always do better in order to ensure improved outcomes for all members of our school community.
- We try every day to model and promote the values of **respect**, **responsibility** and **ambition**.

We aim to:

- have structures in place to ensure that all young people are safeguarded
- ensure teachers are able to teach within a flexible timetable and dynamic curriculum
- lead by example to develop and support first class teaching and learning in every lesson
- bring real life into the classroom, inspiring all to take the learning beyond the four walls
- make learning challenging to meet the needs of all learners, ensuring that no one is left behind
- promote a 'can do' approach to continuous school improvement
- empower all learners to contribute fully to the life of the school and to exercise their responsibilities as global citizens



SCHOOL CONVERSATION CAFE 24-25		
19 SEPTEMBER Report Cards	04 OCTOBER PC Brown	21 NOVEMBER Primary Transition
12 DECEMBER DYW Focus	22 JANUARY School Counsellor	26 FEBRUARY SQA
20 MARCH Educational Psychologist	24 APRIL Pupil Support	22 MAY Careers Advisor
10 JUNE School Nurse	A B C Area Based	



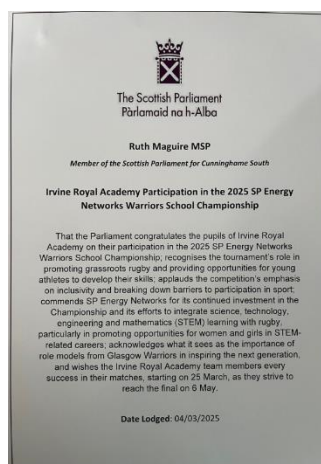
ATTAINMENT & ACHIEVEMENT

BGE Literacy and Numeracy – ACEL

	2022	2023		2024		2025	
	4 th Level	SCQF 5 (S4)	4 th Level	SCQF 5 (S4)	4 th Level	SCQF 5 (S4)	4 th Level
Literacy	59%	49%	59%	51.1%	51.9%	45%	53%
Numeracy	29%	41%	35%	41.60%	30%	47%	29%

S4

Number of Level 5 Awards	2024 Exam %	2023 Exam %	2022 Exam %	2021 No Exam %
1	75	64	78	75
3	54	43	57	56
5	33	30	36	33



S5

Number of Level 6 Awards	2024 – Exam %	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	41	50	57	59
2	32	42	44	46
3	23	29	36	38
4	13	20	22	24
5	11	8	13	9

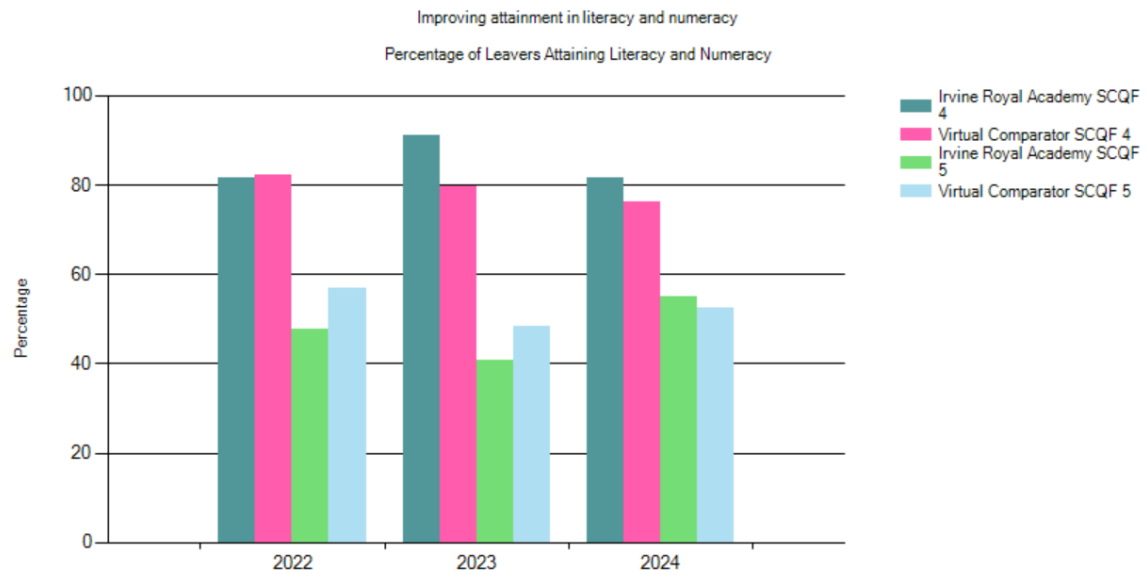
S6

Number of Level 7 Awards	2024 – Exam %	2023 – Exam %	2022 - Exam %	2021 – No Exam %
1	26	11	30	24
2	9	4	16	7
3	5	-	6	2

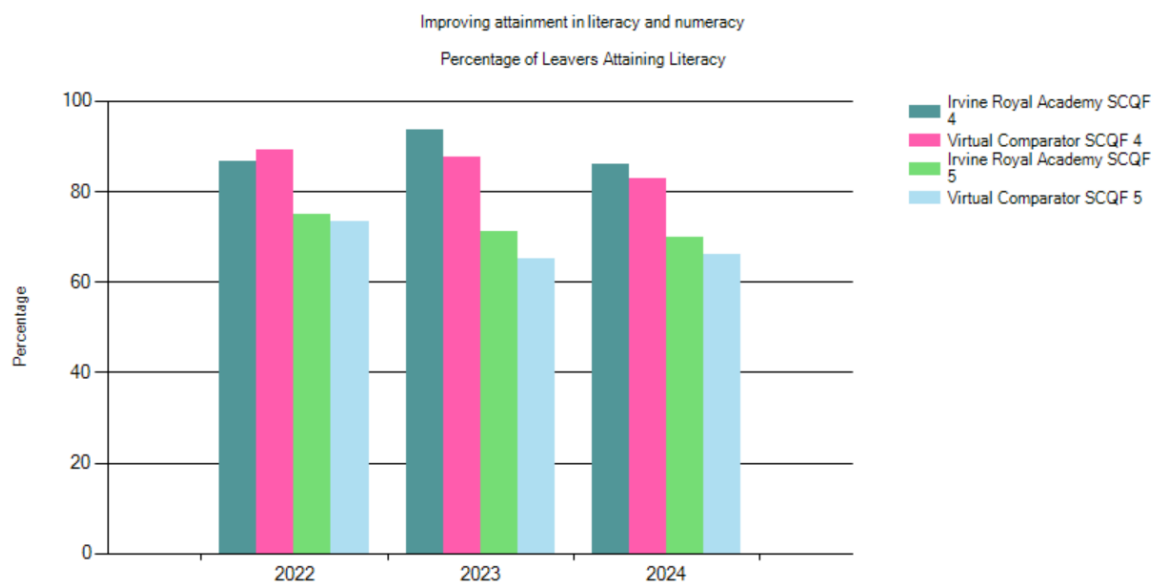


Insight 2024 – S4/5/6 Leavers

Literacy and Numeracy



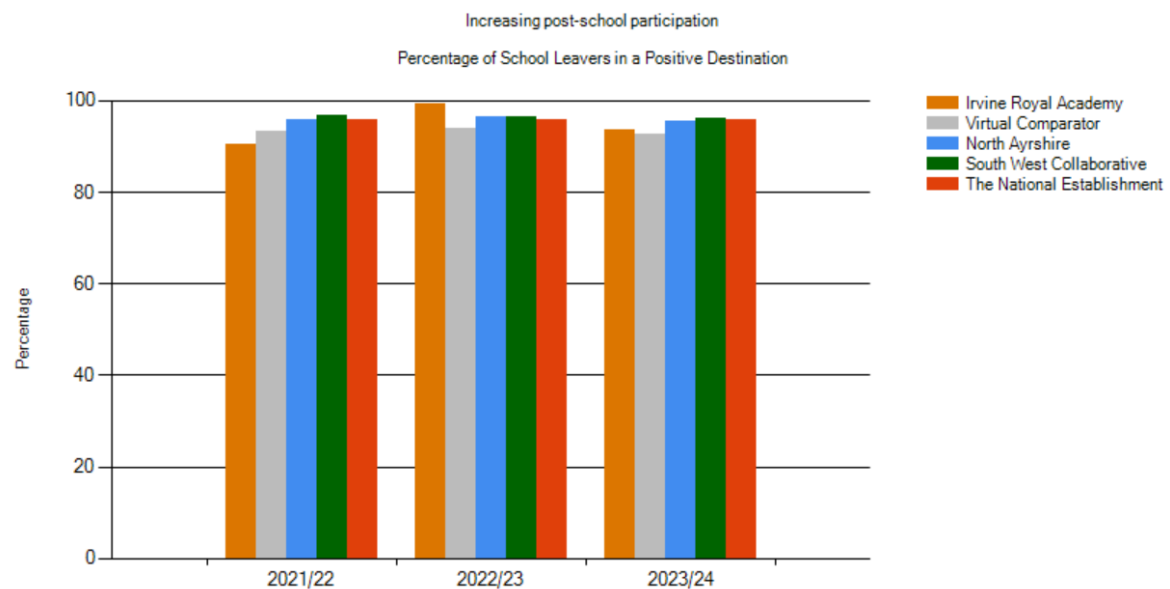
Insight 2024 - S4/5/6 Leavers – Literacy



Insight 2024 – S4/5/6 Leavers – Numeracy



Insight 2024 – S4/5/6 – Positive Destinations



S4 Estimates – May 25

	2025		2024		2023	
	Estimates WG	Estimates TG	Estimates WG	Estimates TG	Estimates WG	Estimates TG
1@5	62%	85%	78%	90%	63%	69%
3@5	43%	48%	54%	61%	47%	50%
5@5	34%	39%	36%	40%	28%	41%

S5 Estimates – May 25

	SCQF 5						SCQF 6					
	2025		2024		2023		2025		2024		2023	
	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG	Est WG	Est TG
1@	46%	50%	34%	38%	34%	40%	49%	52%	37%	42%	56%	57%
3@	13%	23%	5%	9.8%	6%	9%	30%	37%	22%	27%	30%	37%
5@	0	1.4%	0%	0.6%	0%	1%	16%	20%	10%	11%	10%	11%

S6 Estimates – May 25

	2025		2024		2023	
	Estimates WG	Estimates TG	Estimates WG	Estimates TG	Estimates WG	Estimates TG
1@7	13%	15%	19.5%	22.6%	17%	17%
3@7			0.6%	0.6%	2%	2%

COST OF THE SCHOOL DAY

IRVINE ROYAL ACADEMY COST OF THE SCHOOL DAY



ROYAL RESOURCES

Our free Royal Resources Shop is open to the community on a Wednesday between 11am and 12pm. Families come in to access the following:

- Uniform
- Period products
- Casual clothing
- Toiletries
- Emergency food

Pupils access Royal Resources every day for a variety of items. We also supported one of our catchment schools to set up their own Royal Resources.



FREE BADGE SERVICE

To support with the cost of the school day, we provide a free badge service. Families can take pre-loved uniform from our free Royal Resources Shop or purchase affordable uniform in our school colours, and we will heat press a school badge onto their item. Over 300 items were badged this session.



CASH 4 KIDS

We received £4600 from Cash 4 Kids to support our most vulnerable families with a £50 supermarket voucher.

LOCAL DONATIONS

GMC Corsehill generously donated hot water bottles, blankets, socks, flasks, and fleece jumpers which we were able to give to our families.

FORM FILLING

We supported families to complete forms for the following:

- EMA
- Young Scot Cards
- Free school meals
- Clothing grant
- Independent Living Fund
- Fuel voucher
- Free laptops

COSD GROUP

Our COSD pupil group have already made positive changes in our school. They have built community spirit by serving food and working in Royal Resources at Family Engagement Events. Our young people attended The Cost of the School Day Network 'Big Voice Meet Up' to share their opinions. They met with the North Ayrshire Communications Team to share good practice. We are also now members of The Poverty Alliance.

FOODBANK

We are a registered foodbank distributor at Irvine Royal Academy.



Our Mental Health Ambassadors organised a successful collection for our foodbank.

Our families are supported with food parcels when required.

MONEY MATTERS

Audrey, our Welfare Rights Officer regularly attends Royal Resources to offer impartial benefits advice.

CHALLENGE POVERTY WEEK

Our young people supported at the Friends of Redburn Community Food Event as part of Challenge Poverty Week.



PERIOD DIGNITY

Our Period Ambassadors offer free period products to all pupils throughout the year. Families are invited to come into Royal Resources to take additional items for school holidays. We also supply catchment primary schools with supplies when required.



PARENT VOLUNTEERS

Parent volunteers are an integral part of our team, as they attend every week to enhance our support in Royal Resources. They have created a video to highlight the help on offer and to encourage other parents and carers to attend.

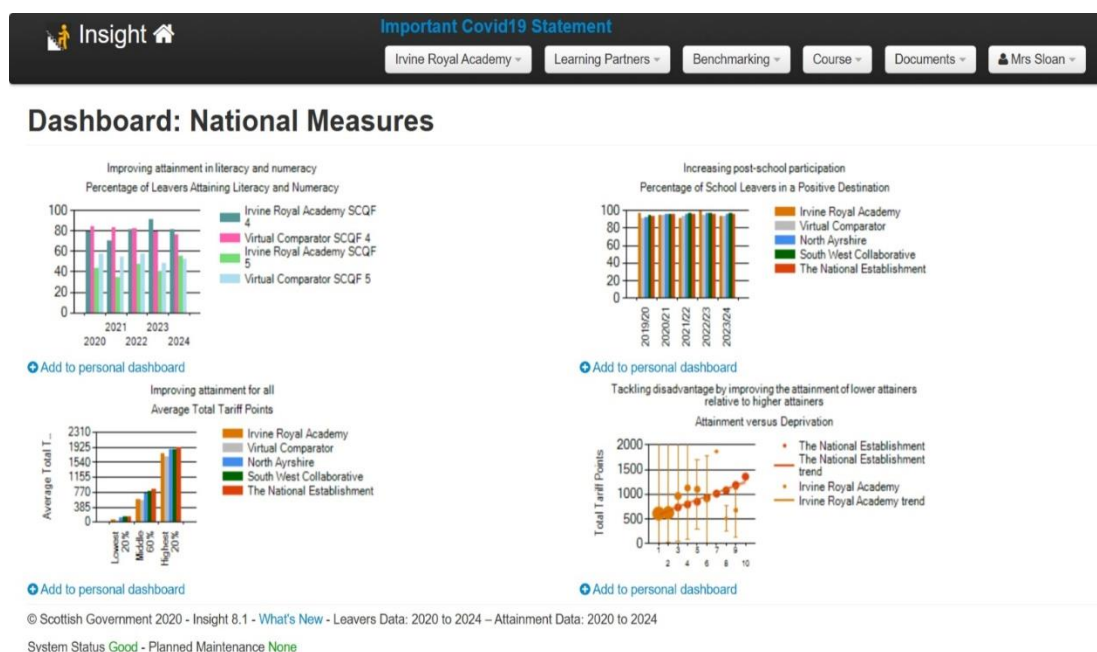


Ambition • Respect • Responsibility

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 – Improvements in attainment and achievement

For the first time in the last 5 years, Irvine Royal Academy are above their Virtual Comparator (VC) in the National Dashboard Measures:



- Pupils have been exposed to more consistent, high quality learning experiences across the curriculum. The focus in this area has been relentless. The improvements made have been triangulated through Trio visits, QI visits and our NAC review in January 25.
- Staff have been trained in Cooperative Learning pedagogies.
- Staff have engaged in CLPL to support Adaptive pedagogies to better support needs.
- An increased number of staff have contributed to our in-house CLPL programmes – staff strengths and areas for development were collated through the PRD process.
- The Learning Study model was introduced and this allowed for collegiate planning and reflection – staff feedback will inform the 25/26 model.
- Our PT L and T has been a member of the NAC Digital Learning Service Improvement Group and we now have a Data lead in post to drive forward our Digital Strategy.
- Our CLPL Newsletters focus on an aspect of Learning and Teaching and are promoted with all staff. Pupils are exposed to learning experiences where

Teachers are trialling different approaches – gamification is one such example.

- Excellent practice has been shared within Faculties, resulting in improved learning intentions and differentiated success criteria within lessons.
- External agencies, businesses and community partners have enhanced the relevance, and enjoyment of learning. They have also helped to contextualise learning in different settings – the Chamber have been instrumental in this area.
- Pupils have a greater understanding of their strengths and next steps, they are more confident in using the language of learning. Numerous focus groups carried out elucidates this view.
- Pupils have regular informal and formal opportunities to discuss their learning. This is evident from pupil voice sampling where pupils can articulate learning conversations and engagement with learning log booklets. In session 25/26, learning conversations in both the BGE and SP will be captured through the usage of Google forms.
- Whole school and Faculty Attainment targets were set in session 24/25 – they will be reviewed in August 25.
- The Raising Attainment Steering group devised a new RA building blocks visual alongside a monthly RA calendar.

Priority 2 – Closing the attainment gap between the most and the least disadvantaged young people

- Termly SIR and FH meetings were scheduled – this supported with the planning process and helped to ensure improved attainment and achievement for our SIR learners.
- SIR classwork completion was celebrated across the curriculum, this was reflected in Tracking data in both the BGE and the Senior Phase – FHs had a much better understanding of SIR pupil progress, strengths and next steps.
- Subject specialists delivered inputs in the SIR – this will be developed even further in session 25/26 with the aim of securing N5/L5 certification.
- 100% of S3 pupils in the SIR achieved Level 3 Literacy and Numeracy.
- 100% of young people in the SIR who have engaged with SDS on an ongoing basis have a positive destination.
- A number of S3 young people in the SIR have achieved National 4 PE.
- 100% of the SIR S4 cohort have achieved Literacy and Numeracy.
- 65% of the SIR senior cohort have achieved 3 Social Subjects.
- 72% of SIR S4 cohort have at least 5@...

- 29% of the SIR S4 cohort have at least 6@...
- Across the school, there has been a 73% decrease in OSG referrals.
- There has been a 93% increase in S1 SIR attendance data.
- As a school, we achieved the 'We Promise' award and this has developed our confidence in supporting our care experienced learners. Our school community (77%) have engaged in professional learning and completed e-modules. Pupil voice was captured through empathy maps – actions have been taken on the back of their feedback.
- MCR have matched 33 learners with a mentor – 33% of said pupils are care experienced.
- Curricular inserts in P5/6 were delivered across our Cluster Primaries. 28 young people in P5/6 have been observed, due to their level of need, and plans are underway to support their transition to Irvine Royal.
- We have a data lead in post for two days per week, this is funded through PEF. Transition data will be better utilised next session to inform planning and to set targets to support progress.
- Our Supporting Success programme was effective in ensuring that some of our most vulnerable pupils (60) attained and achieved. The bespoke timetables and interventions offered meant that most learners in the programme achieved a minimum of 5 awards whilst also securing awards in Literacy and Numeracy.
- Our Masterclass provision helped to support confidence in advance of the SQA exams. Pupil attendance was high throughout the Masterclass timetable (90%+).
- Early identification of leavers by house teams has ensured that almost all young people were supported into a positive destination. Communication lines between the DYW team and PTs G will be further strengthened next session.

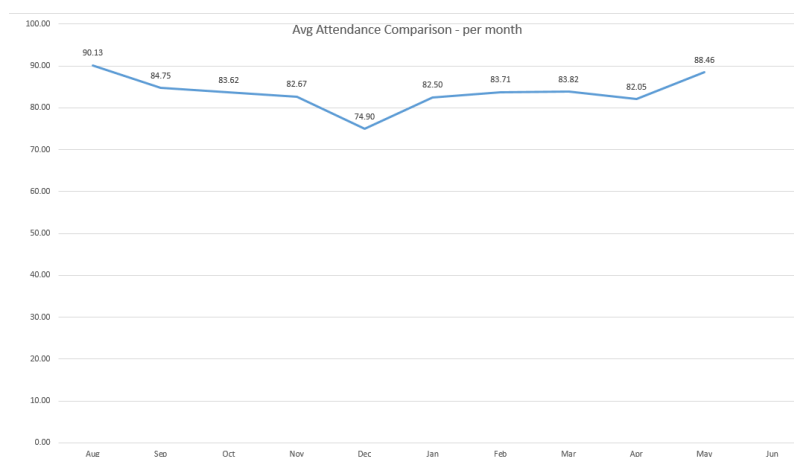
Priority 3 – Improvement in skills and sustained positive school leaver destinations

- Our positive destination remained above our VC in 2025 (93.64%).
- All curricular areas have produced progression pathways for their faculties. These are displayed within departments, on the school website and are used to support subject choices at all stages. Most are interactive so that pupils and parents are able to see additional information relevant to their subjects of choice.
- Pupils and parents are more informed of choices and how they support progression and career pathways.

- Local Market Intelligence (LMI) is shared with teaching staff to give more support and to enhance understanding for the potential careers in North Ayrshire.
- Pupils are more informed of their choices and where they can lead them in the future.
- Employers and partners are more able to collaborate with teachers to support learning and skills for DYW. Our curricular partnerships have grown in all areas.
- The 16+ tab has been used to identify pupils for the variety of opportunities offered over the year to support DYW – this is inclusive of BGE University visits.
- More opportunities have been offered to pupils for a variety of employment opportunities to support progression. We have used information from both the 16+ tab and T&M data.

Priority 4 – Improvement in children and young people’s health and wellbeing.

- The introduction of a Barnardo’s worker (PEF) has supported with a reduction in internal truanting. There has been a consistent focus on building emotional resilience.
- There has been a 22% reduction in Code 2s (a pupil has left class and not returned) radio calls between terms 1 and 3.
- Attendance data is shared on a monthly basis with the Integrated Support Team. This data is then used to inform actions and interventions in the monthly meetings.



	Aug Avg (%)	Sep Avg (%)	Oct Avg (%)	Nov Avg (%)	Dec Avg (%)	Jan Avg (%)	Feb Avg (%)	Mar Avg (%)	Apr Avg (%)	May Avg (%)
S1	93.91	88.73	87.84	85.68	77.20	84.21	87.05	83.33	80.21	82.41
S2	88.25	80.95	82.55	79.47	73.55	81.53	79.90	82.78	80.39	81.63
S3	89.76	83.75	83.86	82.43	73.26	81.83	83.50	85.03	83.15	84.06
S4	85.59	85.29	79.60	80.12	73.18	81.33	83.81	81.92	80.86	97.78
S5	94.51	86.28	84.62	86.88	78.46	83.65	87.78	87.05	85.45	97.67
S6	92.71	86.46	84.90	86.46	76.94	84.49	81.77	84.87	86.93	100.00

- Our attendance has improved over the past few months – we will continue to be relentless in this area. The average for all year groups is above 80% for the first time in September last year.
- Pupils across Irvine Royal have continued to benefit from more consistent inclusive, engaging learning environments through our work around the CIRCLE resource. We worked in collaboration with the Irvine Royal Cluster to assess our learning spaces and thereafter develop individual learning plans. On the back of this collaboration, we now have an environment position paper which will be enacted in IRA and the 5 Cluster Primaries.
- Our Irvine Royal padlet is now developed and this platform is used to share good practice across the Cluster.
- We have worked alongside NAC to take forward the whole school nurture benchmarking. All Faculties have engaged with the tool and actions are captured in their 25/26 FIPs.
- Our Key Adult programme continues to be high profile. Almost all pupils have picked at least one person in the school that they would go to if they had a worry or an issue.
- PASS Health and Wellbeing surveys have been completed with pupils in S1/2. The data captured will help to inform our 25/26 PSHE programmes. Pupils in S3-S6 will also complete the surveys in term 1.

Priority 5 – Placing human rights and needs of every child and young person at the centre of education.

- A more streamlined approach has been taken re the sharing of ASN information with staff. Ultimately, this is with a view to better support needs.
- Quality Assurance of the data is rigorous and happens on a termly basis – this is inclusive of a cross-referencing approach with the data contained in SEEMiS.
- A Collegiate session dedicated to capturing strategies and supports for various different profiles of learner was set up – the data was then added to the pupil ASN files to support planning for in-class teaching.

- A Google Form was created, and shared via HT Update, to allow staff to share strategies that work to support individual pupils. This information was extracted and updated onto the pupil ASN profiles.
- Staged intervention paperwork shows that young people in Irvine Royal are making progress with their targets. Staged Intervention is a key priority for the school next session.
- In Literacy targeted support groups, pupils improved their reading age by an average of 2 years and 3 months.
- 70+ dyslexic pupils have been trained in natural reader.
- ICT and digital paper access increased across the school.
- ASN boxes were introduced for all Faculties.
- We have held monthly conversation cafes for parents and invited them into the school to meet with key staff both from Irvine Royal and also our partners – parents have enjoyed being able to learn about the workings of the school and the support available for their young people.
- 12 pupils have been trained alongside our Trio schools to become Young Leaders of Learning. Next session, they will facilitate pupil focus groups when we are out on our Trio visit. Those pupils already trained will support with the training of the 25/26 Subject Ambassadors.



ROYAL RECOGNITION



AMBITION
RESPECT
RESPONSIBILITY



ROYAL RECOGNITION

WHAT DO YOU NEED TO KNOW?

At the end of Term 1, 2 & 3 a text alert will be sent home for those pupils who have achieved Royal Recognition.

During Term 4 a Review will be organised to celebrate

Pupils must

- 90%+ attendance
- an
- me

Royal Recognition

Department Level	Whole School Community	Wider Community
Bronze	Silver	Gold
Committing to and regularly attending extra-curricular activities within a department. E.g Musical Theatre Nominated by Class Teacher	Regularly volunteering time to wider whole school activities and events. E.g Parents Nights Nominated by SLT / Guidance	Regularly volunteering time, or participating in community groups and events. E.g 2018 Football Team Nominated by Coach / Leader / Trainer



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility



Ambition
Respect
Responsibility



ROYAL RECOGNITION

#BELIEVEINBETTER

WELL Done



QUALITY INDICATORS	
QI 1.3 Leadership of Change	Evaluation – 4
• The vision, 'Irvine Royal Academy Believes in Better' is explicit in all that we say and do. The vision is aligned to our values, AMBITION, RESPECT and RESPONSIBILITY. A review of our vision and values will take place in session 25/26. • The vision and values are promoted through assemblies – year group and house, led both by Heads of House and the Head Teacher. • The values are visible in all classrooms and young people have a secure understanding of them. • Revised strategies/policies/systems/procedures are all underpinned by the school values – we are fully collaborative and consistently engage with stakeholders when making changes to policy and practice. • The multiplicity of pupil leadership opportunities on offer provides a forum for pupils to have their voice heard in a meaningful way. • Theme of the month recognises young people who are able to demonstrate values both within class and across the wider school – House Tokens are utilised to support healthy competition. • Royal Recognition, including Extra-curricular, recognises those young people who are promoting the values on a consistent basis. They are celebrated termly. We now reach out to the wider Irvine Royal community to support Gold Award achievements. • Royal Rewards has been introduced as a values based celebration – at the end of term 4, the PPR steering group facilitate recognition opportunities for those pupils who meet the criteria. • Head Teacher Excellence awards are issued on a monthly basis to both staff and pupils – nominations are centred on the school values. Young people are celebrated individually and as a group. Their achievements are then captured in the monthly school Newsletter. • STAR awards are issued by house teams on a termly basis. Awards are issued to young people who have shown resilience and determination to overcome challenges. • Our free 'Royal Resources' shop is able to support all uniform needs. In turn, we are now a registered foodbank. The shop provides casual clothing, food and toiletries. • House Family time varies in theme – wider achievement, attendance etc Pupils value the space and time to meet with their DHT/PTG. • Pupils are afforded the opportunity to have their voice heard in a variety of ways: Pupil Parliament, Prefects, SPLT, Subject Ambassadors etc Pupils	

are empowered to voice their opinion in the knowledge that it will impact change.

- Added value opportunities across the school are multifaceted: school of rugby, ski trip, London trip, football, chess, darts, musical theatre etc...
- School priorities are formulated through extensive consultation with all stakeholders – Afternoon Tea with the HT, Pyramid of priorities, Stop/Start/Continue/SIP Surveys...We have a wealth of feedback and data that we draw on in support of improvement priorities. SIP priorities are shared with staff through a carousel format at Collegiate nights. This is to support a shared understanding across the school community.
- A rigorous, monthly, QA calendar ensures that on-going self-evaluation is embedded into our improvement agenda.
- Multiple QI layers allow for improvement to be measured through different lenses: Faculty Review (NAC and supporting team), Learning rounds (various models), HT Trio model, Senior Manager QI visits SSR/SIR reviews and in January 25, we had a school review which prioritised QI 2.3 and 3.1.
- A PEF flash reporting model monitors progress and evaluates impact at the end of each term. Those leading in PEF posts have clearly defined roles and responsibilities that are clearly mapped out in our School Improvement Plan.
- High level messages and next steps are articulated at regular intervals throughout the school year. This is inclusive of survey headlines, data analysis and review feedback.
- The Extended Leadership Team has a voice in shaping the change agenda – this forum allows for consistent messaging around roles, responsibilities and next steps. ELT collaboratives were introduced to impact change and improved outcomes for learners. Revised policies for next session evidence the impact of the middle leader voice.
- The Head Teacher meets weekly with individual DHTs and with the SLT to review progress and to plan next steps. DHTs meet regularly with link FHs. Their role is to support and challenge to ensure continued improvement.
- Members of the SLT and Middle Leaders are on a variety of NAC strategic groups with a voice in shaping policy and practice across the local authority: Nurture, Learner Participation, Supporting Needs, Policy Review Group, Attendance, Digital, Data etc...
- There is clear evidence of strategic progress at all levels of the system – within departments and at SLT level – additional FIP QA was introduced in session 24/25.

- The HT issues a weekly update to support staff with planning. It is a chance to share key information and celebrate successes across the school community.
- Parents/Carers are provided with a monthly newsletter which celebrates success and endeavours to share key information. Recent survey data evidenced that over 80% of respondents engages with the monthly newsletter.
- Pupils are provided with a daily interactive bulletin outlining the key events of the week alongside any available participation and wider achievement opportunities.
- Positive relationships are a strength of the school. Most staff have positive relationships with most pupils.
- Partnership working is at the heart of our approaches – links are extensive and highly productive.
- Parent/Carer feedback is sought at regular intervals – returns made this year so far highlight an overall satisfaction rate of over 85%.
- We have an extensive in-house CLPL calendar on offer for staff and delivered by staff. Attendance and engagement has continued to improve.
- Staff have stepped forward to lead on specific areas of school improvement: Communications, Learning and Teaching, Data, Digital, Wider Achievement...
- Staff in some areas are engaging with the PLA twilight model to support areas of school improvement as well as areas for further development identified through the PRD process.
- Staff all levels of the system have been developing confidence and capacity in their use of data. A revised approach to tracking analysis ensures accountability by all. Systems and processes have been adapted each year based on stakeholder feedback – the ELT Collaboratives have been a valuable platform for which to allow this to happen.
- Staff at all levels have been integral to our revised approach to classrooms observations. Colleagues have had the opportunity to observe both within their own department and beyond. They have had the chance to plan and reflect collaboratively.
- The wellbeing of all is integral to the work of the school. A staff wellbeing steering group is operational and CLPL is supported by our School Counsellor. In June 25, 91% of staff reported that IRA is supportive of their positive wellbeing either all of the time/some of the time.
- The work of the Parent Council is progressive. They have a voice in areas of strategic improvement across the school and have developed their own

action plan with the ultimate goal of improving learners' experiences and reducing barriers to attainment and achievement.

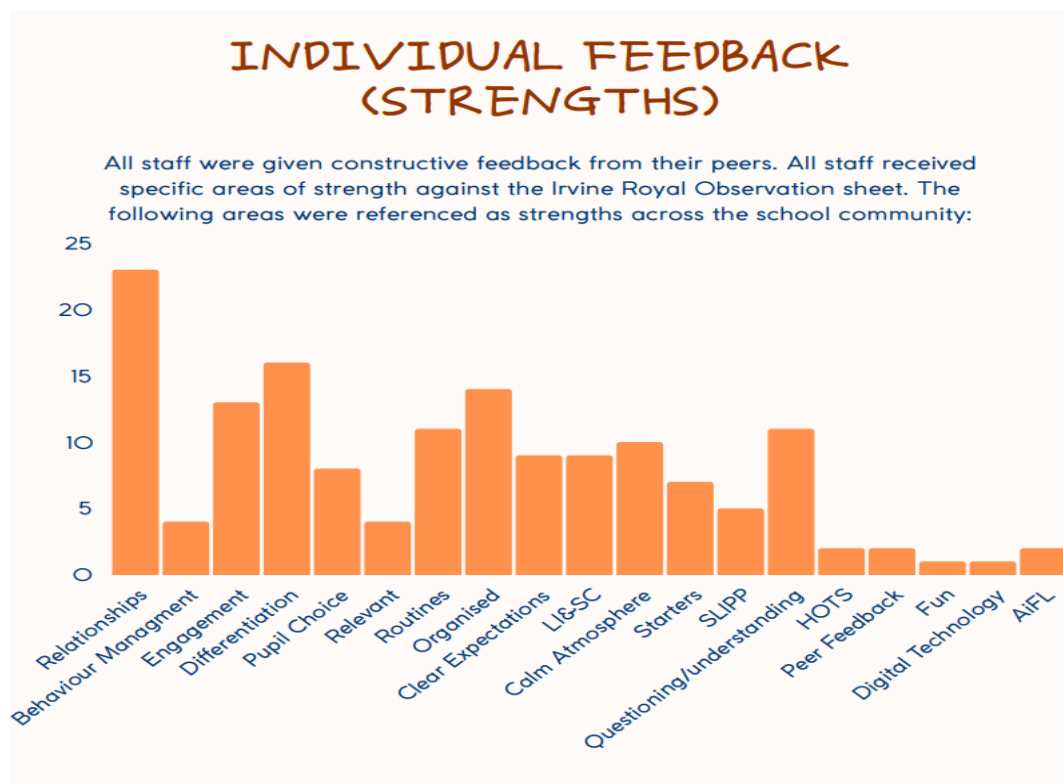
QI 2.3 Learning, Teaching & Assessment

Evaluation - 4

- We work hard to promote a positive, caring ethos where all pupils feel welcomed and loved.
- Our Class Charter was co-designed and should be visible and promoted in all classrooms. On the back of our January 25 review, our new Promoting Positive Learning strategy was introduced.
- The school community has collaborated to develop a whole-school approach to Promoting Positive Relationships. This ensures that staff model behaviours which promote and support the wellbeing of all. Our approach has a focus on positive praise and encouragement amongst staff and pupils including: HT Excellence Awards, Theme of the Month tokens, House Stars, Royal Recognition, Departmental Recognition, Positive Phone calls & Texts Home, Family Time and Departmental Recognition. Reset and Reflection are two components of our policy which is under regular review. Key actions from a May 25 consultation will be reflected in our August 25 revised policy.
- Our Primary/Secondary Transition programme (P5-7) has evolved over time. We have multiple layers based on significant need. Our comprehensive programmes, supported by our Transition Steering Group, now have a clear focus on learning across subjects as well as the development of positive relationships and supporting needs.
- Most staff have a strong understanding of the varying and at times complex needs of our pupil population.
- We facilitate Pupil Case Conferences in order that staff can share strategies to support pupils and in turn, learn from each other – the introduction of our new S3 ACE class is illustrative of this.
- Staff from across the school work in collaboration with our SIR, SSR and Integrated Support Teams. This collaborative work has supported classroom planning and has thus been conducive to quality learning, teaching and engagement.
- Our Local Authority SSR supports young people from Irvine and beyond. Their learning offering is bespoke to individual needs. Internal and external partnerships have developed in order to support progress and engagement with the curriculum.
- We have developed resources and professional learning to promote dyslexia friendly classrooms.

- We have developed a Neuro Support Strategy following extensive consultation with identified pupils
- Our Confidential Information spreadsheet ensure that staff are well informed on pupil needs.
- Our Pupil Team around the Child meetings and Learning Reviews have a clear focus on learning and engagement. These forums provide the space to plan interventions to improve outcomes in learning.
- All Curricular areas have an identified Pupil Support/AAA Champion in place. Information is cascaded back to curricular teams via the identified Champion. Our March 2025 AAA verification was exceptionally positive and highlighted a number of areas of good practice.
- An EAL Induction pack has been developed by Pupil Support staff in conjunction with NAC EAL service to ensure that key information and support strategies regarding our EAL learners is captured and shared across the school community.
- We have developed over time a culture of participation in a multiplicity of forms: School of Rugby, D of E, MVP, YPI, Mental Health Ambassadors, and Outdoor Learning. Extra-Curricular experiences, Local and International excursions. Partnership working has further enhanced our added value offering this session.
- Our DYW programme continues to go from strength to strength: Barista, Nail Bar, Hair and Beauty are some of the examples. Staff commitment to professional learning in this area has developed over time.
- Family Engagement and participation has gone from strength to strength. We offer the following opportunities for Parents/Carers: Parents in Partnership, Adult Learning, Parent Volunteering, Parent Support Group, Conversation Café and termly Family Fun Nights.
- High level messages from the PRD process are shared with staff to inform our professional learning programmes.
- We appointed a PT Learning, Teaching and Assessment in August 23 (PEF) to support the SLT 2.3 Strategic Lead – her impact has been significant. The journey has been clearly mapped and shared with stakeholders.
- We have had a significant focus on connecting the purpose of learning to knowledge and the skills needed to thrive in a complex and challenging society. Work in this area is on-going...
- We have had a significant focus on making explicit use of the Meta-skills framework within classes and in turn, we have had a focus on making explicit the understanding and application of Higher Order Thinking Skills.

- Google Classroom is the digital platform used across all subject areas – we have devised a set of non-negotiables in order to ensure that pupils can access resources in all areas of the curriculum.
- We are developing our approaches towards digital technology across classes. A variety of programmes/software is utilised. There has been significant PEF investment to support the enhanced use of ICT in lessons. Our new Digital Lead (PEF) is now a member of the NAC Digital Learning Strategy Service Improvement Group. Clear plans for session 25/26 are mapped out in our SIP.
- Our Learning Study in term 2 was effective on a number of levels:



IMPACT ON L&T

Almost all staff members said this activity had a positive impact on their own learning and teaching. Staff said:

'This process has motivated me and built my confidence in the classroom.'

'Observed good practice from across school to implement in own department. Good to connect with colleagues from other departments.'

'It was great to build relationships with other staff members. To see the experts in their field teach the children and also to see the children in different subjects.'

'I have developed positive working relationships with colleagues that I can lean on. I would also now have no problem approaching colleagues and asking for further support or the answer to a question if needed. Really loved the process!'



99% of staff have already tried or adapted a new technique or approach that they had observed from colleagues lessons.

- Outdoor Learning programmes that have been implemented for identified learners have proven to be successful. A targeted approach will again be taken in session 25/26.
- My World of Work is promoted within a PSHE context. Young people are supported by PTs G and SDS to plan for the future
- Skills Development Scotland, in tandem with the PT DYW play an integral role in our Transition programmes – Primary-Secondary and Post School.
- The DYW team support Faculties to promote career opportunities and pathways within their subject areas. The Curricular Marketplace has been developed in conjunction with the options process. Staff are ably supported by our PT DYW to develop partnerships as well as their own knowledge and understanding. These partnerships add value to the curriculum and enhance learner experiences. The National Galleries, Writers Workshops, Scottish Opera, GSK are some examples.
- We have developed whole school approaches to:
 - Moderation of CFE levels in the BGE.
 - Moderation and planning of BGE courses.
 - Moderation of SP courses and assessment tools
 - Internal Verification
 - Learning Conversations in the Senior Phase

➤ Learning Logs to record progress used in Personal and Social Education.

- Staff across teams engage in Understanding Standards events.
- All subject areas have at least one SQA marker in their team.
- Tracking data is utilised to target groups of learners for Arran Outdoors Study Weekends. Pupils scored the experience 4+/5 in all areas of their 2025 feedback survey.
- Tracking data is utilised to identify pupils to participate in our Supporting Success programmes to ensure all pupils leave IRA with a minimum of 5@ as well as Literacy and Numeracy.
- Our whole school approaches to Tracking and monitoring are embedded across all Curricular areas. BGE and Senior phase Tracking review meetings are timetabled with the FH/DHT Link and the HT following each Tracking period. In advance of all meetings FHs meet with CTs to reflect on their analysis and agree next steps.
- Robust plans are in place to support improvements in Literacy and Numeracy at all levels – termly meetings with FH/Data Lead and the HT are now calendarised. High level messages are shared and targets agreed.
- Our level change policy has been developed to ensure that all pupils remain registered for the highest level of coursing for as long as possible. Class Teachers/FHs are responsible for supporting alternative certification where there is a need to deviate from the original plan. Senior Leaders now play an active role in this process.

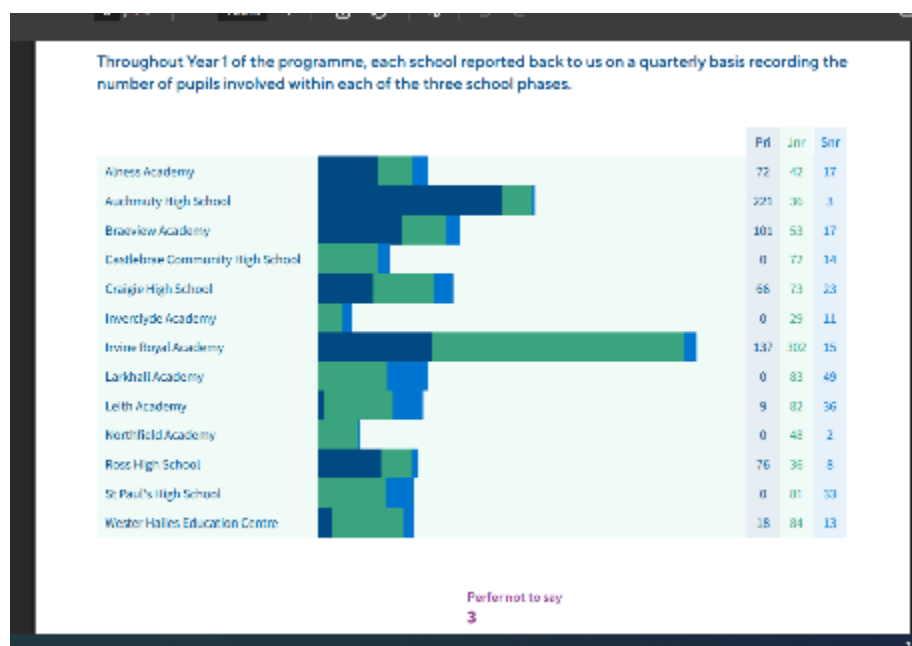
QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation - 4

- Most staff across our school are consistently responsive to the wellbeing needs of our learners.
- Systematic approaches to monitoring and tracking our young people's wellbeing are utilised within PSHE classes and by our PT Guidance through the use of Learner Journals.
- The school community has collaborated to develop a whole-school approach to Promoting Positive Relationships. This ensures that staff model behaviours which promote and support the wellbeing of all. Our approach to this has a significant focus on positive praise and encouragement amongst staff and pupils including: HT Excellent Awards, Theme of the Month tokens, House Stars, Positive Phone calls & Texts Home and Departmental recognition. Reset and Reflection are two components of our policy which is under regular review.

- Staff within the IST regularly share key information with staff across the school via the House Updates. This is to ensure that the appropriate support is in place within the classroom setting. We have further enhanced our use of technology to aid the information sharing process through SEEMiS notifications.
- CLPL for staff has been developed in tandem with the School Counsellor and PT Guidance to develop a package of in-house professional learning. This has a focus on supporting young people but also on self-support for staff wellbeing.
- We take a collaborative approach to MH Ambassadors & MVP Mentors. MH Ambassadors have completed SeeMe training, SafeTALK and have also participated in the NAC MHWB Resilience Training sessions. We are developing an approach to a Safe Space within the school to support the MH of all.
- Pupil views inform content and delivery of PSHE lessons to ensure they are topical and responsive to the needs of our YP.- PSHE programmes continue to evolve. Next session, they will be further complimented by the introduction of termly thematic days.
- We use partners in a proactive way to support key themes across the school.
- Increased number of staff have been trained to support MHWB including ASSIST training, MH First Aid, SafeTALK etc...
- We have a number of supports in place for Parents/Carers, monthly Conversation Cafes, Parent Support Group, Volunteering, Parents in Partnership...
- Our annual Mental Health Discussion dinner is led by our School Counsellor. The event serves to bring partners together over a hot meal in order to raise awareness of the array of supports in our locality.
- The Irvine Royal School of Rugby has gone from strength to strength. We now have 62 pupils involved in the programme.





- https://scottishrugby.org/wp-content/uploads/2024/07/CashBack_annual-report2324.pdf
- An extensive extra-curricular programme of events runs daily both at lunch and after school. Staff and pupils alike lead on a number of activities: chess, darts, football, basketball, badminton, Art Club, Musical Theatre are some of the many examples on offer.
- Wellbeing Walks are facilitated by our AIW and Active Schools. They are built into the timetable – pupil selection is targeted.
- All staff engage in the annual Child Protection and Safe-guarding information sharing session at the start of term and this is part of the induction process for new staff throughout the term.
- All staff are up-to-date with local & national policy & legislation relating to CP.
- Bespoke CP & Safeguarding packs are shared with MCR Partners and are available for all visitors at the school reception.
- SLT share CP updates from NAC throughout the course of the year.
- Facilities Management training logs are shared with CP Coordinator.
- Janitorial Staff engage in bespoke CP training.
- SEEMiS 'Cause for Concern' referrals are utilised to highlight wellbeing concerns to PTG.
- SLT & PTGs regularly explore good practice from across NAC and nationally to ensure that codes of practice and procedures within IRAC are of the highest standard which ensures that there are improved outcomes for all.

- Care Experienced; YC; ASN; SI monitoring within PTG QA Calendar.
- Internal monitoring and follow-up process for RfA & WNoC/CME...
- 32 period radio supervision rota in place to support pupils who are not in class – toilet monitoring is inclusive...
- Support staff provide a range of targeted interventions for young people who have barriers to learning: Literacy/Numeracy group, LIAM, AIW, Nurture...This has led to improved outcomes for identified young people – for example, improvements in reading and comprehension ages and ability.
- Staff work effectively to build independence and resilience for these young people so that they can continue to succeed.
- Our MCR Pathways mentoring programme is well established within the school, this project provides individualised support and guidance for our young people leading to positive outcomes.
- Our LGBT Journey towards Gold has commenced - a staff & pupil steering group has been established.
- An EAL Induction pack has been developed by Pupil Support staff in conjunction with NAC EAL service to ensure that key information regarding our EAL learners is captured and shared across the school community.
- Our Integrated Support Team foster positive partnerships to support our young people. We have an array of partners: Barnardo's's, YPST, Families Outside, YC Centre, Social Work, Tuition Support, Extended Outreach, Active Schools, CLD, Irvine Youth Forum, Friends of Redburn, Better U Fitness etc...
- A planned approach to joint working with our EP is utilised to ensure that supports are actioned in a timely fashion. TAC meetings are planned to ensure our EP is present, as appropriate.
- Our NAC SSR provision has developed systems, in tandem with the Educational Psychologist, to monitor and track the progress of all young people who access this provision. This information captures pupil and parent voice to inform where support should be targeted.
- Pupils in the SSR have been supported across the mainstream in Science, Technical, Art, Music and PE.
- SSR community partnerships have continued to evolve which has resulted in a number of added value experiences being brought in to the curriculum.
- Our SIR Provision supports young people with identified barriers to learning. This resources helps them to achieve their potential and remain within the mainstream secondary environment. The SIR staff proactively source and plans off-site learning experiences for our young people to

take part in. A number of partnerships have been developed: Inverclyde National Sports Centre, Maritime Museum are two such examples.

- Staffing additionality, in conjunction with PE, utilised to ensure accreditation in PE/HWB for a targeted group of SIR learners.
- Robust tracking systems are in place to ensure that all pupils who utilise
- Our free Royal Resources shop ensures that all pupils and their families have access to uniform and other products on a weekly basis.
- Our COSD steering group ensures that the voice of stakeholders is heard. The data gathered informs planning and next steps.
- Breakfast Club continues to be funded by PEF out with the NAC Winter Warmer initiative. Over 70% of pupils in SIMD ½ attended our free breakfast provision in session 24/25.
- We have developed a strategic approach to the collection of school meal debt in order to reduce the amount of money outstanding. Debt has reduced significantly.
- Free Period products are available to all throughout the year, including holiday times.
- All Family Engagement events are supported through the offering of a hot meal – all members of the family are welcome to attend.
- Cash for Kids funding allows for the collation and delivery of food hampers and vouchers to those families most in need.
- We have made bids to CLD for the distribution of self-care hampers for our families who are most in need.
- Gender neutral PE was kit launched in PE.
- All pupils can borrow PE kit from the department.
- All new S1s provided with IRA branded PE T-shirts.
- Alternative changing facilities are available for those who require them.
- Alternative single toilets are available on request for those with identified needs.
- Our *Call to Action* initiative has supported young people to speak up when they witness behaviours not in line with our school values.

QI 3.2 Raising Attainment & Achievement

Evaluation - 4

BGE

- In June 2025, in S3, 53% of our learners have achieved fourth level in Literacy, that figure was 51.9% in 2024. In Numeracy, that figure is 29%, just below the 2024 figure.

Senior Phase

Leavers

- In 2024, we were above our VC for L4 and L5 Literacy and Numeracy. This is the first time we have been above our VC for this data set.

S4 - Cohorts

- Our L4 and L5 Numeracy 2025 cohort data is better than the 2024 cohort data.

S5 – Cohorts

- Our 2025 L5 Literacy data is better than the 2024 data, our L4 Numeracy data is better than the 2024 data.

S6 – Cohorts

- Our 2025 L5 Numeracy data is better than the 2024 data.

Improving Attainment for All

Leavers

- In 2024, IRA were above the VC in the lowest 20%, middle 60% and highest 20%. This is the first time we have been in this position over the past 5 years.

Cohorts

S4

- In 2024, we were above the VC in the lowest 20%.

S6

- In 2024, we were above the VC in the lowest 20%, middle 60% and highest 20%. This is the first time that we have been in this position over the past 5 years.

Breadth & Depth

5 @

Leavers

- At Level 4/5/6, we were above the VC for 5 @. This is the first time we have been in this position.

Cohorts

S4 Level 5

- In two out of the last three years, we have been above the VC for 1@5 and 3@5.

S5 Level 5

- In two of the last three years we have been above our VC for 1@5.

S6 Level 6

- In 2024, we were above our VC for 1@6, 3@6 and 5@6. This was also the case in 2022.

S6 Level 5

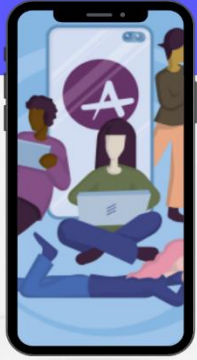
- In the last three years, we have been above our VC for 1@5. In the last two years, we have been above our VC for 3@5.
- A cross-faculty Raising Attainment steering group was formed in session 24/25.
- Faculty and whole school tracking systems are in place to support early and effective intervention. Interventions will be recorded on internal trackers in session 25/26.
- High level messages are collated following each tracking period and shared across the ELT.
- CT/FH/HT attainment meetings are scheduled post Tracking and Monitoring periods. Analysis paperwork is completed at all levels of the system (BGE and SP).
- Targets/Estimate entry/SQA results – paperwork supports professional dialogue re historical data/uptake/pass rates/estimate/target accuracy...there are high levels of accountability at all levels of the system. Staff should know their learners well based on the data they are supported to engage with.
- Literacy Review meetings have been introduced for session 25/26.
- Targeted Literacy and Numeracy groups have been introduced across the BGE.
- Literacy and Numeracy interventions are in place - TRT/Maths Recovery are two such examples.
- Spelling ages/reading ages are regularly assessed and the data is shared with staff to help them to better support needs.
- Dedicated Literacy and Numeracy support is in place in the SSR/SIR.
- We have high levels of engagement with the SCQF to ensure progressive pathways for all profiles of learner.
- Tracking and Monitoring systems capture prior levels of attainment to ensure progression (pace/challenge).
- Prior attainment data utilised to support the options process and to ensure progressive, ambitious pathways.

- Learning conversations take place in all curricular areas and within PSHE (target setting and goal mapping).
- On-going support offered to our staff re Progress and Achievement to ensure accurate and valid data entry. We will partner with Kilwinning Academy in session 25/26 for external moderation.
- Study Support/Saturday School and Easter school are offered to learners.
- We sit above our VC for three out of the last three years for the number of young people entering into a positive and sustainable post school destination.
- The SLIPP Learning and Teaching model (lesson structure) was launched to promote a consistency of approach across the whole school community. In most lessons, the structure is visible.
- The Learning and Teaching poster is promoted to explicitly outline the expectations of all staff.
- The uptake from young people with the Duke of Edinburgh Award scheme continues to grow each year.
- Pupil voice is captured more consistently across subjects to support effective planning.
- Our revised SQA policy ensures that all learners must achieve accreditation in all subjects that they embark upon – that is our commitment.
- Celebration of success is consistently promoted – Royal Recognition and the HT Excellence Awards are two such examples. Post Tracking awards were introduced in session 24/25.
- We are now capturing wider participation through our B/S/G model – this will be further developed in session 25/26. Pupils will be better supported to articulate the skills gained through wider participation.
- The monthly newsletter, school website and social media are all utilised to promote and celebrate pupil achievements.
- Royal Resources supports our continued quest to reduce the cost of the school day and in turn mitigate the impact of poverty on our learners
- PTACs and Learning Reviews are strategically scheduled throughout the session – clear action plans are devised and shared accordingly.
- Enhanced partnership working with our link Educational Psychologist helps to support re-engagement in learning.
- We sit consistently below the NAC average for exclusions.
- Developing whole school partnerships within the SSR has served to ensure pupil progress and engagement within lessons across the mainstream environment. This aspect is going from strength to strength.

- External partnerships continue to be developed to add value across the curriculum – we have over 100 existing partnerships in place.
- All pupils are supported well by SDS and our PT DYW – PTs Guidance liaise closely to ensure positive destinations for all leavers.
- High quality partnership working with Outreach Support serves to ensure positive attainment and achievement outcomes.

ACHIEVE

REGISTER NOW



What is ACHIEVE?

ACHIEVE is a website for all National 5 and Higher pupils preparing for exams. Here you can select all your National 5 and Higher courses, and access the Learn, Assess and Self-evaluate modules for each. By revising and testing yourself, you will be able to reach your goals!



- 1 Scan the QR code and click 'sign-up'
- 2 Click 'create student account'
- 3 Enter your details and verify your email address
- 4 Enter the code: **N98RRpWs**



SCAN ME



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility

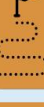


IRVINE ROYAL ACADEMY

Ambition • Respect • Responsibility



Leadership Opportunities

	Active Girls Group		Young Ambassador for Sport
	Young STEM Leader		MVP Ambassador
	COSD Ambassador		Buddy
	S1 - S6 Pupil Parliament		Subject Ambassador
	S6 House Captain		Digital Leaders Group
	Sports Leader		SCQF Ambassador
	Sports Council		Transition Ambassador
	NASA		Mental Health Ambassador
	Royal Rep		Anti-Bullying Ambassador
	Senior Pupil Leadership Team		MWOW Ambassador
	LGBTQ+ Ambassador		YPI

FEEDBACK FROM OUR YOUNG PEOPLE ABOUT WHAT MENTORING MEANS TO THEM

I like just sitting talking to her.
Having my mentor meeting gives me a break from school work which helps me to stay in school the whole day.

S3 young person

My mentor matches my energy. I would say she is like a granny of mine. She has helped me in my ups and downs. It is sad I only see her once a week. I will really miss her when I leave. Knowing I can see her makes me want to stick in longer at school.

S4 young person

The best thing about having a mentor is having someone that I am able to feel relaxed around.

S4 young person

Having my mentor gives me someone to talk to. It isn't someone that I see every day so the conversations with him are different.

S3 young person

The best thing about having my mentor is having someone to talk to. Having her makes me feel less alone

S5 young person

The best thing about my mentor is having someone to talk to and someone that I can spend time with.

S3 young person

Before I met my mentor, I wasn't sure about staying on at school but now I have managed to stay on until the end of S6. I am more confident now. It has helped to have someone there cheering me on.

S6 young person

She is easy to talk to, funny and nice. She is just amazing!

S3 young person

PUPIL EQUITY FUNDING

Expenditure	Impact																																	
Breakfast Provision	110 (15% of school roll) young people used breakfast club – having over 850 breakfasts. 42 (38%) had at least 10 breakfasts over the 21 mornings, 24 (22%) had between 5 & 9 and 44 (40%) had less than 5 breakfasts. - The young people are spread across the year groups as follows: <table><tr><th>Year Group</th><th>Number of pupils</th><th>Percentage</th></tr><tr><td>• S1</td><td>• 46</td><td>• 42%</td></tr><tr><td>• S2</td><td>• 36</td><td>• 33%</td></tr><tr><td>• S3</td><td>• 28</td><td>• 25%</td></tr></table> <table><tr><th>SIMD</th><th>Number of pupils</th><th>Percentage</th></tr><tr><td>• 1 -2</td><td>• 81</td><td>• 74%</td></tr><tr><td>• 3 - 4</td><td>• 18</td><td>• 16%</td></tr><tr><td>• 5 – 6</td><td>• 9</td><td>• 8%</td></tr><tr><td>• 7 – 8</td><td>• 1</td><td>• 1%</td></tr><tr><td>• 9 - 10</td><td>• 0</td><td>• 0</td></tr><tr><td>• Unknown</td><td>• 1</td><td>• 1%</td></tr></table> 36 (33%) of the young people also access Free School Meals. 6 (5%) are Care Experienced.	Year Group	Number of pupils	Percentage	• S1	• 46	• 42%	• S2	• 36	• 33%	• S3	• 28	• 25%	SIMD	Number of pupils	Percentage	• 1 -2	• 81	• 74%	• 3 - 4	• 18	• 16%	• 5 – 6	• 9	• 8%	• 7 – 8	• 1	• 1%	• 9 - 10	• 0	• 0	• Unknown	• 1	• 1%
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• COSD	• We measured impact through data and feedback. Surveys from pupils and families provided valuable insights, and we used the data from anonymous surveys to tailor support to the specific needs of our pupils and their families. Over 400 uniform items were badged, with more than 100 people attending open days. We submitted more than 50 laptop applications to tackle digital poverty and supported 97 families with £50 supermarket vouchers. Free period products are also available to all female pupils, promoting dignity and inclusion. Pupils access Royal Resources daily using the email address, the QR code or asking a Cost of the School Day Ambassador for access. • The Cost of the School Day group and the Royal Resources Shop help reduce the poverty-related attainment gap by ensuring all pupils have access to essential items like uniforms, food, toiletries, and digital devices, removing barriers that can negatively impact learning and attendance. By reducing financial stress on families and promoting dignity through discreet, stigma-free support, pupils are more likely to attend school regularly, feel included, and fully engage in their education. This helps create a more equitable learning environment where every pupil has the opportunity to succeed.
• Barnardo's	• The PEF funding has been instrumental in providing tailored interventions that meet the specific needs of the target group. Evidence of this impact includes not only improved attendance and engagement but also greater confidence and resilience among students. Teachers have observed increased participation in class activities, while parents have reported noticeable improvements in their children's self-esteem and overall involvement in school. • Furthermore, PEF-supported initiatives, such as outdoor gardening activities, classroom sessions on mental health, and group work around attendance, have fostered a stronger sense of belonging within the school community. These interventions help students feel more

	connected to their peers and the wider school environment, which is crucial for those who have faced barriers to engagement. • Overall, PEF funding has made a clear and positive difference by enhancing both the emotional wellbeing and academic engagement of the young people involved. It has enabled students to overcome challenges, re-engage with their learning, and experience a more positive and fulfilling school experience. • Attendance data shows positive improvement as noted below: • S3 pupil – SEBN learner who is also supported by SIR has shown a 21% improvement in attendance from January to May. • S2 pupil – EAL – improvement of 1.42% from January to February. • S4 pupil – MHWB – improvement 47.15% since start of academic session • Attendance data shows an attendance rate improvement of 7% for the targeted young people over the academic session (until May 2025).
• SIR PTs	• 26 out of 28 S4 young people achieved a qualification in Literacy and Numeracy. • Almost all S4 students accessing SIR have achieved at least five National Qualifications, a remarkable improvement from initial projections, which indicated no certification for some. • S3 cohort – 100% of attenders have achieved level 3 Literacy and Numeracy, 20% have achieved level 4 Literacy and Numeracy, 81% of the S3 cohort have achieved 1@, 31% have achieved 2@, 25% have achieved at least 1@level 4 and 1 young person has achieved 5 at level 4. This will lead to greater attainment and achievement in S4 and therefore more sustainable positive destinations. • 73% decrease in referrals to OSG. Evidence shows those who remain in mainstream education are more likely to achieve, attain and sustain positive destinations and have lower levels of criminality.

	• Reduction in radio calls for all SIR young people • Increased number of young people now accessing SIR provision. • Reduction in exclusions for SIR cohort.
• Family Engagement sessions	• The impact was measured using a combination of qualitative and quantitative data. This included comparing attendance records before and after the intervention. In September, 84% of pupils were attending school; this increased to 88% by June. The number of families participating in events increased from 68 in October, to 154 in June. Discussions with parents, carers, and pupils provided invaluable insights. Families shared that they felt supported by the variety of interventions available to help them overcome any barriers they were facing. Teachers also noted improved pupil engagement within classrooms due to positive relationships formed at the events. In addition, increased home-school communication and parental involvement in learning were highlighted as key indicators of success. • Our family engagement initiative helped reduce the poverty-related attainment gap by building trust between the school and families. Families enjoyed a termly evening of fun with a hot meal, where they could connect with staff, support services, and other families. Our Royal Resources shop provided free food, uniforms, clothing, toiletries, period products, stationery, and access to external support agencies. We also tackled barriers such as transport, digital access, and language through informal discussions with parents and carers. By promoting inclusion and a sense of belonging, all families felt supported. As a result, those from lower-income families showed improved attendance, engagement, and academic progress.
• Communications Lead	• Consistent communication is ensuring that all stakeholders are aware of what is happening at Irvine Royal Academy. This ensures equality of information sharing and ensures that pupils do not miss out on

	important events that are happening at Irvine Royal Academy – this was not the case previously. • The daily Pupil Bulletin is now saved on the School Website – Parents/Carers are also signposted to access this data. • The monthly newsletter celebrates and shines a light on the very best of our school. Pupils speak positively about the newsletter and report enhanced confidence when they are recognised for their achievements. This unquestionably helps to foster a culture of ambition.
• Data Coach	Key responsibilities: Monthly • Attendance • T&M, Behaviour, mobile phone & uniform demerits • NAC Attendance • Radio Hotspots • Breakfast Club • Attendance Run charts Termly • BGE P&A Data QA • BGE P&A Data pull for analysis • BGE P&A high level messages • BGE Literacy/Numeracy Data support • SP T&M Data QA • SP T&M Data pull for analysis • SP FH T&M Spreadsheets • SP T&M high level messages 1@, 3@ & 5@ • SP T&M – identify young people in danger of not achieving 1@, 3@... • SP Literacy/Numeracy Data support • BGE P&A & SP T&M - populate House Teams spreadsheets • Wider Achievement • Royal Recognition –work with JH to collate the entries

	Yearly • Insight Data – Breadth & Depth, Improving Attainment for All... • Insight Leavers Data – Breadth & Depth, Improving Attainment for All... • Insight Data – Identifying gaps - Gender, Care Experienced, FSM & Q1... • GL Assessment set up • Arran Outdoors • Target setting with FHs • Analysis of SQA results • School profile – SIMD, FSM, Care experienced ... • BGE P&A & SP T&M Analysis paperwork • Work with GP to produce Prelim TT
• Royal Recognition and Wider Achievement	• Across the 4 terms, 603 Awards have been issued for wider participation. The awards have been issued across the three categories – Bronze/Silver/Gold. • We try and encourage pupils to stay at clubs and learn new skills, work with other people and develop social and transferrable skills that these groups offer. • We try to encourage pupils to volunteer their time to whole school groups and events, again allowing the development of numerous social skills. We need to continue to embed the process. We try and encourage pupils to remain part of community groups and / or to see the value and depth of volunteering their time to their community.
• Arran Outdoors	• August 25 attainment data will help to review/evaluate the full impact of Arran Outdoors alongside other interventions for this target audience (5@6). • Overall rating by participants – 4.33/5 • Effectiveness of study time – 4.06/5 • Overall experience to support improved exam performance – 4/5. • The experience was fully funded. • The majority of the pupils who attended the weekend reside in deciles 1 and 2.

PT DYW	- Pupils from S3-S6 are offered engagements with FOCUS West. These pupils are offered opportunities based on the following criteria: SIMD 1-3, care-experienced, refugee status, young carer and asylum seeker. Engagements and opportunities created for these pupils support them transitioning into higher education when leaving school. - Weekly meetings with SDS, DHT (monthly) and Guidance (termly) ensures that leavers who are 'at risk' of not securing a positive destination are targeted and supported – directed to application groups, scheduled 1-1 careers meetings, communication with PTG to create plans etc. - Our Positive destination data has been above the VC for the last three years. - UCAS applications for 24/25 have secured the final following offers: <table border="1" data-bbox="571 1010 1126 1227"> <tr> <td>• Unconditional</td><td>• 23</td></tr> <tr> <td>• Conditional</td><td>• 45</td></tr> <tr> <td>• Next Stage</td><td>•</td></tr> <tr> <td>• Unsuccessful</td><td>• 7</td></tr> </table>	• Unconditional	• 23	• Conditional	• 45	• Next Stage	•	• Unsuccessful	• 7
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• Next Stage	•								
• Unsuccessful	• 7								
PT Learning and Teaching	- Our L and T journey can now be clearly mapped. - We have clear plans for further improvement in session 25/26. - There has been a cultural shift across the school community. Colleagues now regularly reach out for support in the area of Learning and Teaching. 8 Staff members are now fully trained in Cooperative Learning. 60 staff are trained on the 1 day course. Further training of staff who only received the 1 day course to be rolled out in session 25/26. 20 staff members have agreed to offer sessions for the 25/26 CLPL calendar. This is a huge improvement on previous years, with 53 sessions to be facilitated in the next academic year.								

- | | |
|--|--|
| | <ul style="list-style-type: none"> Engagement in the ACHIEVE platform is very good from a pupils perspective. Our termly reports evidence an increase in engagement and usage. Feedback from the S5 Mentor group signifies that pupils determined this intervention to have the most impact when it comes to study and consolidation. |
|--|--|



IRVINE ROYAL ACADEMY

LEARNING & TEACHING

'BEING A TEACHER IN IRVINE ROYAL ACADEMY'

LESSONS SHOULD INCLUDE:

- Learning Intentions
- What do I want pupils to learn and why?
- Success Criteria
- Plenary

- Assessment
- Effective Questioning
- Feedback/Feed Forward

- Differentiation

LESSONS SHOULD BE:

- Inclusive, Relevant, Engaging
- 4 capacities & 4 contexts of Curriculum for Excellence
- 21st century knowledge and skills

- Planning
- Organisation of Resources
- Effective Classroom Management

**"ALL IRVINE ROYAL ACADEMY PUPILS
WILL FEEL WELCOMED AND LOVED"**

AMBITION • RESPECT • RESPONSIBILITY

 IrvineRoyalAcad



CASHBACK SCHOOL OF RUGBY



"It's helps build resilience , build friendships and build confidence"



AIM

- 1 YOUNG PEOPLE ARE DIVERTED FROM ANTISOCIAL, CRIMINAL BEHAVIOUR AND INVOLVEMENT WITH THE JUSTICE SYSTEM
- 2 YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)
- 3 YOUNG PEOPLE'S HEALTH AND WELL-BEING IMPROVES
- 4 YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES
- 5 YOUNG PEOPLE BUILD THEIR PERSONAL SKILLS, RESILIENCE, AND BENEFIT FROM STRENGTHENED SUPPORT NETWORKS AND REDUCE RISK TAKING BEHAVIOUR

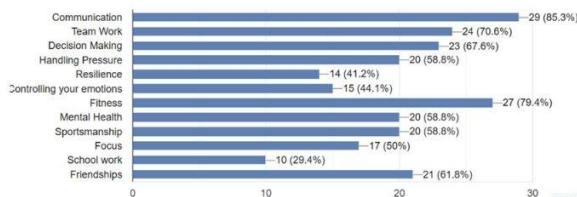


Irvine Royal Academy

Pupil M: Growing Confidence and Educational Aspirations

Initially low in confidence, Pupil M joined the School of Rugby and developed leadership, fitness, and determination. She now plays club rugby, pursues curricular qualifications, and has a growing vision for her future career.

SKILLS DEVELOPED



28 pupils

37 pupils

2 pupils
5 staff

98 Hours

Completed Rugby Mini Referee Course

Completed Rugby Activators Coach ED

Completed Rugby Essentials Coach ED

Voluntary Coaching from Senior Pupils



77%

Based on educational courses will change

97%

Have enjoyed the programme and want to remain in it for 205-26

AREA INCLUSION WORKER



IRVINE ROYAL ACADEMY

- LIAM
- CHANGE & LOSS
- KITBAG
- YOUNG CARERS
- TRANSITION
- WELLBEING WALKS
- REFLECTIONS
- ENHANCED TRANSITION
- BESPOKE TRANSITION
- EQUALITIES
- BPR PARENT/CARER GROUPS
- HOME VISITS
- NIGHT BEFORE CHRISTMAS PARCELS
- LGBTQI+ JOURNEY TO GOLD
- PRIDE GROUP
- PROJECT RESTORE
- ATTENDANCE SUPPORT



ANNICK PRIMARY



- Delivery of group input with P6 & P7 young people
 - 5 x 1:1 sessions
- Kitbag; Wellbeing Walks; Young Carers; Arts; Coping with Change; Social Media parent/carer session; Residential; Night Before Christmas Parcels

CASTLEPARK PRIMARY



- Input with P6 & P7 young people
 - 4 small group sessions with young people
 - 1 x 1:1 session
- Wellbeing Walks; IRAC School Tour; Feelings & Needs; Safe Social Media; BPR; Residential

LOUDOUN-MONTGOMERY PRIMARY



- Delivery of group input with P6 & P7 young people
 - 5 x 1:1 sessions
- Wellbeing Walks; Safe Social Media; PC Brown; Teamwork Tournaments; Conversation Cafe; Residential

MONTGOMERIE PARK PRIMARY



- Delivery of group input with P5 & P6 young people
- Getting to Know You; MCR Pathways

WOODLANDS PRIMARY



- Input with P6 & P7 young people
 - 2 small group sessions with young people
 - 4 x 1:1 sessions
- Transition Talks; Body Image; Friendships; Anxiety Support; Wellbeing Walks; Conversation Cafe; Residential

Family Engagement

IRVINE ROYAL ACADEMY Ambition • Respect • Responsibility



Family Engagement Highlights



Term 1

'I like helping at these events. Everyone has fun.' S5 pupil

'These events are a great way to bring partners and families together.' Local support service



Term 2

'My family had a great time. We were treated to a lovely meal and then the Easter bunny came for a visit.' Parent of S1 pupil

'I love the free food and games.' S3 pupil



Term 3

'It's good to see the school involving the parents.' Parent of S1 pupil

'It's a good chance to get to know the staff.' Parent of S2 pupil



Term 4

'It was good to see so many families at the Irvine Royal Academy BBQ.' North Ayrshire Provost

'The burgers were lovely!' Parent of S3 pupil



Impact

- Increased family attendance
- Stronger relationships
- Increased partnership working
- Trust
- A sense of belonging
- Increased communication

A year of community and connection

Theme of the Month 24/25

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

AUGUST

RESPECT

ACCEPT SOMEBODY FOR WHO THEY ARE, EVEN WHEN THEY'RE DIFFERENT FROM YOU OR YOU DON'T AGREE WITH THEM

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. BE POLITE
2. AVOID INTERRUPTING
3. USE APPROPRIATE LANGUAGE AT ALL TIMES

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

SEPTEMBER

RESPONSIBILITY

BEING DEPENDABLE, MAKING GOOD CHOICES, AND TAKING ACCOUNTABILITY FOR YOUR ACTIONS

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. ARRIVE ON TIME
2. BE PREPARED FOR CLASSES
3. TAKE ON A SPECIFIC ROLE IN CLASS

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

OCTOBER

UNIFORM

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. CONSISTENTLY WEAR A FULL SCHOOL UNIFORM (PARTICULARLY WHEN IT'S LATER IN THE DAY)

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

DECEMBER

KINDNESS

THE QUALITY OF BEING FRIENDLY, GENEROUS, AND CONSIDERATE

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. BE KIND TO SOMEONE ELSE IN CLASS
2. BE CONSIDERATE TO SOMEONE ELSE'S SITUATION

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

NOVEMBER

EQUALITY

ALL PEOPLE ARE TREATED FAIRLY AND HAVE THE SAME OPPORTUNITIES, NO MATTER SEX, RACE, RELIGION ETC.

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. INCLUDE OTHERS
2. TREAT EVERYONE IN CLASS THE SAME - WITH KINDNESS & RESPECT

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

JANUARY

RIGHTS RESPECTING SCHOOL

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. BE RESPECTFUL OF OTHERS RIGHT TO LEARN (ARTICLE 26)
2. CONTRIBUTE TO THE CREATION OF A SAFE, CALM LEARNING ENVIRONMENT (ARTICLE 26/27)
3. DONATE WITH AN EXTRA-CURRICULAR CLUB (ARTICLE 30)

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

FEBRUARY

CREATIVITY

THE USE OF IMAGINATION OR ORIGINAL IDEAS TO CREATE SOMETHING NEW

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. TRY SOMETHING NEW
2. COMPLETE TASKS IN A NEW, UNIQUE WAY
3. THINK OUTSIDE OF THE BOX

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

MARCH

AMBITION

DESIRE AND DETERMINATION TO ACHIEVE SUCCESS

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. WORK TO OVERCOME CHALLENGES TO ACHIEVE A GOAL

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

APRIL

SUSTAINABILITY

MEETING THE NEEDS OF THE PRESENT WITHOUT COMPROMISING THE ABILITY OF FUTURE GENERATIONS TO MEET THEIR OWN NEEDS

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. LOOK AFTER THE SCHOOL ENVIRONMENT
2. CONTRIBUTE TO RECYCLING AND WASTE MANAGEMENT
3. CONSIDER THE EQUIPMENT/RESOURCES

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

MAY

MENTAL HEALTH

TOKEN CHALLENGE

TOKEN RECIPIENTS SHOULD:

1. SHOW AN AWARENESS OF THEIR OWN FEELINGS
2. SHOW AN AWARENESS OF SOMEONE ELSE'S FEELINGS

IRVINE ROYAL ACADEMY
THEME OF THE MONTH

JUNE

OUTDOOR LEARNING

TOKEN CHALLENGE

2 TOKENS SHOULD BE AWARDED TO EVERY CLASS WHO TAKES PART IN AN OUTDOOR LEARNING ACTIVITY DURING THE MONTH OF JUNE

LGBTQI+ Journey to Gold



Curriculum

- Resources reviewed across **all** curricular areas to ensure inclusive language.
- Referenced throughout learning to ensure all young people are aware.
- Events promoted regularly in classes.

Partnership Working

- Picnic in the Park with Kilwinning LGBT Pride group, Church of Scotland and Police Scotland.
- Hosted the LGBTQIA+ Icons event with NAC inclusive of pupil focus groups with Councillor Robertson.
- School Library resourcing to ensure inclusive texts are available.

Gold Charter

- Embedding inclusion in all school policies.
- PRIDE group creating LGBTQI+ / Inclusion/Equalities policy.
- Further youth-led initiatives and youth-led campaigns to raise awareness.
- Bespoke Nursing input.
- Promoting visibility of this around the school.
- Website update and much more...

Initial Staff Training

- Whole school training via LGBT Youth Scotland Moodle completed by all staff.
- Champion Group established.
- Awareness raising across the school community.

Purple Friday

- Youth led initiative which has been running since 2021.
- These have grown in size each year and have included partners from the school and beyond.
- Our PRIDE group have organised numerous other events and commemorative days.

PRIDE Group

Youth led changes which include:

- Safe Spaces.
- Alternative PE Changing room.
- Re-wording of letters to state "young person".
- Updated uniform policy.
- LGBT section in Library.

LEARNING & TEACHING 24-25

Key Tasks

CLPL CALENDAR

Wide range of professional learning opportunities offered. This included in-house CLPL, Professional Learning Academy, Education Scotland, self-directed and Podcasts. 14 sessions were delivered in-house by 14 Irvine Royal staff members, an increase of 5 new staff members on the previous year.



PADLET

Shared Learning and Teaching Padlet updated and maintained with all activities relating to Learning and Teaching uploaded here.



LEARNING STUDIES

70 Teaching Staff members participated in Learning Studies. Staff worked in trios to observe a specific area of practice and gave feedback based on our observation sheet.



NEWSLETTERS

9 Learning and Teaching Newsletters published and shared with staff. These include pivotal behaviour tips and each month's CLPL offerings. Newsletters focuses have been Gamification, Higher Order Thinking Skills, Digital Learning Tools, Assessment for Learning, Feedback, Retrieval Practice, Positive Praise, Dyslexia and Building Positive Relationships.



CLUSTER COLLABORATIVE

Session delivered to our cluster primary colleagues to share how using AI in the classroom can assist in meeting learners needs of learners. The focus was on Magic School.



COOPERATIVE LEARNING

70 staff members were trained in an introduction to cooperative learning. A further 8 staff members completed a further 3 days training to become 'cooperative learning experts'.



YOUNG LEADERS OF LEARNING

12 Young Leaders of Learning trained with Greenwood and Kilmarnock Academy Pupils. These pupils will roll out training to more YLs who will be responsible for collecting pupil voice in session 25-26.



PUPIL VOICE

ELT collaborative day which saw the co-creation of a standardised pupil voice form with pupil friendly prompts. YLs will take charge of this activity next session.



FESTIVAL OF AMBITION

Three day festival organized to increase responsibility and resilience of our middle 40% based on data. Pupils will hear from Graeme Armstrong, The Wise Ganga Post, Scott Brown Fitness, Anthony Fit Dude and Powering Futures who will all talk about resilience and responsibility as themes. Pupils will then attend 12 resilience and responsibility sessions which have been co-created by teachers in the school.



WE PROMISE AWARD

To support practitioners in developing their awareness and understanding of The Promise - the commitment made by the Scottish Government to improve the educational experiences and outcomes for Scotland's Care Experienced children and young people.

WHAT IS THE PROMISE?

The Promise exists so that children and young people in Scotland can grow up loved, safe and respected.

AWARD STRUCTURE

- Two professional learning sessions (1-1.5 hours each).
 - National context, local data, and our responsibilities & duties
 - Understanding and Supporting Care Experienced Children and Young People.
- An E-learning module for all participants to include a summative quiz.



**#Keep
The
Promise**

Service Improvement Plan 2023-26

No changes to PRIORITIES or THEMES for 2024-25. The changes will be in the actions that sit below the themes.

PRIORITY 01 Improvement in attainment, particularly in literacy and numeracy. THEMES: • High quality learning, teaching and assessment • Raising attainment and achievement 	PRIORITY 02 Closing the attainment gap between the most and least disadvantaged children and young people. THEMES: • Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners 	PRIORITY 03 Improvement in skills and sustained, positive school-leaver destinations for all young people. THEMES: • Improving skills • Partnerships to improve post-school learner outcomes 	PRIORITY 04 Improvement in children and young people's health and wellbeing. THEMES: • Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing 	PRIORITY 05 Placing human rights and needs of every child and young person at the centre of education. THEMES: • Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement 	The work of the Service Improvement Plan will be enhanced through a focus on STRATEGIC SUPPORT themes as follows: • Policies and operating procedures • Creating inspiring learning environments • Investing in leadership • Workforce planning
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PEF PLAN 2025/2026

Supporting Our Learners at Irvine Royal Academy.

	Campus Officer Keeping our school safe		Barnardos' Worker Wellbeing support
	PT Learning and Teaching Improving classroom practice		PT DYW Developing skills for work
	Digital Lead Enhancing digital learning		Data Lead Tracking progress
	Communications Lead Keeping you informed		Targeted Literacy and English Support Raising attainment
	Royal Resources Basic essentials		Arran Outdoors Outdoor learning
	Achieve Independent learning		Live-N-Learn Growth mindset and wellbeing
	Tree of Knowledge Motivation and confidence		Easter School Exam preparation
	Breakfast Club Ready to learn		Wider Participation - Royal Recognition Celebrating success
	Admin Support - Attendance Monitoring and improving attendance		Secondary Inclusion Resource Supportive spaces for inclusive learning

Closing the gap, opening the future.



School Improvement Plan 2025/2026

Key Priorities for Excellence at Irvine Royal Academy.



Raising the attainment and achievement of ALL



Improved data literacy at all levels



High quality learning, teaching and assessment across the curriculum



Supporting needs



Improved pupil participation in value added opportunities



Literacy and Numeracy strategy



Profiling



Digital transformation strategy



Professional Learning



Improved positive destinations



Progressive curriculum pathways for ALL



Timely transitions for all groups of learners



Partnership expansion



Improved health and wellbeing of ALL



Attendance and late-coming blueprint



Promoting positive relationships and behaviour



Pupil empowerment plan



Improved stakeholder communication



Cluster Collaboration

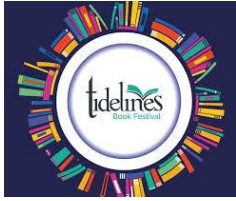
- The Circle
- Maths and Numeracy test of change

WIDER ACHIEVEMENT ACROSS OUR DEPARTMENTS...



54

PARTNERSHIPS ACROSS SCHOOL...



DUMFRIES HOUSE



POWERING
FUTURES



The Barony
Centre



**POLICE
SCOTLAND**
Keeping people safe
POILEAS ALBA



And many more...