



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Irvine Royal Academy
Improvement Plan
2025-2026



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.



NAC PRIORITY 1 and 2 – Raising Attainment and Achievement of ALL.

Strategic Objective:

- To ensure that all young people are afforded a consistently high quality learning experience across the curriculum.
- 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.
- To ensure the best possible outcomes for *all* learners.
- To improve attainment and achievement in *all* curricular areas.
- To demonstrate learners achievements in relation to skills and attributes.
- To show continuous improvement in attainment and achievement over time.
- To create a clear digital strategy that supports effective use of technology across the curriculum. This will build pupils' and staff's skills and confidence, ensure fair access to digital learning, and enhance teaching to improve outcomes. We will provide training and resources for staff, while prioritizing online safety by educating all on responsible use.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	6. Performance information 5. School & ELC improvement Choose an item.	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.3 Leadership of change	Choose an item. Choose an item. Choose an item.

Rationale for Change:

- Our January 25 School Review has shown there is a consistency of approach to improving learning and teaching but the focus is now to improve pupil engagement and the quality of learning, teaching and assessment. This is so that our young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. There is a need to provide pace and challenge at all levels but particularly at transition points within the BGE. Pupil voice in planning learning, teaching and assessment needs to be consistently at the centre of the evaluation process. All learners need to be able to articulate their learning and progress. There is a need to further develop teacher and pupil understanding of the Meta skills/Higher order thinking skills and for pupils to be able to articulate the importance of these across the 4 CFE contexts of learning. One of the key purposes of education, Learning for Sustainability, needs to be understood better.
- Inconsistent timings and approaches to the completion of SNSA and Numeracy assessments within our Cluster Primaries has resulted in validity concerns with transition data which is used to inform interventions. This has caused issues when it comes to reporting through Progress and Achievement. The lack of consistent learning and teaching of numeracy concepts and the variation in assessment tool standards across the cluster further impacts the reliability of this data.
- Faculty attainment estimates for session 24/25 are varied in terms of predicted positive outcomes. At N5 level, the predicted A-D pass rate ranges from 56% to 100%. At Higher level, the range is from 70% - 100% and at Advanced Higher, the estimates are between 67% and 100%. This is consistent with the final SQA/SCQF attainment pattern over the last 3 years. In addition to the pass rate variance, the quality of passes predicted is equally inconsistent with regards A/B level. In 2024, at N5 level, the A/B pass rate ranged from 0% - 100%. At Higher level, the range was from 0% - 92% and at AH level, it was 0% - 70%...
- When looking at specific groups of leavers, the data illustrates the need for further improvement in the following areas:
 - ASN**
 - In two out of the last three years, our ASN 5@ 5 and 5@6 leavers' data is below the VC.
 - Q1**
 - In two out of the last three years, our Q1 5@6 leavers' data is below the VC.
 - FSM**
 - In each of the last three years, our 5@4,5 and 6 data is below the VC.
 - Care Experienced**
 - In each of the last three years, our 3@6 and 5@6 data is below the VC.
 - All Leavers**
 - In two out of the last three years, our 1@6 leavers' data is below the VC.
 - S4 Leavers**
 - In each of the last three years, our 5@4 leavers' data is below the VC.
 - In two out of the last three years, our 3@5 leavers' data is below the VC.

A branch of Royal Recognition which captures pupil participation is celebrated each term. This is done through a GOLD/SILVER/BRONZE approach. The next step is to introduce a strategy for follow up with those pupils who are not yet engaging. In turn, we need to better support pupils to reflect upon the skills developed through participation and support them to articulate their progress and next steps. The SDS profiling tool is to be introduced to support the capturing of this data to allow pupils to see how they are developing holistically and to support their development into adulthood as they transition through the stages

PRIORITY 1 and 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>
- All young people at Irvine Royal will understand what we stand for. They will have a greater sense of purpose in their learning. They will have a better understanding of how their daily activities connect to bigger goals and meanings. - Pupils will have an enhanced sense of belonging to the Irvine Royal community. They will understand that they are a part of something larger than themselves, which will hopefully increase engagement and pride in our school	- Full review of our existing school Aims, Vision and Values which have been in existence since 2018. - Extensive stakeholder consultation through a facilitation model.	September 25 – March 26 LS	- Improved attendance and engagement in learning. - Improved attainment and achievement of all. - Stakeholder feedback which highlights a greater sense of belonging to our school and what we stand for.		
Pupils will show higher levels of ambition, responsibility and resilience in the senior phase. They will have opportunities to engage in the following areas: study	- IRA Festival of Ambition developed and launched. 3 days-adapted timetable - Presentations from inspirational speakers to S4/5/6 pupils. 12 Workshops led by faculties with a focus on supporting	August 25 GP/L and T Strategic Improvement Group	12 workshops will be evaluated by pupils and staff for understanding of skills and competencies (social intentions) of the learning. - Pupils will demonstrate in their leadership roles the		PT Learning and Teaching £7,500

skills, career pathways, leadership, first aid, digital learning, positive masculinity, female empowerment, gender roles, confidence in oracy, AI, time management, exam stress, team building, communication skills. Pupils will have a greater understanding of how meta-skills link to social intentions and the importance of social skills.	independent learning, resilience, responsibility, leadership and ambition. - Parents/Carers workshop on building resilience/ supporting independent study. Coping with challenges to school engagement. Supporting mental health and well-being. - Promotion of study supports: ACHIEVE/ e-sgoil.	Parent Event - 21/8/25 LC/GP School Counsellor Community Broker Agent network.	ability to articulate skills and social intentions of the learning. Some will volunteer to be subject ambassadors and be engaged in reviewing and planning learning and teaching. - Pupils will be able to speak about meta skills - There will be an improvement in pupil understanding of the key themes/meta skills/HOT skills of each workshop. A follow up questionnaire issued in term 2 will show if there has been any application of the learning from the workshops. - Evaluation of parent/carers evening/		
Pupil voice will inform teacher understanding of what learner 'engagement' means. This will improve pedagogy.	- Survey of S3 pupils understanding of what engagement in learning means. 3 pupils from attainment groups 20/60/20 - Findings to be shared with DHT L, T & A (NA)	GP/ DHT L, T & A NA August 25-October 25	Pupil views will be analysed across schools in NA for common themes. This will inform pedagogy.		

• Strategic, data driven, timely interventions at whole school and department level, should help to ensure that no young person is left behind. • The array of supports on offer should support our young people to be ambitious across the curriculum.	• IRA Raising Attainment Strategic Improvement Group formed and 25/26 RA calendar formulated (cross - curricular). RA 'Building Blocks to Success' to be reviewed and updated. • Data Coach timetabled two days per week to support with data analysis and interventions. • Data Coach part of the NAC Raising Attainment Strategic Improvement Group.	August 25 – May 26 LS/ RA Strategic Improvement Group August 25 – June 26 LS/CB August 25 – June 26 CB	• Whole School Targets v Reality • Faculty Targets v Reality • Leavers' data improvements in the areas outlined within the P1/2 rationale.		YES Data Coach 2x days backfill £27,243
	• All Faculties will be aspirational for our young people. Learning conversations will support young people to be clear about their individual targets and next steps.	October 25 LS/CB/FHs			
• Planning appropriately over different timescales will meet the needs of learners across all areas of the curriculum. We will have clear information on their attainment across all curriculum areas. • Young people within the SSR & SIR will benefit from more personalised support and timely interventions, as enhanced tracking allows staff to identify individual strengths and areas for development more accurately.	• Revised Tracking, Monitoring and Interventions policy to be launched. Review window built in – this is inclusive of the SIR and SSR. • Termly TMI meeting with SSR & SIR staff to ensure data informs actions. • SSR pupils' progress reflected in whole-school T&M data where appropriate. • SSR pupils' individual milestone tracking process devised and implemented. • SSR HWB/Literacy & Numeracy target setting and evaluation processes devised and implemented.	August 25 GP/JH/CB	• Tracking data analysis paperwork & actions • Attainment & achievement data at departmental and whole school level. • Staff voice.		

• Pupil attainment will improve. • Pupil underachievement will be identified at appropriate times and pupil needs supported with agreed interventions.	• Whole School Interventions audit to be carried out – this is inclusive of H and WB, DYW, Tracking etc... • Interventions visual to be developed. • 16+ hub to capture the pupils' intended leaving dates to ensure that transition support is implemented earlier to improve the leavers' positive destination data. • Information to be shared with PTs to improve the attainment data at point of transition. • Christmas leavers to be identified in Aug to support their learning and next steps and ensure that progression is made. • Bespoke programmes to be developed to support individual pupils to transition to College, training or employment.	October 25 GP/JH/CD	• Audit findings of intended intervention impact. • Improvements in Christmas leaver data – all pupils must achieve something. • Positive destination data is 100%.		
• Young people will have a clearer understanding of what they are good at and what they need to do to improve further. They will develop a shared understanding around the language of learning. This will be inclusive of their skills and attributes.	• Revised approaches to Learning Conversations in the BGE and Senior Phase to be launched (Google Forms – questions agreed at collaborative). Review window built in.	August 25 GP/FHs	• Sampling of data to evidence progress and pupil understanding around strengths and next steps.		
• Class Teachers/FHs/SLT will all have an enhanced understanding on who is achieving (they will continue to be celebrated	• Raising Attainment and Achievement paperwork (post tracking) to be modified in accordance with staff feedback. Review window built in.	August 25 LS/CB	• There will be a reduction in the number of YP who need to be a part of the Supporting Success timetable in April/May 2026. In 2025,		

following each period of Tracking) and who requires further support. Those requiring more support will be targeted for further intervention.			over 60 pupils needed to be supported/targeted within the programme.		
Pupil attainment will improve. Pupil underachievement will be identified at appropriate times and supported accordingly with agreed interventions.	- Senior Phase Supporting Success timetable will be used post tracking periods to allow for catch up due to attendance/under achievement. - FH/CT/Data Coach will identify pupils to be targeted at this stage who are at risk of underachieving and given tutorials to improve attainment. - S4/5/6 English department focus on at risk pupils not achieving N5 Literacy. - FH to specify at risk pupils and support. - House teams/Pupil Support to support with the attendance of pupils at these supporting success sessions.	Wk b Nov 17 25 – 4 days Wk b 16 Feb 26 (NEW extra DATE after post prelim tracking period) Wk b 11 May 26 ALL DHTs CD – timetabling/cover operational procedures CT/FH/PT Guidance/ SIR /Pupil Support staff: Identification of target pupils	- Number of pupils attaining level 5 Literacy (leavers) increases from 69.14% to 75%+. - Number of pupils attaining level 5 Numeracy (leavers) increases from 56.65% to 60%+. - Aim of ensuring that <i>all</i> S4 leavers achieve a minimum of L4 Literacy and Numeracy. - Attendance to improve for targeted pupils. - Attainment to improve for targeted pupils. - All pupils to achieve a minimum of 5 awards at the highest level possible.	£1000 for 5 days of cover x 2 would allow for each subject to have 2 periods of targeted supporting success tutorials.	YES £2000 in cover
Young people will take more responsibility and be accountable for their learning. They will be supported to be ambitious and to develop consistently good habit in relation to study skills,	Expansion of the Mentoring programme with a clear focus on targeted groups of learners.	October 25 LS/CB	- Data comparisons from targeted groups. - Target grades v Working grades - Estimates v Actuals - Course completion at level started.		

homework and engagement in learning.					
Young people will be afforded specialist subject support. This will be offered in an environment conducive to learning and engagement. The outdoor activities will be supportive for pupil wellbeing.	Plans developed for an Arran Outdoors Study/Wellbeing weekend. Tracking data utilised to target individuals who would benefit most.	October 25 LS/CB	- Analysis of Arran cohort attainment. - Post residential survey data – 2025 v 2026.		YES £5,000
Young people will benefit from even more robust planning around interventions to raise attainment and achievement.	Secondary HTs to form part of the NAC Insight Attainment analysis school specific meetings.	October 25 LS/SLT/CB March 26 LS/SLT/CB	- Target grades v Actual grades - National Dashboard measures show improvement from 2025.		
Pupils will benefit from leadership of a consistent assessment and moderation approach at Faculty level.	- RAG of current Internal Moderation approaches. - Revised approaches to internal moderation launched/ shared. Plans and evidence to be showcased at ELT.	August 25 GP/FHs	- RAG of internal Moderation spreadsheet will inform next steps in faculty moderation processes. - By June 2026 there will be an improvement in the RAG of moderation processes		
- Teacher confidence of accurately assigning progress levels within the BGE will improve. - This will ensure pupils are being assessed appropriately and are making progress within the BGE across all curricular areas. - Pupils will be involved in planning and leading learning, teaching and assessment.	- Moderation partnership with Kilwinning Academy to be trialled. In-service days to be given to Faculties pairing up with their partner Faculty at KA. - Assessment framework to be created for area of focus to ensure learners are being assessed in a variety of ways to demonstrate their knowledge and understanding, skills, attributes and capabilities, inclusive of pupil voice.	August 25 – October 25 GP	- Increased confidence in assigning levels and planning progress for learners. - Increased learner involvement in planning and evaluating learning including assessment planning. This will show improvement by end of session. - Pupil focus group will note that pupils have been involved in planning of assessments.		

			- Subject ambassadors will lead pupil consultation. - Assessment framework to be finalised and shared for one area of the BGE.		
Young people will benefit from a consistent learning environment within Numeracy Faculty as they will remain in their primary school classes, as far as possible. Young people will benefit from improved attainment, attendance, progression and maths confidence.	- Primary/Secondary Transition Test of change to be implemented in Maths and Numeracy – IRA Maths staff allocated to a Cluster school for session 25/26. Full evaluation built in. - Maths teacher's assigned link cluster primary school and relationships established. - Maths jotters from Primary School are used within Secondary class setting to support continuation of learning. - Primary school staff are invited to S1 Learning Reviews as appropriate. - FH attends T&M meetings within cluster primary school. - Key maths concepts and pedagogical approaches identified for joint working & professional learning. - IRAc attendance at P7 learning reviews as appropriate.	August 25 – June 26 JH/SM Term 1 JH/Cluster HTs Term 1 JH/SM/KW/Cluster HTs Term 2 JH/SM Term 2 JH/SM Term 3 – 4 JH/SM Term 4 - KW	- Young people will have improved attainment and achievement within numeracy – attainment data. - Young people will build positive relationships with their Numeracy teachers – pupil voice. - Young people will benefit from more targeted teaching due to IRAc teachers involvement in primary T&M discussions – attainment data.		
Young people will be able to articulate the continuation of learning from primary school to secondary school within a numeracy context and develop an understanding	- IRA Cluster Team Teaching Maths/Numeracy plan to be developed – Terms 1 and 4 – 25/26. - Maths teacher's assigned link cluster primary school and relationships established.	August 25 – June 26 JH/SM/Primary HTs Term 1 JH/SM Term 1	- Young people will have improved attainment and achievement within numeracy – attainment data. - Young people will build positive relationships with their Numeracy teachers –		

of the curricular elements of transition. • Young people will have improved attainment and achievement within numeracy – attainment data. • Young people will build positive relationships with their Numeracy teachers – pupil voice. • Young people will benefit from more targeted teaching due to IRAC teachers involvement in primary T&M discussions – attainment data.	• Visit dates agreed and shared across the Cluster. • Primary class teachers visit secondary classes and support learning. Professional meetings will also take place to discuss learners' progress. • Primary class visits by Maths Teachers.	JH/SM Term 1 & Term 4 JH/SM/Cluster HTs & CTs Term 2 – 4 SM/Maths Faculty	pupil voice. Young people will benefit from more targeted teaching due to IRAC teachers involvement in primary T&M discussions – attainment data.		
• Young people's attainment and Maths confidence across the Cluster will improve as a consistent approach to timing and content will be implemented for all learners. • Appropriate supports for learning and teaching can be identified due to the improved reliability of data.	• NAC Numeracy Framework to be utilised by IRA and our 5 Cluster Primaries. Cluster Numeracy assessments to be developed collaboratively. • Sharing of NAC Numeracy Framework with staff teams. • Establishment of Cluster Numeracy Network to create Cluster assessments. • Creation of Cluster Numeracy Assessments for all CfE levels. • Implementation of Cluster Numeracy Assessments. • Moderation sessions attended by Primary and Secondary school staff. • Attainment Analysis paperwork updated in light of T&M meetings	October 25 SM/Primary HTs On-going JH/Cluster HTs Term 1 JH/SM Term 1 JH/SM/Primary Colleagues Term 2 – 4 JH/SM/Cluster HTs Term 2 – 4 JH/SM On-going JH/SM/PT Data/Cluster HTs	• Young people will have improved attainment and achievement within numeracy – attainment data. • Young people will build positive relationships with their Numeracy teachers – pupil voice. • Young people will benefit from more targeted teaching due to IRAC teachers involvement in primary T&M discussions – attainment data. Staff voice will show an improved confidence in moderation of assessment		

	with Cluster Primaries – use of NAC RA Paperwork to be looked at.				
• Young people will benefit from completing SNSA in the same conditions of their peers. • Appropriate supports for learning and teaching can be identified due to the improved reliability of data	• Primary/Secondary SNSA timeline and conditions agreed to ensure validity of data. • SNSA completion date set across Cluster. • SNSA conditions set across Cluster. • Numeracy FH to visit Primary school during completion of SNSA. • SNSA data received from Primary Schools and used to inform future tracking discussions and observations. • SNSA data to be used to plan support for S1 pupils. • Literacy/Numeracy leads to attend Cluster Tracking meetings.	December 25 JH/SM/Primary HTs Term 1 JH/Cluster HTs Term 1 JH/SM/KW/Cluster HTs Term 2 JH/SM Term 2 JH/SM Term 3 – 4 JH/SM	• Young people's attainment & achievement will benefit from a consistent approach to assessment completion and AAA needs being identified at an earlier stage. • Staff confidence in use of data to inform further interventions will improve.		
• Pupils will benefit from a consistency of approach towards Literacy and Numeracy. They will develop their confidence and capacity and be able to apply the skills and knowledge gained across different contexts.	• Whole school Literacy and Numeracy Strategy developed – BGE and Senior Phase (inclusive of bespoke English/Maths Faculty plans). Implementation plan launched and supported by FHs of English/Maths.	October 25 GP/CD/SM/YA	• Improved Literacy and Numeracy data at all levels – cohort and leavers. Targets set on the back of the 2025 data and attainment/conversions over time.		
• Pupils will be supported to attain the highest level of Literacy and Numeracy.	• Termly BGE and Senior Phase Literacy and Numeracy progress meetings calendarised. • High level messages shared and next steps formulated.	October 25 December 25 March 26 May 26 SM/YA/LS/CB	• 2026 Targets will be undertaken – data finalised in August 25. • Reduction in the number of pupils appearing on the analytical data set.		

			ALL Insight data to be above VC with clear sign of improvement.		
Pupils will develop further their social skills, build friendships, learn teamwork, practice communication, and develop leadership abilities through interaction with peers. They will develop life skills such as: perseverance, responsibility, time-management and resilience. They will learn to manage both success and disappointment while building confidence and self-esteem.	Royal Recognition Participation Tracker to be updated and used as a framework for Learner Conversations in PSHE (strategy to target those not participating/skills articulation).	October 25 LS/JH/CB/KC/PTs Guidance	2025 participation data v 2026 participation data - Evidence of Learner Conversations - ES Profiling Tool		YES £7,500
Pupils are afforded the opportunity to develop a deeper understanding of their own learning journey. It should support with improvements in communication skills as pupils develop confidence in their ability to articulate their strengths and next steps. Profiling will support motivation and challenge. It will be supportive of improved transitions and provide a way for learners to share valuable	- Education Scotland Profiling tool to be launched. - All S3 & S1 pupils to have an account on MyWOW and to access the profiling tool. - Data from wider achievements/participation captured at whole school level to be used to support pupil profiles. - Meta skills developed across the school to be captured on pupil's profile to support their strengths and interests. - Learning conversations to be added to profiles to support the learning and record interventions.	August 25 – June 26 CD/SDS	- All S1 & S3 pupils to have an account. - The best and latest profile to be added to the P&A reports to celebrate wider achievement. - Data captured will support option choices and used to offer further wider achievement opportunities. - Pupils able to articulate what their wider achievements are and the Meta skills that they are developing. - CV production and support for careers more easily accessible.		

information about their achievements.	• Staff to be aware of the profiling tool and how it is used. • Records of the pupil's latest and best to be shared at T&M times as part of the school report. • Data used to ensure that all pupils have access to wider achievement opportunities to support their development. • Time to be given on a weekly basis within registration to update profiles with a focus on meta-skills, achievements, experiences and DYW focus. • Built in time during the options process and learning conversations to add to profile. • S2/4/5/6 will be supported to access the site and start to populate their profile during the year.		• Other year groups will be starting to use the website.		
• Our pupils know that their views are sought, valued and acted upon. Learners are fully involved in planning learning.	• Progression of 2.3 Trio with Kilwinning Academy and Greenwood Academy – Current YLOL to facilitate focus groups.	August 25 – June 26 GP/LC	• Pupil views • Staff views		
	• Subject Ambassadors (across the Curriculum) trained to be YLOL. How good is OUR school framework to be utilised.	August 25 – October 25 GP/LC			
• Our children and young people will be eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging	• Internal Learning Trios to be launched. Clear focus on pupils in S4 attaining 3B/3C at end of S3 and who are coursed for National 5 presentation. Trios to try different pedagogies to engage the learners and improve learning. These approaches will be informed by professional	August 25 – October 25 GP/LC	• Level 5 qualifications attainment to increase both in terms of percentage and quality of pass. • Staff will demonstrate more confidence in using a variety of pedagogical approaches to engage learners and improve attainment.		

and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible, • We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	reading based on the S.P.R.I.N.T model • Prepare, Sprint, Review • Trios who do not teach N5- focus on improving engagement in S3 group at risk of not achieving Level 4.		• Observations/Trio feedback		
• Our pupils know that their views are sought, valued and acted upon. Learners are fully involved in planning learning.	• Develop lesson study model to include pupil view in planning of learning and assessment.	August 25 – October 25 GP/LC	• Lesson will have incorporated pupil views when Trios are planning lessons		
• We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	• Develop the role of staff mentors with 3B/3C P&A pupils in a N5 class or S3 pupils not on track to achieve level 4- i.e. pupils who are the focus of the Learning Study.	August 25-October 25 GP/LC	• Pupils will improve their attainment over time. • There will be progression between tracking periods. • Insight Data • P and A data		

• This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners	• Focus on ASN/Young carers/Care experienced within S4 cohort.				
• Pupils understand the purpose of their learning and have opportunities to lead the learning. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.	• Pupils to benefit from an enhanced teacher understanding of Learning for Sustainability (as a core value of GTCS standards). META Skills and connection to social intentions.	GP/CD/PT DYW/SDS worker (links with profiling)	• Pupils will be able to articulate what Meta skills are and how they connect with social intentions/ real life contexts of learning. • Teacher will be able to use the language of meta skills/social intentions in learning and teaching		
• Our young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to	• Learning Conversations are consistently held with pupils across the BGE and Senior Phase.	August 25 – May 26	• All departments use the same format to promote learning conversations across the BGE and Senior Phase.		

individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress					
Pupils will achieve a consistency of experience across their timetable. Emerging actions from the check-ups will be developed. This is all with the aim of improving outcomes for pupils.	Faculty Check-ups to be calendarised in H and WB and Languages and Literacy.	August 25 – March 26. LS/FHs/Peer HTs and External ES colleagues.	- Faculty SE will be validated. - Learning and Teaching will be rated as a '4' minimum across each area – this aligns to our school rating from January 25. - Emerging actions will support further Faculty and school improvement which will be captured in our FIP/SIP evaluations and next steps.		
- Enhances pupils learning, making it more engaging, inclusive, and future-focused. While building digital skills and promoting safe, responsible online use. - Strengthen support for learners with additional needs through effective use of technologies, tailored resources, and improved access to digital devices in both school and home settings. - Digital tools will support deeper learning and enable pupils to continue their education at home through online applications.	- Create a detailed digital strategy to provide focus areas for school ongoing improvement. - Promote greater digital inclusion through increased access to suitable devices and the effective use of digital applications tailored to support pupils with additional learning needs. - Boost pupil engagement through greater use of digital platforms like Google Classroom, Achieve, and e-gsoil. - Establish a digital working group and create opportunities for pupils to take on digital leadership roles. - Boost pupils' digital skills across various applications and	October 25 – June 26 LS/HC	- Strategy document - Staff CPD - Pupil voice - Device audit - Support Plans - Homework completion. - App Usage Log - Data tracking - Digital meeting minutes - Comparison of staff & pupil skills digital audits. - Pupil voice through Digital Leaders - CPD logs - Lesson Observations - Comparison of staff digital skill audit - Pupil voice on digital use in lessons - Online safety quiz results		YES £13,621

• Empower pupils to shape digital learning by sharing their priorities and proposing improvements, while fostering leadership opportunities. • Pupils will build a strong understanding of fundamental digital skills while exploring technologies and applications that prepare them for future career pathways. • Learning will become more engaging and personalised, with technology providing tailored support for pupils with additional needs or learning barriers. Pupils will develop strong digital and independent learning skills, gaining confidence in using technology to succeed in their lessons. • Pupils will learn to use digital tools and applications safely and responsibly, developing awareness of how to navigate online sources while understanding potential risks.	incorporate digital use across all subjects. • Strengthen staff capability and confidence in integrating digital technology into planning and delivery by offering CPD opportunities and directing them to valuable online webinars and resources. • Digital safeguarding is taught to all pupils to promote safe and responsible online behaviour. Pupils are also educated on the benefits and limitations of AI to build informed awareness.				
• Pupils will benefit from Teachers having a better understanding of their strengths/gaps.	• Expansion of in-house Professional Learning offer – inclusive of P and A, Power BI, Insight...	August 25 LC/CB/LS	• CPD logs • Staff voice • Pupil voice • Attainment data		

Interventions should be more targeted and in turn help to raise attainment and achievement.	Increased attendance and engagement with the NAC data clinics.				
Pupils will benefit over the longer term on the back of middle leaders developing their capacity further. Middle Leaders set the tone for their teams and greater confidence around data will help them to support their staff more effectively.	ELT engagement in the Middle Leaders Leading Change programme in conjunction with ES and the PLA (data focus).	August 25 – May 26 LS/SLT/ELT	- Project presentations inclusive of impact - ELT feedback		
Pupils will be appropriately placed at the correct level across the curriculum. Placement will be ambitious/aspirational.	BGE/SP conversion data analysis – Inclusive of SNSA data and S4 class levels.	Term 1 2025 CB	- Conversion data evidences progression. - N5 class lists and presentation data.		
Pupils will be coursed correctly at the earliest opportunity for improved attainment.	Enhanced rigour to change of level process -new high level spreadsheet developed.	August 25 GP	Consultation on effectiveness of change of level spreadsheet to ensure correct presentation and pivoting at a time that optimises pupil attainment.		
- Young people will benefit from increased attainment – SQA/SCQF data. - School T&M data will be reflective of certifications that our young people are working towards via supports from OSG. - Attendance data will show increased engagement in learning.	- SQA/SCQF Partnership plan for pupils attending Extended Outreach and Tuition Support. - Planning meeting with OSG HT to take place. - Agreement of approach for marking, assessment and moderation of pupils work who access OSG. - Agreement of individual SQA/SCQF focus for each pupil	August 25 GP/JH Term 1 JH/GP Term 1 JH/GP/HT OSG On-going JH/GP/HT OSG Term 1 GP On-going GP/HT OSG	- Young people will benefit from increased attainment – SQA/SCQF data. - School T&M data will be reflective of certifications that our young people are working towards via supports from OSG. - Attendance data will show increased engagement in learning.		

	accessing support from OSG colleagues. • SQA/SCQF presentations update shared with FHs. • SQA/SCQF presentation entry & QA. • T&M review meetings to take place. • SQA/SCQF bulk entry & QA completed.	Term 1 – 4 JH/GP/HT OSG Term 3 & 4 GP/FHs.HT OSG			
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NAC PRIORITY 3 – Improvement in skills and sustained positive school – leaver destinations for all young people.

Strategic Objective:

- To ensure positive, sustained post-school destinations are planned in advance, for our most vulnerable learners.
- To ensure our most vulnerable learners are successful contributors post-school.
- To ensure our SIR Cluster transition allows learners to develop confidence in a new school setting alongside being successful learners.
- To further increase P7 into S1 intake.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
3. Improvement in skills and sustained, positive school-leaver destinations Choose an item.	6. Performance information 5. School & ELC improvement 4. Curriculum and assessment	2.2 Curriculum 2.6 Transitions 3.3 Increasing creativity and employability	Choose an item. Choose an item. Choose an item.

Rationale for Change

- Young people within our SSR, with complex needs, are reaching the school stage whereby robust, early planning is needed to support their post-school destination and we need to reach outwards to explore suitable options for these young people.
- Feedback from all stakeholders shows that adequate time is not given to transition at timetable change to support our neuro-divergent learners with this significant change.
- Pupils will have an SDS/MyWOW profile to allow them to recognise and develop their Meta skills.
- Pupils will be able to build a portfolio of skills and achievements to help set career goals.
- Pupils will have access to SDS services, UCAS and College application support.
- All faculties will support the DYW focus to give more opportunities for pupils to find out about employment choices.
- 16+ data to be used to identify appropriate experiences for pupils.

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>
All pupils will enter into a positive and sustained destination post school.	16+ hub data to be utilised to support transition after school. - Pupils with ASN will be identified to support them with their transition. - Parental sessions to be held to support parents/carers understand the role of the DYW team and career pathways. - Employers invited into school to inform pupils on a variety of career opportunities to increase their understanding.	August 25 CD/DYW Team	- Positive destination data – better than the 2025 data set. - Pupil voice - Parental voice - Partner voice		YES £6,522
- Pupils will be better supported to attain and achieve. - The opportunities and pathways available will be tailed to meet the needs of our community.	- Review of curriculum pathways. - Tracking data to be further embedded to guide pupils to make their best choices to allow for improved attainment.	August 25 – October 25 CD	- Attainment data - Pupil voice - Staff voice		

	• BGE to be reviewed to support progression which leads to attainment from EY to L7. • Review of S3 to S4 options to ensure that progression is continual. • Senior phase offerings to be reviewed to support learning pathways. • Transition at all stages to be built into calendar to allow pupils time to adjust to next stage				
• Young people will be better informed about the multitude of pathways open to them. They will be better informed re pathways that are most appropriate to ensure progression.	• School to gain the SCQF Ambassador award at the highest level. • Pupils to be trained as SCQF ambassadors to support the development and understanding of the SCQF framework • Staff, pupils and parent/carers to have a greater understanding of the SCQF	October 25 CD/DYW Team	• SCQF award • Pupil voice • Parental voice		
• Young people with significant support needs will benefit from enhanced support available via the TPG and enhanced	• Information sharing on role and support from Transition Planning Group within Lockhart to take place.	October 25 CD/JH/KW/DYW Team Term 1 JH/IST/TPG Representative On-going	• Number of post-school supports that our young people are engaging with will increase – positive-destinations figures will reflect this.		

knowledge of school staff will support them further. Young people with significant support needs will start their post-school transition earlier and this will therefore be a sustained positive one.	- Referrals to Transition Planning Group within Lockhart to be completed and submitted. - Record keeping process to be devised to sit alongside DYW monitoring tools.	JH/IST Term 1 JH/DYW Team	- Number of appropriate referrals to TPG will increase. - Internal tracking for SSR young people will improve for positive destinations.		
Young people will benefit from enhanced transition to Irvine Royal Academy at an earlier point.	- Primary open evening to be open to P5-7 pupils from across the Cluster. - Primary school teachers to be invited to attend transition breakfast at Irvine Royal Academy. - Cluster SIR referrals to be submitted. - SIR observations and internal planning meeting to take place. - SIR referral decision meeting to take place and outcome shared. - Transition TACs to be requested for transition plans to be agreed. - P5 & 6 observations for possible SIR referrals to take place.	August 25 – June 26 Term 1 JH/KW/LD Term 1 JH Term 2 Cluster HTs Term 2 & 3 JH/AK/JM/KW Term 3 JH/AK/JM/KW/XW/HM /Snr Mgr Term 3/4 JH/Cluster HTs Term 4 JH	- Increased P7 intake for next academic session with increased numbers from cluster schools. - SIR referrals will be more appropriate and the process for observation will be more robust – primary referral paperwork & process will evidence this. - Planned transitions for SIR identified young people will allow pupils to build a positive relationship with key staff. - Parental and pupil voice captured during TAC meetings.		
Young people will feel more supported at internal transition points and more able to transition between stages in school	Individualised transition plans devised & implemented ahead of timetable change.	October 25 CD/JH/KW/SIR/SSR/KW Term 3 DHTs/IST	Pupil voice and observations will show improved confidence and reduced anxiety around timetable change.		

• There will be a reduction in anxiety in relation to timetable changes amongst our young people	• Communication with home regarding transition support offered to young people. • Observations of young people's progress with new timetables and adaption made as required.	Term 3 DHTs/IST Term 4 DHTs/IST	• Attendance data will improve. • Parental voice.		
• All pupils will benefit from early and effective intervention to ensure that they transition to a positive destination of their choosing.	• DYW team to meet with PTGs on a monthly basis to ensure that potential leavers are identified at the earliest opportunity to support their transition. • 16+ tab updated at T&M conversations at PTG to capture and share data with partners and support pupils. • Christmas leavers will be supported to achieve in all subject areas prior to leaving.	October 25 CD/DYW Team/JH/Guidance	• Positive destination data • Attainment data		
• Young people will benefit from improved outcomes from partnership supports as they will be built on a shared vision and aims.	• Creation of Irvine Royal Partnership Service Level Agreement. • Completion of SLA with key partners. • Consultation with key partners on process to capture impact of	November 25 CD/JH Term 1 CD/JH On-going CD/JH	• SLA will show clear impact for each partner. • Impact reports will show impact of interventions and supports offered from partners. • Partnership survey at year end will show links to school priorities.		

	partners and process devised. • Initial impact report completed & content evaluated. • Impact report updated in light of evaluation. • Impact reports completed. • High-level messages of impact share with school community.	Term 1 CD/JH Term 1 CD/JH Term 2 CD/JH Term 2 – 4 CD/JH			
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NAC PRIORITY 4 – Improvement in young people's health and wellbeing

Strategic Objective:

- To improve in-class attendance and engagement in learning which, in turn, will have a positive impact on young people's wellbeing and sense of achievement.
- To improve young people's attitude to school around learning capability and confidence. This will positively impact on their sense of belonging.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
4. Improvement in children and young people's health and wellbeing 1. Improvement in attainment, particularly literacy and numeracy	4. Curriculum and assessment 5. School & ELC improvement 6. Performance information	1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	Choose an item. Choose an item. Choose an item.

Rationale for Change

- PASS data showed us that *data attitudes to attendance* scored the lowest satisfaction level when completed.
- Attendance data continues to be below the NAC average, as of June 2025 we were 3.62% below the NAC average. From September 2024 until May 2025 our average school attendance continued to be below 90%.
- Stakeholder voice shows the negative impact of late-coming on lesson delivery, attainment and engagement alongside use of mobile phones in class.
- Looking outwards across and beyond the SWEIC and analysis of recent SIF reports.
- Radio data elucidates the high number of young people leaving classes and internally truanting, 62% of our radio calls were young people leaving classes.. There are 3832 entries of MIS coding in SEEMiS (internally truanting) for 312 young people. Our UNA data in June shows openings of 6.18% which is 0.28% above the NAC average and 1.39% above another NAC school with a similar profile.
- Self-evaluation and success of use of Redburn Centre and joint working CLD/Connected Communities to support learning shows this is positively impacting a particular profile of learner. The attendance data for this shows an average improvement of 13.47% for learners.

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>
- Young people's attendance will improve and this will have a positive impact on their engagement, attainment and achievement. - Young people will be more aware of the impact attendance has on attainment and how they can support themselves to attain. - Barriers impacting attendance will be minimised for young people as required this impacting their wellbeing positively.	- New Attendance Policy & Procedures communicated across the school community inclusive of user-friendly versions. - Implementation of Promoting Positive Attendance communications with parents/carers and follow-up meetings. - Attendance section on school website created. - In-house attendance monitoring meetings scheduled throughout the school session. - Attendance assemblies scheduled throughout the school session. - PSE input on Promoting Positive Attendance. - Bespoke Barnardo's groups to Promote Positive Attendance operating on a termly basis. Use of Education	- Term 1 JH - Term 1 JH - Term 1 JH - On-going JH/PTGs - On-going SLT - On-going JH/PTGs - On-going JH/Barnardo's	- Attendance data – improvement in overall data, reduction in UNA/MIS codes and radio data. - Pupil & parental voice and quantitative data. - Assembly presentations and focus. - 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. - Increase in number of interventions to support positive attendance – pastoral notes will support this.		

	Scotland resources to support.				
Young people will benefit from enhanced and streamlined process to promote engagement with learning.	- Creation of process for capturing pupils who are absent from class to inform text messages home. - Information sharing/communication on use of new process. - Attendance focus during Festival of Ambition. - QA/creation of automated Expressions/M5 Groupcall texts in system library. - Review/evaluation of process by key school staff. - Creation of process for capturing access to toilet facilities. - Information sharing/communication on use of new process. - Evaluation and intervention process devised and implemented. - Review/evaluation of process by key school staff	Term 1 JH Term 1 JH Term 1 GP/JH Term 1 JH/Office Term 2 & 4 JH Term 1 JH Term 1 JH Term 2 & 4 JH Term 1 JH	- Attendance data – decrease in Radio Code 2; reduced number of UNA/MIS entries in the system. - Groupcall system will show accuracy of attendance texts being sent home. - Pupil & parental voice. - Interventions from house teams to support increased engagement in learning – analysis of monitoring systems will support this. - Reduction in vandalism in school toilets.		
Young people's time-keeping will improve and this will have a positive impact on their attendance,	Late-coming strategy devised and shared with school community for consultation.	August 25 JH	- Attendance and late-coming data from SEEMiS & "yellow slip" sheet. - Staff & student feedback. - Learner conversations data.		

- attainment and achievement. - Young people will be more aware of the impact their time-keeping has on attainment and how they can support themselves to attain. - Barriers impacting time-keeping will be minimised for young people as required this impacting their wellbeing positively.	- Late-coming focus during Festival of Ambition. - Structure of school day consultation to move bulletin to first 10 minutes of period 4. - Re-branding of pupil bulletin. - In-house attendance monitoring meetings, inclusive of time-keeping, scheduled throughout the school session with clear actions outlined.				
Young people's wellbeing will be supported by considered modifications to their timetables which are time bound.	- Process for record-keeping of in-house modifications and external modifications devised and shared with key staff. - Review process for modified timetables devised and implemented. - Termly timetable reviews to take place by House Teams.	Term 1 JH Term 1 JH On-going DHT/PTG	- TAC action plans and evaluations. - Pupil, parental & staff views. - Pastoral notes. - Attendance and engagement data.		
- Young people will be more engaged and focussed in their learning as distractions from mobile phone use is minimised. - Young people will develop better face-to-face communication skills, helping build stronger	- Mobile Phone boxes purchased for all learning zones. - Launch of use of these with all S1 classes. - Communication with key stakeholders on new mobile phone approach. - Parental role in supporting positive	Term 1 JH Term 1 JH Term 1 JH On-going DHT/IST	- Reduction in de-merits, radio calls and referrals for mobile phone use. - Classroom observation paperwork. - Departmental minutes. - Staff, parent & pupil views. - Attainment and engagement data.		

relationships with peers and teachers.	- engagement in learning communicated. - Updating of school policy to reflect changes. - Mid-point review of new approach and adaptations made as required.	Term 1 JH Term 2/3 JH	School policy and procedures inclusive of communication with home.		
- Young people who struggle to access learning within the mainstream will be supported to attain and achieve academically in a different environment. - Young people will build positive relationships with key school staff which will promote their sense of belonging.	- Mapping of programme delivery scheduled in tandem with CLD/Connected Communities. - Completion of Service Level Agreement. - Communication with school community. - Identification of pupil(s) to be referred to this support. - T&M plan for attendance and engagement identified. - School base staffing identified to support delivery of learning. - Baseline data captured. - Evaluation and review in tandem with CLD/Connected Communities. - End point data captured.	Term 1 JH/OR Worker Term 1 JH/CLD/OR Worker Term 1 JH/OR Worker On-going House Teams Term 1 JH/OR Worker Term 1 JH/OR Worker On-going JH On-going JH Term 4 JH/OR Worker	- Attainment and achievement data inclusive of SQA and internal tracking and monitoring. - Attendance & engagement data from Redburn. - Whole school attendance data. - CLD review meetings & SLA. - Baseline data and end point data from GMWP.		
- Young people who struggle to access learning within the mainstream will be supported to engage in learning out with school. - Young people will benefit from access to IT	- Research & evaluation of online platforms to support home learning explored. - Identified weekly communication/check-in	Term 1 JH/PTPS On-going JH/PTPS/Various Term 1	- Attainment and achievement data inclusive of SQA and internal tracking and monitoring. - Attendance data. - Pupil, parent and staff voice.		

Programmes to support their academic progression out with school. • Young people will build positive relationships with key school staff which will promote their sense of belonging.	slot identified for key staff. • Online platforms utilised, as appropriate, to support engagement in learning. • Communication with class teachers to support learning at home. • Regular reviews and evaluation of progress made with home learning – this may include home visits. • Evaluation of approach.	JH/PTPS On-going Various On-going JH/PTPS Term 2 & 4 JH/PTPS/Various	• TAC action notes and evaluations. • Engagement with online platforms to support learning.		
• Young people will gain a deeper understanding of the purpose and impact of PSE, enabling them to evaluate its effectiveness and advocate for meaningful improvements in their learning experience. • Young people will develop a clearer understanding of the purpose and outcomes of pastoral interventions, enabling them to reflect on their personal growth and contribute to evaluating the support systems in place. • Support for young people in terms of safeguarding and child protection will be strengthened and enhanced.	• Staff identified to attend planning meeting for 3.1 Trio with partnership Secondary Schools. • Involvement in planning meeting and agreement of focus, structure & feedback. • Planning of 3.1 Trio and completion of Trio visit to Irvine Royal Academy. • Action plan for areas of development from visit created and shared within the school. • Actions carried out in light of areas of development & progress reviewed. • Data used to inform SIP 26/27.	Term 1 JH Term 1 JH/PTGs Term 1 JH/PTGs Term 2 JH/PTGs Term 2 – 4 JH/PTGs Term 4 JH/PTGs	• Review paperwork. • Interventions tracking and impact data. • Pupil, parent, partner and staff voice. • Updated PSE course plans. • CP/Safeguarding procedures & policies.		

Pupils will gain social skills and have an understanding of the importance of Biodiversity. They will be able to transfer social skills to the classroom	- Outdoor Learning programme 12 S3 pupils 6 pupils AM/6 pupils PM – data set - lowest achieving of middle 60%	GP Let's LOOC Outdoor Learning partner Community Broker Agent Network August 25 June 26	- Baseline confidence / engagement in learning survey to be completed. - Regular attendance at programme and school. - Baseline survey with parents/carers about view of young person's engagement before and after the programme - Review of learning to be shared with Guidance relating to well-being/ levels of participation. Pupils will achieve certification in the following awards: - Junior Scottish Countryside Ranger award - Wild Challenge : RSPB - Saltire Award – Volunteering - John Muir Award - Heritage Heroes Award - Level 4 Biodiversity in Action Award. (practical)		
Pupils will feel a sense of empowerment as their voice will drive the thematic inputs to ensure they are inclusive of topics that matter to them.	Termly Health and Wellbeing Thematic days introduced into the curriculum – pupil voice/PASS data utilised to determine thematic areas of priority.	August 25 – May 25 LS/JH/H/Health and Wellbeing Strategic Improvement Group	- PASS data pre and post inputs - Pupil feedback on quality/impact of thematic events.		
Young people will get the right support sooner because PASS data helps identify hidden worries or barriers to learning.	Cluster plan for completion of PASS created and agreed.	Term 1 JH/Cluster HTs	- Cluster plan. - Baseline and post data from both school and cluster. - Targeted support impact/outcomes.		

• Young people will feel more understood and valued as teachers use their feedback to shape a more supportive school environment. • Young people will be more engaged in learning because their emotional and social needs are better met.	• PASS baseline data requested from Primary Schools. • PASS planning meeting to information Transition Programme. • Cluster discussion and information sharing on PASS data. • PASS updated data requested from Primary Schools to inform PSHE inputs in S1.	Term 1 JH/Cluster HTs Term 1 JH/KW/LD Term 1 JH/Cluster HTs Term 3 JH/LD	• Pupil & staff voice. • Transition data.		
• Young people will feel more confident and involved by having a say in decisions that affect them. • Young people will face fewer barriers to taking part because the scale helps adults understand and remove obstacles. • Young people will feel more supported and valued, which helps improve their wellbeing, learning, and relationships.	• CIRCLE Participation Scale awareness raising session to be completed with all staff. • Identification of school Implementation Group and role created. • Transition Information Sharing Grid updated to reflect CIRCLE. • Use of Participation Scale with identified pupils(s) – baseline data captured. • Case conferences to support sharing of strategies and supports for identified pupil(s). • Supports and strategies implemented to support identified pupil(s). • Use of Participation Scale with identified pupils(s) – review data captured.	Term 1 JH Term 1 JH Term 1 JH Term 2 – 4 JH/Teaching Staff On-going JH/KW On-going JH/KW/Teaching Staff Term 4 JH/Teaching Staff Term 3 JH/KW	• Cluster plan & attendance, outcomes and training from cluster collaborative sessions. • Baseline and post data from both school and cluster. • Targeted support impact/outcomes. • Pupil & staff voice.		

	Use of Participation Scale embedded as a Pupil Support Intervention tool.				
A more supportive and inclusive school environment will be fostered for all by promoting positive mental health and resilience across the whole school community.	Whole School H and WB policy revised and published – stakeholder surveys developed to capture progress.	August 25 LS/JH/Health and Wellbeing Strategic Improvement Group.	- PASS data - Staff survey follow up - Participation data		
All members of the school community will have a greater understanding of the supports and interventions in place to support and promote positive wellbeing.	- Re-launch and promotional campaign for WS HWB Policy. - Baseline surveys devised and issued for completion. - Data analysed and interventions planned and delivered. - HWB Themed Days throughout academic session. - On-going evaluation.	Term 1 JH/LS Term 1 JH/LS On-going On-going On-going	- Survey data from key stakeholders. - Behaviour data. - Pupil, staff and stakeholder views. - HWB Policy.		
Pupils will benefit from engaging in critical thinking about ‘Positive Masculinity’ and gender roles/ expectations. This will contribute to higher engagement levels in learning and raised levels of confidence and removal of barriers to career pathways.	- Positive Masculinity strategy mapped out – inclusive of staff CLPL. - Masculinity Ambassadors introduced.	September 25 – May 25 GP/SLT	- Pupil focus groups- levels of engagement in learning - Understanding of career pathways and how gender stereotypes influence these. - Analysis of gender differences in attainment over time – subject and whole school. - Gap between female attainment and male attainment analysed and decreased.	YES £4000 CLPL and Pupil Workshops	

• Young people will feel safer and more respected, as MVP promotes a culture of respect, equality, and non-violence. • Young people will be more confident to speak up when they see harmful behaviour, thanks to training in bystander intervention. • Young people will develop leadership and empathy skills, by taking on mentoring roles and supporting their peers.	• Additional school staff trained in MVP programme delivery. • MVP section on School Website created. • MVP section on School Website populated. • MVP sessions planned within school. • MVP involvement in HWB themed days. • MVP visibility and involvement in school events. • MVP sessions planned in Cluster Primaries. • MVP surveys – baseline and end point – completed and analysed.	August 25 JH/JM Term 1 JH Term 1 JH/JM/PT Comms On-going JH/JM/PT Comms Term 1 JH/JM/MVP On-going JH/JM/MVP On-going JH/JM/MVP On-going JH/JM/MVP Term 2 & 4 JH/LD/JM/MVP	• Increased number of sessions delivered in school and in cluster primaries. • Increase in mentor recruitment numbers. • Increased in MVP trained staff. • Articles in school newsletter. • Pupil, staff and key stakeholder views. • School website and X profile. • Surveys – mentors and participants. • MVP impact report.		
• Young people will feel safer and more supported in school, as ESAS helps create a culture that challenges gender-based violence and promotes equality. • Young people will be more aware of their rights and respectful relationships, empowering them to recognise and challenge harmful behaviours.	• Equally Safe at School 2-year plan to be formulated – whole school approach to be developed to prevent gender based violence: • Assessments/Pupil Action Group/Staff CLPL/Policy developed/resource collation and review... • Sign-up for ESAS resources and resource download – SLT level. • Sign-up for ESAS – all staff. • Communication sharing resources used to inform	August 25 – May 25 JH Term 1 JH Term 1 All staff Term 1 JH Term 2 JH Term 2 JH/L Cadwell	• Reduction in referrals & reported behaviours of concern. • Pupil, staff & key stakeholder voice. • Staff training record/PL log. • Student action group meeting records and visibility/action.		

	school community of ESAS. • Student Action Group created & school lead identified. • Training for Student Action Group to support facilitation of assessment tools, analysis and creation of an action plan. • Completion of staff and pupil focus groups to capture self-assessment data. • Planning meeting with MVP Ambassadors and lead staff to agree next steps. • Staff completion of e-module. • Year 2 plan devised and agreed.	Term 3 JH Term 3 JH/JM/LD Term 1 JH Term 3 JH/Action Group			
• Young people will build more positive relationships with peers and staff, fostering a supportive and inclusive school community.	• Planning meeting with partner school and PC to confirm joint approach to deliver of programme. • Communication with all stakeholders to inform. • Creation of shared Mentor Meeting calendar to support successful delivery of sessions. • Evaluation meetings with partner school and PC. • Re-design of referral process in light of changes to programme.	Term 1 JH/Auchenharvie Academy DHT Term 1 JH/MCR PC Term 1 JH/MCR PC Term 1 & 3 JH/AA DHT/MCR PC Term 1 JH/MCR PC	• MCR KPI data and number of mentors • Pupil empathy maps • Pupil, staff, parent & key stakeholder voice		

	Evaluation meetings with MCR and PC.	Term 4 JH/MCR			
Young people will benefit from more consistent and informed support as staff apply a shared understanding of wellbeing and child protection through the GIRFEC framework. Young people will experience earlier and more effective interventions, as staff are better equipped to identify and respond to individual needs.	- Overview of modules and rationale shared with staff. - Staff completion of informed level module. - Staff and pupil consultation and learning on GIRFEC Wellbeing Indicators. - HWB Tracking completed and analysed for staff and pupils.	Term 1 JH On-going All staff On-going JH/IST On-going JH/IST	- Number of staff completing modules - Pupil & staff voice in relation to GIRFEC. - Survey data for pupils, parents and staff.		
Young people will feel safer and more respected in a consistent and supportive environment that promotes positive behaviour and relationships. Young people will be more engaged in their learning as clear expectations and restorative approaches help reduce disruptions and build trust.	- School consultation on PPR/B policy and practices. - Attendance and engagement with NAC professional learning. - Key information shared with all stakeholders. - Policy updated in light of feedback from stakeholders. - Policy re-launch and focus on promoting positive learning. - Evaluation of updated policy.	Term 1 JH On-going JH On-going JH On-going JH On-going JH Term 4 JH	- Attainment and achievement data. - Decrease in de-merits. - Pupils, parents, staff & stakeholder feedback and survey data. - Decrease in referrals and violence & aggression submissions.		
Young people will feel safer, more respected, and empowered to speak out, knowing that their school actively listens to their experiences and takes	- Whole school consultation on current policy and practice. - Creation of a shared definition of bullying for the school – this will be	Term 1 JH/PTGs Term 2 JH/PTGs	- PASS data. - Referral and Bullying & Equalities data. - Pupil, parent, staff and & partners feedback.		

clear, consistent action against bullying. Young people will develop stronger relationships and a deeper sense of belonging within the school community, as inclusive practices and restorative approaches become embedded in everyday school life.	inclusive of the role of our Campus Police Officer. - Updated Anti-Bullying policy shared with school community. User friendly versions created. - Clarification on processes for handling bullying concerns. - Streamlining of reporting process for young people. - Review of recorded incidents of bullying. - PSE programme updated to reflect findings of consultation.	Term 2 JH Term 2 JH Term 2 JH/PTGs Termly House Teams On-going JH/PTGs	Power BI.		
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NAC PRIORITY 5 – Placing human rights and needs of every child and young person at the centre of education.

Strategic Objective:

- To ensure that all young people are afforded the opportunity to have their voice heard.
- To ensure that all young people feel a sense of empowerment.
- To ensure that our young people are supported to articulate their skills.
- To enhance accreditation opportunities through pupil participation.
- To ensure that all key stakeholders have a voice in shaping the work of the school.
- To ensure that all key stakeholders feel supported and that their needs are responded to timeously.

Select the KEY drivers for this improvement priority

<u>Education Service Priority</u> <i>Please select the relevant service priorities</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
5. Placing human rights and needs of every child and young person at the centre of education Choose an item.	1. School & ELC leadership 5. School & ELC improvement Choose an item.	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	Choose an item. Choose an item. Choose an item.

Rationale for Change:

- Self-evaluation elucidates the need to better map accreditation opportunities to our Pupil Leadership offering.
- Saltire Registration and data entry evidences inconsistencies across the various stages.
- Pupil Progress meetings and Focus Group data evidences that there are still perceptions around the length of time that it takes the school to respond to concerns raised by Parents/Carers. Whilst those responding in this way are in the minority, it is a recurring theme in almost all consultations carried out.
- In a recent staff wellbeing survey, 25% of respondents stated that better communication (consistency) at all levels of the system would support their wellbeing.

PRIORITY 5: 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>
- Pupils will have a greater knowledge and understanding of the wealth of opportunities available to them. - Pupils will develop and array of skills through contributing, in a meaningful way, to the life of the school. - Pupils will enhance their SCQF attainment portfolio as a result of the wider participation opportunities offered.	- Revised Pupil Leadership Strategy developed – inclusive of Royal Reps... - Leadership classes timetabled within the S4-S6 Festival of Ambition programme. - Skills survey completed by all pupils in S1-S6. - Pupil Leadership accreditation overview to be mapped.	August 25 LS/KW/Pupil Leadership Strategic Improvement Group	- Pre and post skills survey - Pupil Leadership commitment cards - Royal Recognition Awards – increase in the number of awards issued – 110 in term 4 of 2025. - Increase in the number of awards gained through: Volunteering, Events Management, Customer Service...		
Pupils will have a sound understanding that home and school are inter-connected and are working together to improve outcomes.	Parent/Carer Engagement Strategy developed in conjunction with Parents/Carers. Review periods built in.	September 25 LS/Parent Council	- Termly Parent/carers survey data - Afternoon Tea with the HT sessions		
Clearly defined roles and responsibilities will ensure that pupils are at the centre of all decisions and actions taken.	New whole school Communication Strategy developed in conjunction with stakeholders. Review periods built in.	September 25 LS/JH/Parent Council	Whole school survey data to evidence stakeholder satisfaction		
The pupils targeted will follow progressive pathways that are more appropriate to their needs.	S3 ACE Class introduced	On-going JH/PTPT/CTs	- Attainment & achievement data. - Attendance and engagement data.		

• Their needs will be supported more effectively through ‘Team Teaching’ and enhanced support allocation. • Those involved in the programme will engage with PBL and they will have a voice in shaping this offering.	• Support Circles/Case Conferences introduced to support pupils. • PL sourced to support the needs as required. • CIRCLE participation scale utilised to support planning. • Termly progress reviews scheduled and changes implemented as required.	On-going JH/PTPS/PTL&T On-going JH/KW On-going CD/JH/PTPS/ SIR/CTs	• Behaviour data. • Pupil, staff & parent views. • PL records.		
• Young people will receive more tailored and coordinated support, as staff work collaboratively to plan and review interventions. • Young people will experience earlier and more effective help, reducing barriers to learning and wellbeing. • Young people will feel more included and understood, as their voice and needs will be central to the planning process.	• Review of Staged Intervention levels and updates made in light of evaluation of support needed. • CLPL planned for staff to upskill on Staged Intervention. • Pupil Case Conferences/Success Circles processed devised and implemented. • Looking outwards for good practice in capturing, sharing and evaluating targets. • Pupil Confidential Spreadsheet links updated to include targets set in St Int plans. • Internal evaluation of St Int plans. • Padlet updated to reflect CLPL.	Termly JH/PTPS On-going JH/PTPS/PTL&T On-going JH/PTPS	• Attainment and achievement data. • PASS data. • Pupil & parent views captured in St Int plans & TAC action notes. • PL data. • T&M analysis paperwork		

	Effective strategies captured from pupils.				
Improved home/school communication will help to further enhance the relationship between school and home. Where home/school communications are strong, pupil outcomes are improved.	- Parent Portal app launched with the IRA community. - CLPL scheduled to support key drivers.	September 25 LS/CM	- Parent/Carer survey data - Portal data/engagements		

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		Linzie Sloan			
Carry forward:	£9,510	Total Allocation:	£145,775	Total:	£155,285

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?
SP Pupils underachieving post Tracking/Post Prelim	Improved attainment/achievement	Supported Study/Easter School	Post Tracking/Post Prelim	£3,857 Staffing	- Insight Data - Estimate conversions	
Attendance	- Improved attendance in school - Improved attendance in class - Improved engagement in learning	Barnardo's Worker	June 25 – June 26	£32,940 Staffing	- Attendance data - Code 2 Data - Tracking Data	
Exclusions	Pupils will supported to model our school values. They will make good choices and be valued members of our school community.	Campus Officer	March 25 – March 26	£13,000 Staffing (25%)	- Referral data - Exclusion data - Pupil voice - Staff voice - Parent/Partner voice	

Attainment and Achievement (as laid out in the P1/2 rationale)	- Target Grade data will convert to Working Grade data. - Pupils will be presented at the highest level possible. - Pupils will attain quality passes – A/B	ACHIEVE	June 25 – May 26	£800 Digital Platform subscription	- Estimate data - Subject attainment over time spreadsheets - Insight data - Results Machine	
Leadership Skills	Pupils will develop crucial critical thinking skills. They will be encouraged to self-reflect and in turn develop their confidence.	Tree of Knowledge	Term 2 and 4	£2,500 Pupil Workshops		
Study Skills	- Pupils will improve their study skills whilst developing crucial skills such as organisation and growth mindset. - Pupils will take personal responsibility for their learning and develop strategies to overcome distractions and manage their time effectively.	Live-N-Learn	Term 3 and 4	£2,500 Pupil Workshops		
Attendance	- Improved attendance in school - Improved attendance in class - Improved engagement in learning	Admin Support – 0.4 Attendance Focus	September 25 – March 25	£6,918 Supporting the IS team with data entry/follow up		
Literacy Attainment Data	Increased number of pupils attaining N5 English/L5 Literacy/L5 Communications	Literacy Support – 0.4 Teacher	August 25 – May 26	£17,818 Targeted learners in S4 – 3A/3B P and A pupils in an N5 English class.		
Digital poverty	The use of technology will further remove barriers to learning alongside other appropriate interventions.	ICT	August 25	£484		

Food Poverty	• It will provide our young people with a nutritional start to the day. • It will enhance pupil readiness to learn. • A comprehensive staff supervision rota will be operational – this will help to foster positive staff/pupil relationships. • It supports improvements in pupil attendance and timekeeping – some pupils report to being motivated to attend school and on time due the offering of free breakfast provision.	Breakfast Club	March 25 – March 26	£5,000		
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