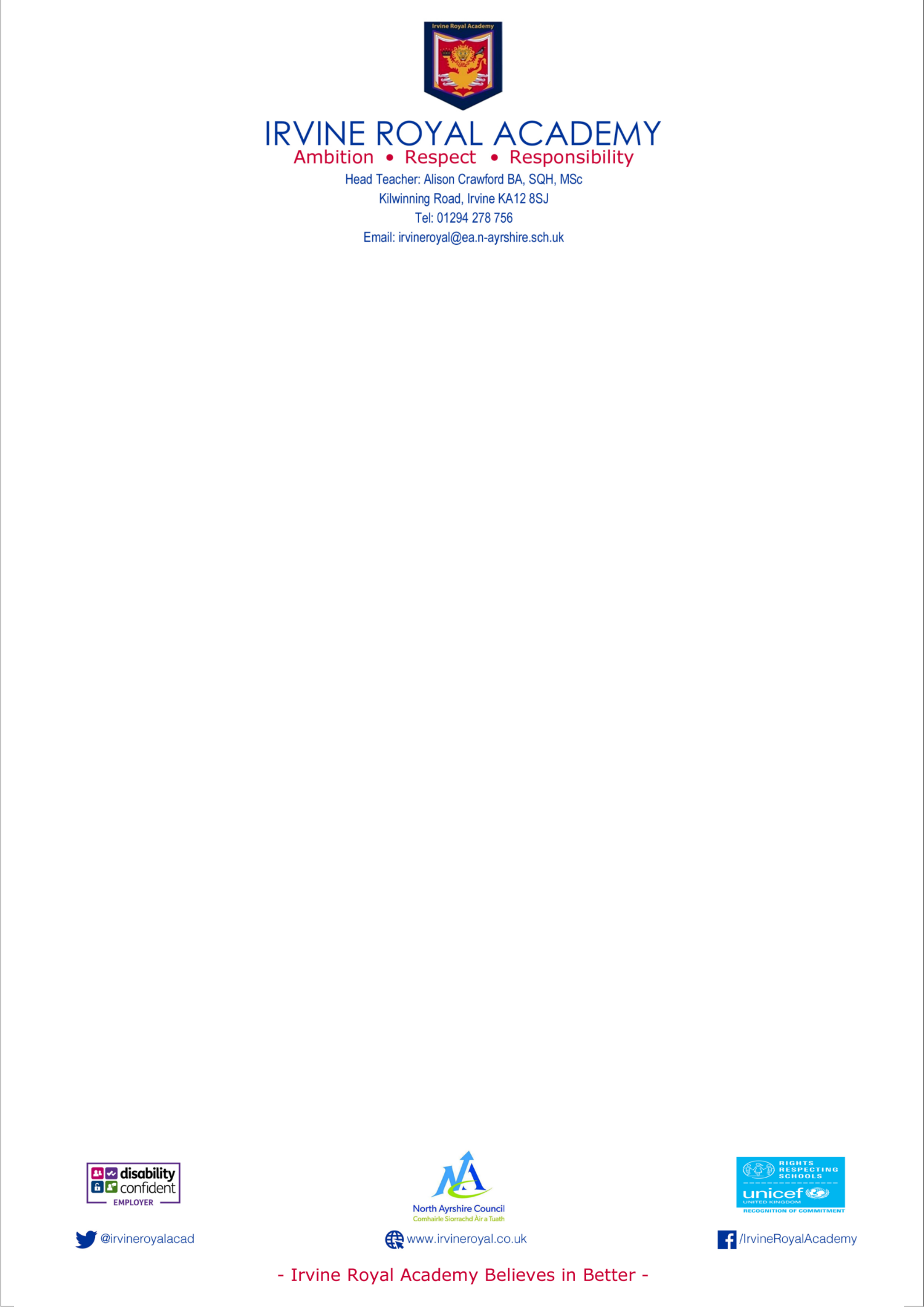
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**Communities and Education Directorate**

**Improvement Plan 2021-2022**

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**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.

**The North Ayrshire Annual Improvement Plan**

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year’s plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

**Council Priorities:**

The Council strategic priorities for 2019-24 are detailed below:



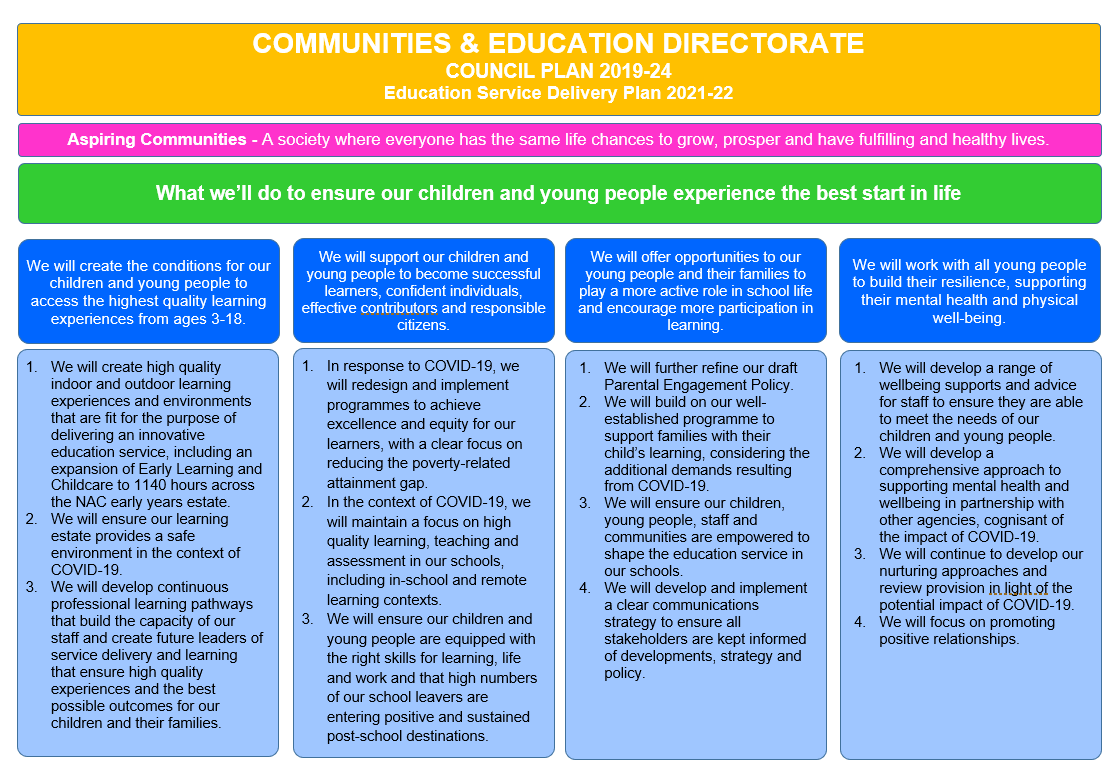
**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:

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**Strategic Plan 2021-22: Irvine Royal Academy**

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| **School Priorities** | **Learning and Teaching** | **Inclusion and Equity** | **Participation** | **Health**  **and**  **Well-being** | **Irvine Royal Cluster Shared Priority** |
| **High Level Objectives** | * We will continue the momentum in our use of digital technology to support high quality learning and teaching. We will work towards achieving the ‘Digital Schools Scotland Award’. GP * We will create high quality outdoor learning experiences and environments that are fit for purpose. GP * We will develop our approaches towards learning for sustainability to ensure that all young people are experiencing coherent, rewarding, transformative learning experiences.GP | * We will develop our approaches towards the creation of a virtual school to support those learners with identified barriers.LS * We will expand our skills based offering through the creation of a Skills Academy. CB * We will host NAC’s Secondary Inclusion Support Resource. LS * We will devise an in-house strategy (to compliment ‘Royal Resources’) in order to ensure that the cost of the school day is kept to a minimum. LS | * We will develop a communication strategy including the creation of a new school website. LS/GP * Parents in Partnership (PIP) will be developed in conjunction with community partners. LS * Mentors in Violence Prevention will be launched and a sustainable training model developed. LS | * First Line Support will be introduced across all registration classes. JG * ‘The Promise’ recommendations from ‘The Care Review’ will be implemented. JG * The SHINE mental health and wellbeing survey toolkit will be utilised across all stages to inform future planning and intervention. JG * A health and wellbeing strategy will be developed and will include a focus on Growth Mindset and Metacognitive skills. JG/GP * An anti-bullying strategy will be devised and implemented. JG | * All schools in the Irvine Royal Cluster will aim to implement components of the National STEM Strategy through engagement in the STEM Nation Award. CB * All schools in the Irvine Royal Cluster will engage in the Young Stem Leaders programme. CB * The John Muir Award will be delivered to young people and their families through the support of the NAC Family Learning Team. CB |

**Strategic Plan 2021-22: Irvine Royal Academy**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

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| **Establishment Strategic Priority:** | | **Learning and Teaching- Digital Learning** | | | | | **Linked to Directorate Priority:** 1 |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will continue the momentum in our use of digital technology to support high quality learning and teaching. We will work towards achieving the ‘Digital Schools Scotland Award’. | 2.2  2.3  3.1 | Y | * Retain position of PT Learning and Teaching from PEF budget. | June 2021 | * Pupils will be more digitally literate. * Quality L&T delivered consistently within classes using digital technology. * Improved feedback pedagogy in classrooms so pupils self-regulate. * Underachievement tracked, interventions used, progress monitored, attainment raised. * Digital platforms support self and supported study. * Pupils and parents have access to videos and information online to help navigate many of the digital platforms used. * Pupils benefit from Staff understanding of ‘pedagogy’. * Pupils will understand ‘Feedback loops’/Peer feedback. * Pupils will develop metacognitive awareness and be able to use and apply metacognitive skills. * Retrieval practices will encourage pupils to retain their knowledge and build on learning within subjects * Pupils will understand expectations of homework and understand its relevance. | * QA of Learning round data * Minutes of Faculty meetings- evidence of sharing excellent practice. * Survey of pupil levels of confidence and experience of digital platforms to improve learning. * Survey/Focus group- Teacher feedback on assessment methods/impact of using google classroom and other digital applications. * Data showing engagement within GC homework tasks * Data on the quality and benefits of homework on attainment and learning. * Survey/ Focus group on use of feedback pedagogy (pupils and teachers) e.g. retrieval practice. * Achieve ‘Digital School Award’ * Triangulate data from pupils, parents and staff around the idea of what a homework policy should entail. * Sample and share excellent practice (Homework) | |
| * Creation of remit with clearly defined responsibilities. | Aug 2021 |
| * Weekly/Fortnightly meeting between link DHT/ PT L&T. | Aug 2021 |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly. | Sep 2021 |
| * Audit of Digital Learning in faculties, perceived barriers /establish support/resources required by teachers | Sep 2021 |
| * Create a Digital Learning steering group. | June 2021 |
| * Create a Digital School policy and strategy. | On-going |
| * Share excellent practice through a staff virtual classroom | On-going |
| * INSET used to share excellent practice: Learning Intentions, Success Criteria, Plenary. | Sep 2021 |
| * Introduce the concept of retrieval practice and promote this strategy within lessons through starters, classwork activities and plenaries. | Sep 2021 |
| * Share good practice around use of digital applications that can improve feedback pedagogy. | On-going |
| * Share metacognitive strategies/growth mind-set with staff . | On-going |
| * Apply for ‘Digital School Award’ Gather evidence which demonstrates our commitment to using digital technology within the school. | May 2021 |
| * Collaborate with staff to create a CLPL calendar. | On-going |
| * Look at reliable, valid assessment methods which are focussed on digital technology. | On-going |
| * Establish a homework policy- consult with pupils, teachers, parents/carers. | Dec 2021 |
| * Populate new school website. Create ‘How to guides’ and FAQ on digital literacy. | Dec 2021 |

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| **Establishment Strategic Priority:** | | | **LEARNING AND TEACHING – OUTDOOR LEARNING** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will create high quality outdoor learning experiences and environments that are fit for purpose. | 2.2  2.3  3.2 | Y | | * Recruitment of a PT Outdoor Learning from PEF budget. | June 2021 | * Pupils have a progressive and sustainable experience of Outdoor Learning across departments, including outdoor adventure experiences. * Outdoor Learning will be embedded into the curriculum***.*** * Re-engagement with school/learning. * Improved confidence/self-esteem/wellbeing. * Improved attainment and achievement outcomes – Literacy/Numeracy/HWB. * Increased chance of entering positive post school destination. * Increase in pupils’ wider achievement portfolio. * Skills for life and improved understanding of the environment * Pupil voice and participation at the heart of decision making. * UNCRC rights embedded in planning, consultation and decision making processes. | * Data from surveys with pupils to show impact on learning and wellbeing * Focus groups with pupils and parents. * Surveys with parents, teachers on experience of outdoor learning. | |
| * Creation of remit with clearly defined responsibilities | Aug 2021 |
| * Weekly/Fortnightly meeting between link DHT/ PT OL. | On-going |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly. | Aug 2021 |
| * Audit of Outdoor Learning already taking place in Faculties, perceived barriers to Outdoor Learning and support/resources required. | Aug 2021 |
| * Attend and contribute to authority training/network. | On-going |
| * Work in partnership with PT Learning for Sustainability/ PT STEM (as appropriate). | Sept/Oct 2021 |
| * Administer Wellbeing survey with pupils. | Sept/Oct 2021 |
| * Use outdoor learning spaces in school to create spaces for promoting learning and teaching, Learning for Sustainability. | June 2021 – June 2022 |
| * Establish Outdoor Learning working group with pupils and staff. | June 2022 |
| * Incorporate the UNCRC into Outdoor Learning. | Sept 2021 |
| * Outdoor Learning focus on COP26. | Oct 2021 |
| * Outdoor learning month identified on the calendar. | Nov 2021 |
| * All departments to participate in an outdoor learning month. | June 2022 |
| * Share existing Outdoor Learning lessons will all subjects and support promotion via website and social media. | Ongoing |
| * Deliver John Muir Award (Linked to Green Gym). | Aug 2021-May 2022 |
| * Integrate John Muir Award into the curriculum. | Jan 2022 (options planning) |
| * Outdoor Leadership Weekends identified on the calendar. | Nov 2021 |
| * Ski Trip | TBC |
| * S1-S6 Leadership   & Activity Days | Sep 2021 |

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| **Establishment Strategic Priority:** | | **LEARNING AND TEACHING – LEARNING FOR SUSTAINABILITY** | | | | | **Linked to Directorate Priority: 1** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will develop our approaches towards learning for sustainability to ensure that all young people are experiencing coherent, rewarding, transformative learning experiences. | 2.2  2.3  3.2 | Y | * Recruitment of an Attainment and Inclusion Officer from PEF budget. | June 2021 | * Re-engagement with school/learning. * Enhanced feelings of safety/security/trust/belonging * Improved confidence/self-esteem/wellbeing. * Improved attainment and achievement outcomes – Literacy/Numeracy/H and WB. * Increased chance of entering a positive post school destination. * Dignity around breakfast and food provision to pupils and families. * Embed Learning for Sustainability across the curriculum. * Increase in pupils’ wider achievement portfolio. * Skills for life developed and improved understanding of the environment. * Pupil voice and participation at the heart of decision making * UNCRC rights embedded in planning and consultation and decision making processes. | * Pupil/Parent/Partner views captured in survey of impact * Focus groups of pupils/ teachers/parents * Show case event Live and Virtual COP26 * Audit of awareness of Learning for sustainability embedded in curriculum teachers/pupils/parents. | |
| * Creation of remit with clearly defined responsibilities. | Aug 2021 |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly | Aug 2021 |
| * Work in partnership with authority link. | Sept 2021 |
| * Work in partnership with PT Outdoor Learning/Eco school committee/Keep Scotland Beautiful charity/PTSTEM (as appropriate) | On-going |
| * Establish a LFS working group. | Sep 2021 |
| * Support staff with professional learning and discussion/resource depts. | On-going |
| * Engage with COP26. | June 2021  On-going |
| * Learning focus during fortnight – Showcase event. | Aug 2021 – Nov 2021 |
| * Promote Food sustainability in partnership with local supermarkets/Work in partnership with PT Family Engagement. | On-going |
| * Establish recycling systems in classrooms for plastic and compost bins in Outdoor Learning areas. | Sept 2021 |
| * Recycling of takeaway dishes/tubs – family engagement. | Sept 2021 |
| * Sustainable clothing initiative introduced. | Sept 2021 |
| * SWAP SHOP for pupils and parents | Sept 2021  Monthly |
| * Prom Dress Initiative | Oct 2021 |
| * Bio diversity – Tree planting, establish link with TCV (Tree Conservation Volunteers) and Woodlands/Trust | Nov 2021 |
| * More Food Less Waste Programme implemented. | Oct 2021 |
| * Establish collection of rain water in garden areas. | Sept 2021 |
| * Conservation of energy – Pupil audit of energy consumption in school. | Oct 2021 |

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| **Establishment Strategic Priority:** | | **Inclusion and Equity** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will develop our approaches towards the creation of a virtual school to support those learners with identified barriers. | 3.1  3.2  3.3 | Y | * Recruitment of an Attainment and Inclusion Officer from PEF budget. | June 2021 | * Re-engagement with school/learning. * Enhanced feelings of safety/security/trust/ belonging. * Improved confidence/self-esteem/wellbeing. * Improved attainment and achievement outcomes – Literacy/Numeracy/H and WB. * Increased chance of entering a positive post school destination. | * Home visit engagement data * Google Classroom engagement data * Tracking and monitoring data * Attendance data * Action plan target completion * Positive destination data * Pupil/Parent/Partner views | |
| * Creation of remit with clearly define responsibilities. | Aug 2021 |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly. | Aug 2021 |
| * Audit of need – data informed creation of pupil target list. | Sept 2021 |
| * Establishment or departmental virtual learning links. | Sept/Oct 2021 |
| * Individual pupil wellbeing action plans developed to reflect bespoke needs. | Sept/Oct 2021 |
| * Termly reviews scheduled to evaluate impact of the identified interventions. | Oct 2021  Dec 2021  March 2022 |

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| **Establishment Strategic Priority:** | | **Inclusion and Equity** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will expand our skills based offering through the creation of a Skills Academy. | 2.2  3.2 | Re-appointment of a PT DYW | * Recruitment of PT DYW from PEF budget. | June 2021 | * Increased chance of entering a positive post school destination. * Improved attainment through skills based qualifications. * Increased choices for skills based courses in S4/5/6. * Improved transition with Ayrshire College. * Leadership opportunities for pupils within the school. * Work skills developed in school. | * SQA attainment * School leaver destinations * Progression of pupils | |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly. | Sep 2021 |
| * Creation of DYW Skills Academy | Nov 2021 |
| * Review of DYW courses offered in school in partnership with DYW Ayrshire, Prince’s Trust and Ayrshire College | Dec 2021 |
| * Introduction of progression DYW courses for S5/6. | Feb 2022 |

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| **Establishment Strategic Priority:** | | **Inclusion and Equity** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will host NAC’s Secondary Inclusion Support Resource. | 2.4  2.6  2.7  3.1  3.2 | N | * Recruitment and selection of Key Staff – 2 x CTs and 2 x CAs. | June 2021 | * Re-engagement with school learning. * Enhanced feelings of safety security/trust belonging. * Improved confidence / self-esteem / wellbeing. * Improved attainment and achievement outcomes – Lit/Num/HW. * Improved attendance. | * Attendance in Support Resource and mainstream class. * Tracking data. * Action plan target completion. * Learning Review minutes. * Pupil / Parent **/** Staff views. * Observations. * Pupil evidence books. | |
| * Room and resources identification. | June 2021 |
| * Parent/carer/pupil transition events. | June 2021 |
| * Pupil wellbeing and baseline assessments carried out. | Aug/Sept 2021 |
| * Pupil action plans formulated. |
| * Monthly learning reviews introduced. | Aug 2021 – March 2022 |
| * Termly Celebration of Success events introduced. |  |
| * Barnardos and PLA inputs timetabled. | Aug 2021 |
| * Lesson plans developed – to meet individual pupil needs. | Aug 2021 |

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| **Establishment Strategic Priority:** | | **Inclusion and Equity** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will devise an in-house strategy to further enhance ‘Royal Resources” in order to ensure that the cost of the school day is kept to a minimum. | 2.4  2.5  2.7  3.1 | Y | * PT Family Learning appointed. | Aug 2021 | * Create sense of belonging. * Improved presentation. * Improved attendance. | * Pupil/Parent/Partner feedback. * Attendance data. * Pupil/Parent uptake of uniform/washing products. | |
| * RR email created. | Aug 2021 |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly | Aug 2021 |
| * RR relaunch via Introduction of Open Afternoon. | Sep 2021 |
| * Partnership created with Tesco. | Aug 2021 |
| * Uniform swap shop introduced | Sep 2021 |
| * Unused pre-ordered meals to be distributed at the end of the day. | Oct 2021 |

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| **Establishment Strategic Priority:** | | **Participation** | | | | | **Linked to Directorate Priority: 4** | |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| We will develop a communication strategy including the creation of a new website. | 1.3  2.5  2.7 | Y | * New website developer identified. | Aug 2021 | * Greater awareness of ‘what’s’ going on in the school. * Increased pupil participation. * Through the promotion of pupil achievements, pupils will feel a sense of Pride. * Greater consistency of approach across the school. | * Pupil/Parent/Partner/Staff feedback. * Participation data. * Website hits | |
| * Transference of material from old website on to new website. | Sep 2021 |
| * Departmental Ambassadors identified. | Sep 2021 |
| * Website Ambassador training. | Sep 2021 |
| * Website launch. | Oct 2021 |
| * Website updated at regular intervals by Ambassadors. | On-going |
| * PT Communications appointed. | Aug 2021 |
| * Communication strategy developed and launched with all stakeholders – Pupil/Staff and Parental Bulletin to be incorporated. | Oct 2021 |

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| **Establishment Strategic Priority:** | | **Participation** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| Parents in partnership will be developed in conjunction with the Family Learning Team. | 2.5  2.7 | YES | * Interested parents/carers identified for the PIP programme. | Aug 2021 | * Enhanced support with homework/learning from home including the use of digital technology. | * Parent feedback. * Pupil feedback. * Staff feedback | |
| * PIP Launch. | Aug 2021 |
| * PIP Audit of need. | Sep 2021 |
| * 4 x PIP programmes developed throughout the year in conjunction with parents. | Sep 2021– June 2022 |
| * Each department to deliver a session in at least one PIP block. | Oct 2021 – June 2022 |

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| **Establishment Strategic Priority:** | | **Participation** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale**  **/Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| The Mentors in Violence Prevention Programme will be introduced across the school community in conjunction with key partners. | 2.7  3.1 | N | * Identification of interested staff. | Aug 2021 | * Reduced instances of the following: * Violence * Bullying * Abusive behaviour * Attitudinal changes * Pupil empowerment – pupils feel that they can challenge their peers. * Safer, more inclusive learning environment. * Development of leadership capacity in pupils. | * Referral data specific to: bullying, violence, abusive behaviour * Exclusion data * Pupil Feedback * Parental Feedback * Staff Feedback * Partner Feedback | |
| * Train interested staff over two days. | Sep 2021 |
| * Identify senior pupils. | Sep 2021 |
| * Staff train senior pupils. | Oct 2021 |
| * Senior pupils deliver MVP inserts to pupils within PSHE. | Oct – Dec 2021 |

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| **Establishment Strategic Priority:** | | **Health & Well-being** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| First Line Support will be introduced across identified registration classes. | 2.1  2.4  3.1  3.2 | N | * First Line Support (Personal Support Teacher) role will be created and established with a core remit created and shared with staff. | Aug-2021 | * Pupils will have an increased number of key adults to communicate with. * Pupils will be better supported at the start of each day with more routine check-ins from key adult(s). * Improved communication / sharing key information * Positive impact on pupil/school relationship. | * Increased attendance * Reduced late-coming * Staff feedback – MS Form; meetings with PTG & DHT * Pupil feedback – MS Form | |
| * Dedicated classroom assistants will be assigned to each S1 registration class and will share key information between register teachers & pupil support department. | Aug-2021 |
| * Data will be collected from staff, pupils and parents to be analysed regarding effectiveness of this and additional supports that can be offered. | On-going  May-2022 |
| * Training will be offered to Personal Support Teachers throughout the session. | On-going |

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| **Establishment Strategic Priority:** | | **Health & Well-being** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| ‘The Promise’ recommendations from ‘The Care Review’ will be implemented. | 2.4  3.2 | N | * Recommendations highlighted in ‘The Promise’ and as directed by Local Authority will be implemented. | On-going | * Pupils will be better supported as staff have increased knowledge of challenges faced by care experienced YP. * Care Experienced Champion will support YP throughout their time in education. * Enhanced working relationships and communication will allow better information sharing and in turn support for YP. * Pupil involvement and engagement in activities within and out with the classroom will improve and school will be a positive environment for them. | * Increased attainment * Increased positive destinations * Improved attendance figures * Reduced late-coming * Pupil Voice * Exclusion data for Care Experienced YP * PTAC minutes & action plans * T&M Interventions SS * SEEMiS 16+ data tab usage * Insight SLDR data * House Updates * Staff CLPL record | |
| * Care Experienced Champion role created and member of staff identified in this role. | Dec-2021 |
| * Increased staff awareness of challenges faced by Care Experienced YP via CLPL. | On-going |
| * Collaborative working relationships will be fostered and maintained – within and out with school – to remove barriers to learning for Care Experienced YP. | On-going |
| * Robust T&M processes will be created and embedded for Care Experienced YP to support engagement, attainment & attendance. | On-going |
| * Positive Destinations of Care Experienced YP will be monitored & interventions used to support this transition. | On-going |

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| **Establishment Strategic Priority:** | | **Health & Well-being** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| The SHINE mental health and wellbeing survey toolkit will be utilised across all stages to inform future planning and intervention. | 2.1  2.6  3.1  3.2 | N | * Strategic planning group established – roles identified and targets for session agreed/set. | Oct-2021 | * Pupil views on MHWB will be gathered and analysed and their voice will shape future. development in this area * Strategies and supports will be developed and our young people will benefit from early interventions & informed staff. * Peer support will be available to our young people within a safe space. * Young people’s understanding of MH will be developed and awareness raised to supports that are available. * Leadership opportunities and roles identified. | * Improved attendance & reduced truancy * Reduced late-coming * Data from SHINE toolkit * PSE programmes * Pupil/Parent/Staff feedbcak | |
| * Mental Health policy devised and subsequently shared with staff & stakeholders. | Dec-2021 |
| * SHINE toolkit used with all stages. | On-going |
| * Data analysed and utilised to form areas of development and focus for coming sessions. | On-going |
| * Peer Education Project will be launched within the Senior Phase. | On-going |

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| **Establishment Strategic Priority:** | | **Health & Well-being** | | | | | **Linked to Directorate Priority: 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| An anti-bullying strategy will be devised and implemented. | 3.1  3.2 | N | * Anti-bullying policy for school created in conjunction with key stakeholders (including pupils). | Dec-2021 | * Young people will understand their role re anti-bullying and promoting the school values. * Young people will have a better understanding of what constitutes bullying behaviour – how to prevent this and how to report this. * Pupils will feel more included within school which will improve their engagement, attainment and attendance. | * Bullying data will be reduced * PSE resources * Reports from anti-bullying ambassadors * Improved attendance * Increased attainment | |
| * The anti-bullying tab will be used, where appropriate, to capture any allegations of bullying. | August 2021 |
| * High profile involvement in Anti-bullying week including PSE focus, theme of the week & across the school. | Nov-2021 |
| * Anti-bullying lessons updated/created and embedded in PSE at all stages. | Nov-2021 |
| * Anti-Bullying ambassadors will be revisited and relaunched. | Oct-2021 |

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| **Establishment Strategic Priority:** | | **HEALTH AND WELLBEING** | | | | | **Linked to Directorate Priority: 3 and 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| A health and wellbeing strategy will be developed and will include a focus on Growth Mind-set and Metacognitive skills. | 2.1  2.7  3.1 | N | * Teacher engagement with professional learning around concepts of ‘Wellbeing’ ‘Equity and Inclusion’ in Scottish context of education (J Spratt) | Oct 2021 | * Pupils will have a better understanding of how pedagogy can improve wellbeing outcomes. * Improved pupil ability to self-regulate within their learning. * A variety of pedagogical approaches taken to engage pupils in learning. * Pupils will learn how to problem solve, develop self-efficacy and confidence in their ability to learn, including developing their skills of feeding back to others on their understanding of their progress and taking control of steps to improve it. * Improved overall pupil wellbeing. | * Questionnaires * Focus groups * SHINE survey data. | |
| * Engagement with ‘Right Drivers for Whole school Success’ Michael Fullan | Oct 2021 |
| * Engagement with ‘Deep Learning’ M Fullan et al. | Oct 2021 |
| * Metacognitive strategies and awareness across the curriculum including ‘flipped classroom’ techniques. | Dec 2021 |
| * Develop growth mind-set strategy across the curriculum. | Dec 2021 |
| * Focus on using evidence based approaches to improving learning (Education Endowment Foundation) interventions) as the main purpose of the tracking and monitoring process. | Dec 2021 |
| * Focus on embedding opportunities for pupils to feed back on their learning in subjects. | Dec 2021 |
|  |  |  | * Policy created and launched. | Jan 2022 |  |  | |

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| **Establishment Strategic Priority:** | | **To embed STEM as a context for Literacy, Numeracy, Outdoor Learning and Transitions.** | | | | | **Linked to Directorate Priority: 2** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| All schools in the Irvine Royal Cluster will aim to implement components of the National STEM Strategy through engagement in the STEM Nation Award.  All schools in the Irvine Royal Cluster will engage in the Young Stem Leaders programme. | 2.2 | Y | * Recruitment of PT STEM from PEF budget. | June 2021 | * YSL accreditation both formal and informal. * STEM awareness increased across all areas of the school and cluster. * Leadership opportunities for pupils at all stages. * More STEM DYW input in each year group * Pupils leading learning in STEM activities. * Pupils will develop both curricular and soft skills required for STEM pathways and careers. | * YSL awards * STEM Nation award for the school. * Increased awareness of STEM through events, family learning, newsletters and social media. * Increased engagements with STEM ambassadors. * Pupil/Parent/Partner views. | |
| * Creation of remit with clearly defined responsibilities. | Aug 2021 |
| * Clear priorities mapped out via a flash reporting system – priorities to be evaluated termly. | Sep 2021 |
| * STEM evaluation to be carried out. | Nov 2021 |
| * Establishment of departmental links across the school and within the cluster. | Oct 2021 |
| * YSL programme to be set up in the school. | Oct 2021 |

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| **Establishment Strategic Priority:** | | **To embed STEM as a context for Literacy, Numeracy, Outdoor Learning and Transitions.** | | | | | **Linked to Directorate Priority: 2** |
| **High Level Objectives** | **HGIOS 4**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| The John Muir Award will be delivered to young people and their families through the support of the NAC Family Learning Team. | 2.2 | Appointment of a PT Outdoor Learning | * Recruitment of PT Outdoor Learning from PEF budget. | June 2021 | * Increased confidence in learning outdoors. * Greater awareness of local community and how to use outdoor spaces safely and respectfully. * Improved usage of outdoor space within the school and local community. * Leadership opportunities for pupils at all stages. * More STEM DYW input in each year group. * Pupils leading learning in STEM activities.. * Pupils will develop both curricular and soft skills required for STEM pathways and careers. | * YSL awards * STEM Nation award for the school * Increased awareness of STEM through events, family learning, newsletters and social media * Increased engagements with STEM ambassadors * Pupil/Parent/Partner views | |
| * Creation of remit with clearly defined responsibilities | Aug 2021 |
| * With the wider achievement courses within BGE deliver the John Muir course. | Mar 2022 |
| * Integrate the John Muir Award with the outdoor learning classes | Apr 2022 |
| * Through the PIP links, work with the Family Learning team and external agencies to engage parents in outdoor learning. | Apr 2022 |

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| **IRA Maintenance Agenda 2021/2022** |
| Attendance  Attainment and Achievement  Family Learning/Engagement  Transitions/Positive Destinations  Curriculum expansion including IDL  Pace of learning/Starters/LIs/Plenaries/Differentiation/Planning  Feedback  Moderation including BGE and Senior Phase  Evidence gathering at all levels  PPR  Tracking, Monitoring and Interventions  Integration of Support provision  Staged Intervention  Wellbeing Planning  Staff and Pupil Wellbeing  ASN Provision including AAA  Pupil Voice  Whole School Staff/Pupil Leadership |
| **Irvine Locality Priorities 2021/2022** |
| Employability |
| Child Poverty |
| Financial Inclusion |
| Mental Health and Wellbeing |
| Substance Use |
| Healthy Lifestyles |
| Food Poverty |
| **NAC Youth Citizenship Participation Strategy 2021/2022** |
| Health and Wellbeing |
| Poverty and Inequality |
| YP Voice and Rights |
| Digital Connections |