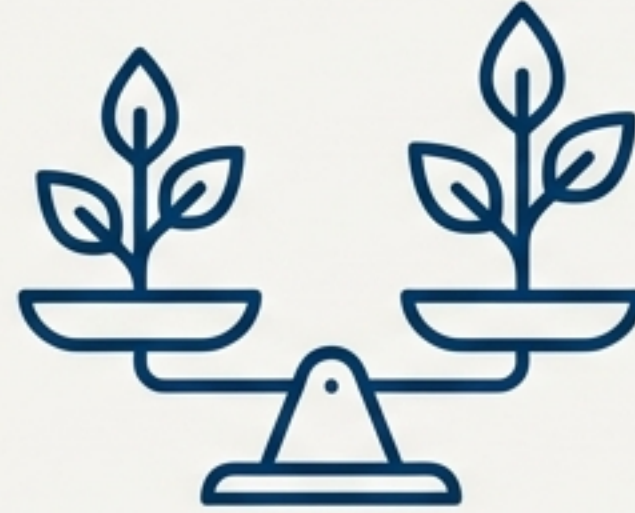




Achenharvie Academy School Improvement Plan 2025-26

**Strategic Priority 2: Closing the
Gap, Raising Attainment &
Achievement for All**

Our single, unifying objective is to ensure equity and excellence for every learner.



“To close the gap between the most and least disadvantaged learners, raising attainment & achievement for all.”

Our priority is rooted in established national drivers for improvement.

North Ayrshire Council Priority

2. Closing the attainment gap between the most and least disadvantaged children and young people.

National Improvement Framework

- Teaching and practitioner professionalism
- Curriculum and assessment
- Performance information

HGIOS 4 Quality Indicators

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- Additional Focus Areas:
 - 3.2 Curriculum
 - 3.3 Learning, teaching and assessment
 - 4.2 Wellbeing, inclusion and equality

Our rationale for change is built on a direct and honest assessment of our data.

Self-evaluation is core to our improvement process. The following data points provide the evidence base for our strategic focus. They highlight both our successes and the specific **challenges we must address to achieve our** objective of equity and excellence for all learners.



Attendance



Attainment Data

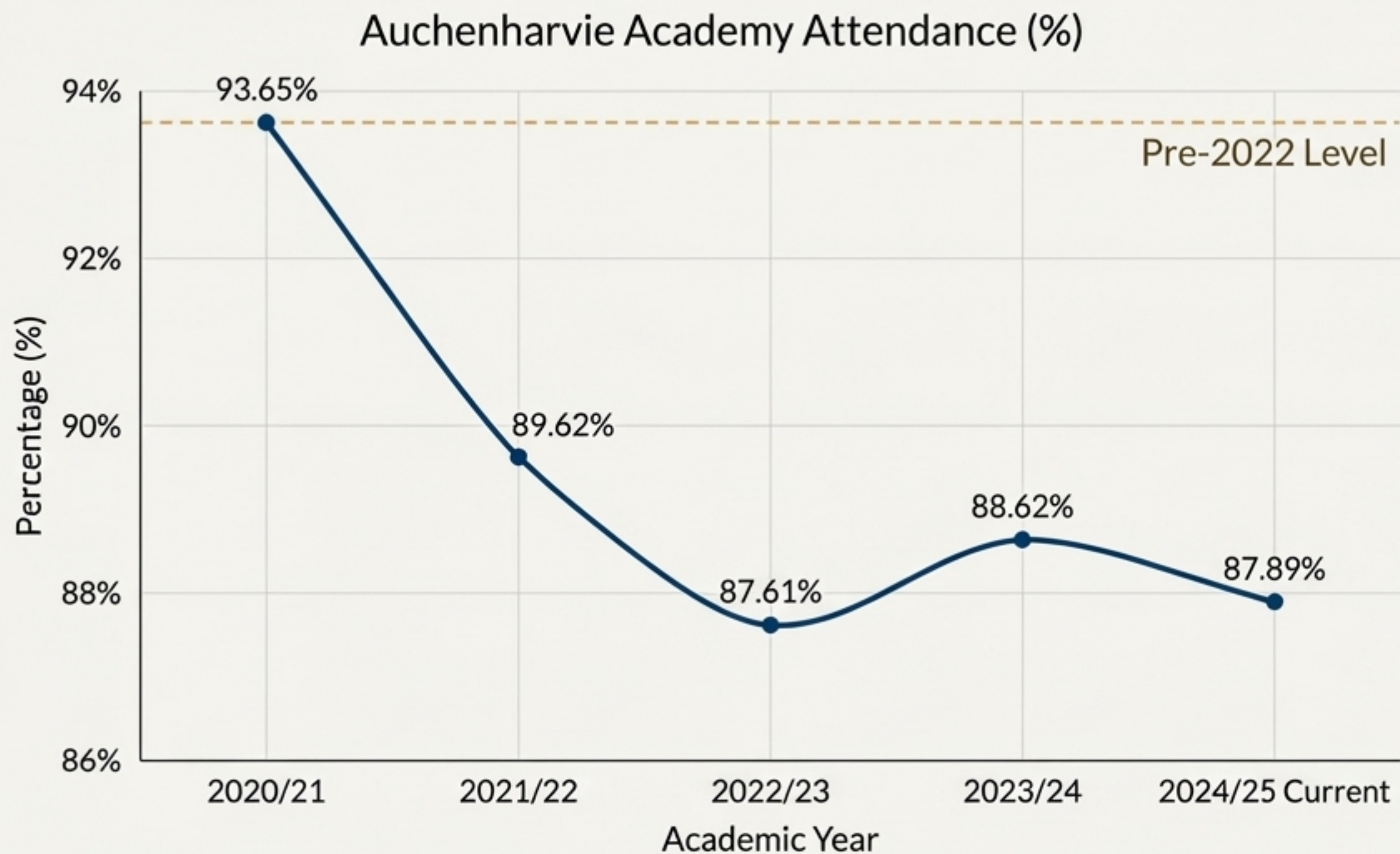


Staff Skills



Learner Support

Challenge 1: Post-COVID attendance patterns require a focused effort to re-establish positive habits.



While progress has been made, **overall attendance has not returned to pre-2022 levels.**

Our data indicates further work is required to ensure **full engagement** with learning, particularly in the Broad General Education (BGE).

Challenge 2: Aggregate attainment is strong, but a deeper analysis reveals a specific equity gap.



Positive Impact: Our average total tariff scores for the lowest 20%, middle 60%, and highest 20% of learners now **exceed** those of our Virtual Comparator.

Attainment vs. Deprivation (Local Benchmark)



SIMD Deciles 1-4:
Outperforming National
Trend



SIMD Deciles 5-8:
Underperforming
National Trend

This highlights the need for a refreshed, targeted approach to **improving outcomes for learners in SIMD deciles 5-8.**

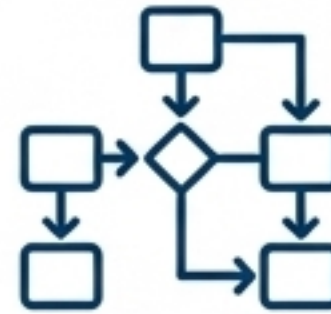
Challenge 3: We must build staff confidence in using data to inform practice and intervention.

- > *“Self-evaluation activities, including analysis of Equity & Excellence BGE tasks and attainment review meetings, have identified a clear need.”*



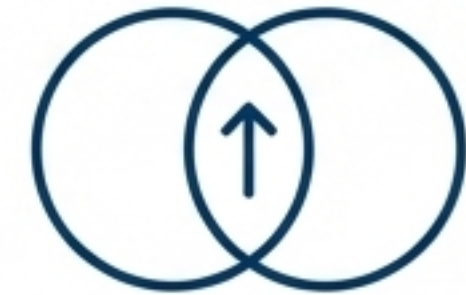
The Need

To build staff confidence in using data effectively.



The Application

To better inform learning, teaching, and interventions at the class and department level.



The Outcome

To enhance both universal and targeted approaches to learner support.

Challenge 4: We need to strengthen and systematise our support for learners with additional needs.

- > An increasing number of learners are benefiting from our Secondary Support Resource (SSR). This positive growth requires us to evolve our approach to ensure maximum impact and inclusivity.

Tracking Impact



Develop more robust methods for tracking the impact of SSR input.

Expanding Curriculum



Expand the SSR curriculum to ensure an inclusive and supportive experience for all.

Our Action Plan: Four clear outcomes to drive improvement and close the gap



1. Reduce the PRAG



2. Ensure Excellent & Equitable Learning



3. Decrease Barriers for ASN Learners



4. Maximise Attendance & Positive Destinations

Outcome 1: We will reduce the poverty-related attainment gap through data-driven tracking and strategic use of funding.

Plan & Responsibility

Key Actions (SIP 2.1)

- Refresh and present the whole-school PRAG picture (August 2025).
- Utilise tracking information at class and curriculum leader levels to monitor the gap, with a focus on Care Experienced (CE) / Young Carer (YC) pupils.
- Consult all stakeholders on the most effective use of the Pupil Equity Fund (PEF).

Responsibility

DHT leading on 3.1 & 3.2, PT Raising Attainment and Achievement (RAA).

Impact Measurement

Measurement of Impact

- PRAG Report issued to all staff.
- Evidence of tracking data use in BGE attainment meetings.
- Attainment data shows a reducing gap over time.
- PEF priorities are identified through consultation and reflected in the School Improvement Plan.

Outcome 2: All learners will benefit from excellent and equitable opportunities built on effective data use.

Key Actions (SIP 2.2)

- Support staff capacity by enhancing Equity & Excellence data analysis.
- Streamline the evaluation of targeted interventions using the new database created by PT RAA.
- Increase the professional learning offer on the effective use of E&E resources throughout the session.

Responsibility

DHT leading on 3.2, PT RAA.

Measurement of Impact

- Quality of data analysis tasks at classroom and faculty level.
- Quality of professional dialogue during BGE attainment meetings.
- Percentage of staff attendance at professional learning opportunities.
- Positive staff evaluations of professional learning activities.

Outcome 3: Learners with additional support needs will experience fewer barriers to their attainment and achievement.

Plan & Responsibility

Key Actions (SIP 2.3)

- Train more Support for Learning (SfL) staff in targeted S1/S2 literacy and numeracy intervention programmes.
- Enhance Secondary Support Resource (SSR) curriculum provisions.
- Develop effective SSR tracking, monitoring, and individual learning plans.
- Work collegiately with partners including MCR Pathways and Health & Social Care to

Responsibility

DHT leading on QI 3.2, SSR staff, PTPC, MCR Pathways Coordinator.

Impact Measurement

Measurement of Impact

- Progression data from pupils in targeted interventions.
- Increased attainment trend in P7, S1 & S2 literacy/numeracy, with a focus on ASN.
- Qualitative evidence of quality learner experiences from SSR lesson observations.
- Increased numbers of care-experienced pupils supported by MCR Pathways.

Outcome 4: We will maximise pupil attendance and ensure all school leavers achieve positive destinations.

Plan & Responsibility

Key Actions (SIP 2.4)

- Evaluate and refine current attendance procedures and interventions.
- Work with partners to minimise emotionally-based school non-attendance.
- Establish a system for tracking the impact of whole-school interventions on specific pupil groups.
- Continue effective work with Skills Development Scotland (SDS) colleagues.

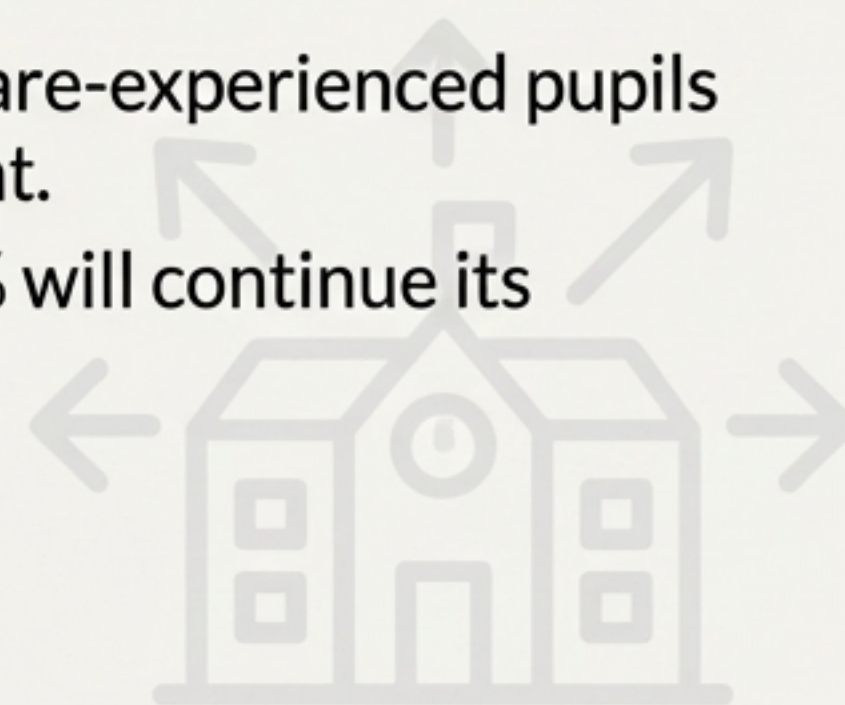
Responsibility

DHTs leading on QI 3.1 & 3.2, PT RAA.

Impact Measurement

Measurement of Impact

- Attendance % data will show an increase over time.
- Exclusion rates will show a sustained decrease.
- Attainment data for care-experienced pupils will show improvement.
- Leavers' destination % will continue its positive trend.



We will measure our success through clear, quantifiable indicators of improvement.

End of Session 2025-26 Targets



Reducing the PRAG

Poverty-related gap reduces over time.



Equitable Learning

Staff attendance at data-focused PL increases.



ASN Support

Attainment trend for ASN learners improves.



Attendance & Destinations

Overall attendance % increases and leaver destinations trend positively.

Our Shared Commitment: Realising Excellence and Equity for Every Learner at Auchenharvie Academy.

This plan is our roadmap. Its success depends on our collective expertise, dedication, and shared belief that every learner deserves the opportunity to achieve their full potential. Together, we will close the gap and raise attainment for all.

