



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Auchenharvie Academy

Improvement Plan

2026-2027



Vision, Values and Aims

Auchenharvie Academy

Our Vision

To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.

Our Values

Respect

Equality

Determination

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

What do you we want to specifically achieve across your school/department/EY centre?

- To improve outcomes for all learners by ensuring consistently high-quality learning, teaching and assessment, and by developing a coherent, inclusive and skills-focused curriculum that develops skills for learning, life and work, expands wider attainment pathways and meets the needs of all learners. This will be supported through robust tracking, monitoring and targeted intervention, enabling greater equity, raising attainment, and securing positive and sustained destinations for all young people.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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>
2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills and sustained, positive school-leaver destinations	4. Curriculum and assessment 6. Performance information Choose an item.	3.2 Raising attainment and achievement 2.2 Curriculum 3.3 Increasing creativity and employability	Choose an item. Choose an item. Choose an item.

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

- At Auchenharvie Academy, we will improve learning outcomes for all young people by strengthening the consistency and quality of learning and teaching, developing a more coherent and skills-focused curriculum, and implementing targeted approaches to raise attainment and reduce inequity. In response, we will embed high-quality learning and teaching, promote professional collaboration through classroom observations and sharing best practice, and implement a Digital Learning Strategy to enhance engagement and inclusion.
- Self-evaluation and attainment analysis highlight variability in pedagogy across departments, a need to improve the quality of passes in the Senior Phase, and insufficient stretch for the highest attaining learners.
- Within the BGE, tracking and monitoring processes require further refinement to ensure timely and effective intervention, particularly for learners impacted by socio-economic disadvantage.
- Curriculum pathways do not yet fully meet the needs of all learners, with further development required in IDL, meta skills, DYW and employability, alongside broader qualification pathways. We will develop our curriculum and opportunities to provide a more coherent and flexible learner pathway, ensuring all young people can access relevant, engaging and appropriately challenging experiences that build skills for learning, life and work, support wider achievement, and lead to positive and sustained post-school destinations.
- A strengthened tracking, monitoring and intervention model, aligned to an Excellence to Equity approach, will support early identification of need and targeted support.
- This priority is directly linked to PEF spend, which will be used to support targeted interventions, digital inclusion, and strategies to close the poverty-related attainment gap, ensuring improved outcomes for all learners.
- Continue to improve the quality and consistency of learning and teaching across the school in order to improve outcomes for all young people.
- Improve attainment in Qualifications Scotland examinations, with a particular focus on increasing the percentage of A and B passes across departments and curricular areas.
- Strengthen self-evaluation and professional learning processes through the introduction of collaborative teacher observations, Teaching Sprints and the sharing of effective practice to support continuous improvement in learning and teaching.
- Analysis of self-evaluation evidence, attainment data and stakeholder feedback has identified a need to further improve the quality and consistency of learning and teaching across the school. Learning and Teaching observations currently evaluate practice at 4.6 out of 6, demonstrating positive relationships and many strengths in classroom practice, whilst also highlighting the need for greater consistency in high-quality learning experiences across all lessons to increase challenge for all pupils, in particular our most able learners.
- Evidence from Insight data indicates an ongoing need to ensure appropriate pace and challenge for higher-attaining learners, while continuing to provide effective support and differentiation for all young people. In addition, analysis of SQA (Qualifications Scotland) attainment data highlights the need to further improve the consistency of examination performance and attainment outcomes across departments and curricular areas.
- Staff consultation and self-evaluation activities identified a strong appetite for increased opportunities to collaborate and share effective practice. In response, this improvement priority will include a clear focus on collaborative professional learning, peer observation and the sharing of high-quality learning and teaching approaches in order to support continuous improvement and greater consistency across the school.
- Staff feedback also identified the need to strengthen approaches to literacy and numeracy, particularly within the Broad General Education. Following the successful introduction of the literacy policy and moderation activities during session 2025/26, this session will see the implementation of a whole-school numeracy policy alongside planned moderation opportunities to support consistency in practice and improved learner outcomes.

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School/EYC Improvement Plan 2026-27

PRIORITY 1: 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>
Learners across the BGE and Senior Phase will have enhanced opportunities to develop knowledge and skills, leading to increased engagement and raised levels of achievement and attainment. Focus Areas: - Meta Skills - IDL SIP 1.2.1	- Implement Year 4 of the Meta-Skills plan to fully embed Meta Skills across all curricular areas. Ensure Meta Skills are consistently revisited and reinforced throughout lessons, rather than only at the outset, to support deeper understanding and application. Strengthen links between Meta Skills and the world of work by making explicit connections to real-life contexts, including within the S2 Employability programme. - An interdisciplinary learning (IDL) course will be developed for implementation within the BGE from session 2027/28. This will provide learners with planned opportunities to apply knowledge and skills across curriculum areas through high-quality, project-based learning in real-world contexts. As a result, learners will develop deeper understanding and key meta-skills, including collaboration, problem-solving and creativity, supporting improved engagement and progression in learning.	By the end of session 2026-27 DHT responsible for Priority 1 Curriculum & Skills Lead for Learning and Teaching Learning and Teaching Working Group IDL Working Group PT Computing SDS Advisor PT DYW	- Lesson observations will evidence consistent and purposeful integration of Meta-Skills across curricular areas. - Pupil voice will show increased awareness and understanding of Meta-Skills and how they are applied across learning contexts. - Feedback from staff, pupils, and partners will indicate greater confidence in using and recognising Meta-Skills in learning conversations, target-setting, and evaluations. - Develop a Meta Skills Tracker to evaluate pupil confidence in using Meta Skills - Learners to further develop use of My WOW, Learner Profile and Meta Skills - Observations and planning records will show clear links between curricular content and real-world contexts. - Pupil feedback will demonstrate improved engagement, enjoyment, and perceived relevance of learning. - IDL course to be developed for BGE implementation in session 2027/28. Course plan, resources, outcomes and assessments will be in developed for staff to deliver.		
Learners are able to make informed choices about their next steps in their transition journey through skills for work experiences and supporting partners Learners will be exposed to more opportunities to engage with partners directly to increase their understanding of skills for work Focus Areas: - Employability - Work Experience Programme - DYW Pathways SIP 1.2.2	- Run an employability showcase event during option time for S2 pupils. - Continue to embed BGE S2 Employability programme to inform learners understanding of skills for work. - SDS Learner Profile to be used within P7 transition and S2 Employability classes. - Develop and implement a high-quality, inclusive work experience programme. All young people will be entitled to at least one relevant and purposeful work placement during the Senior Phase (S4-S6), with priority given to those at risk of leaving at the end of S4. Flexible models, including extended and weekly placements, will be utilised to maximise participation, support skills development for learning, life and work, and improve positive post-school destinations.	By the end of session 2026-27 DHT lead PT DYW PT D&T FL H&WB PT PC S McDougall Chamber of Commerce DYW Ayrshire Skills Development Scotland	- Calendar/Assembly programme mapping the number of events/inserts. Evaluations on DYW to measure impact, this will include pupil voice. - Increase in the number of pupils achieving Skills for Work/vocational qualifications. - Increased number of pupils experience work placements and sample pupil feedback from these placements. - Sample employer engagement feedback through surveys. - Range of DYW and Vocational subjects/streams available. % of positive destinations above VC. - Feedback from pupils using Learner Profile. - CES/Employability to be visible in curriculum and monitored. SLIPP model observations data.		

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	- Launch DYW Roofing in conjunction with DYW Ayrshire/A Kerr Roofing and Technical 2026/27. - Launch DYW Cycle Maintenance in conjunction with DYW Ayrshire & PE 2026/27. - Launch DYW Stream - NPA Furniture Making level 5 in conjunction with Technical department. National Progression Award (NPA) in Furniture Making at SCQF level 5 (Group Award code: GR6P 45) - Targeted DYW Streams to be partnered with an Employer to provide work place links/experience/visits. - DYW Streams certification to be reviewed to best support wider achievement opportunities. - Develop the capacity, resources and partnerships to implement DYW SVQ Engineering L5 for implementation session 27/28.				
All learners to benefit from excellent and equitable learning opportunities in all classrooms. Focus Areas: Equity to Excellence (E2E) TMI System SIP 1.2.3	- We will introduce an enhanced BGE Tracking, Monitoring and Intervention (TMI) system, aligned to our Equity to Excellence (E2E) framework, enabling staff to develop a deeper, holistic understanding of learner progress through the integration of attainment, progress and wellbeing data. - We will strengthen staff capacity and confidence in the effective use of data, through the refinement of Equity to Excellence analysis processes, ensuring data is used consistently to inform professional judgement, planning and targeted support. - We will support all staff in the implementation and use of the new E2E system, including the systematic evaluation of targeted interventions. Interventions are evidence-based and measurable in impact. - We will deliver a structured and sustained professional learning programme (Session 2026/27), focused on the effective use of E2E tools and resources, supporting staff to: - Accurately identify learner needs using weighted scoring and equity categories. - Plan appropriate academic prompts, supports and interventions. Monitor progress and adapt teaching approaches accordingly.	By the end of session 2026-27 DHT leading on Priority PT Computing PT RA	- Staff demonstrate increased confidence and consistency in using data to inform teaching and intervention. Quality of data analysis tasks completed at classroom and faculty level. - Learners are accurately identified within equity categories, with clear pathways for support and challenge - Interventions are tracked, evaluated and refined based on measurable impact. Improved outcomes in attainment, progress and wellbeing for all learners, with a closing of identified gaps - Quality of professional dialogue during BGE attainment meetings from faculty leaders. % staff attendance at professional learning opportunities on data analysis. - Staff evaluations of professional learning activities		
Learners will have increased access to Wider Achievement Qualifications across BGE and the Senior Phase, leading to improved engagement, confidence and motivation through the recognition of a broader range of achievements. Learners will develop key skills for learning, life and work and achieve more accredited awards, while targeted learners access and complete appropriate opportunities, improving equity. All learners will experience	- Audit current Wider Achievement provision to identify gaps, duplication and map opportunities for delivery and expansion. - Develop a coherent WAQ pathway across BGE and Senior Phase, aligned to learner needs.	By the end of session 2026-27 DHT leading on Priority PT Computing PT RA	- Number of learners participating in WAQs, Number and % of learners achieving awards. (Breakdown by stage, SIMD, gender and E2E category) - Range of WAQ qualifications on offer - Learner voice (confidence, engagement, relevance of learning) - Staff feedback on delivery and impact		

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clearer pathways linking wider attainment to positive post-school destinations. Focus Areas: • WAQ – Pathways in place in BGE and SP • WAQ – Map of qualifications offered in AA • WAQ – Tracking system in place to support pupil outcomes • WAQ – Resources in place to support staff delivery SIP 1.2.4	• Introduce/expand key programmes (e.g. Leadership, Entrepreneurial Skills, Personal Development, Employability awards) • Embed WAQ opportunities within curricular and extracurricular experiences. • Use pupil E2E/ASN data to target learners who would benefit most from wider achievement opportunities. • Track participation, progress and completion using a centralised tracking system. • Build staff capacity through professional learning on delivering and assessing WAQs. • Strengthen partnerships with external agencies (college, employers, community groups) to widen opportunities. Link with DYW. • Celebrate and recognise achievements through assemblies and publicity.	SLWG	• Central WAQ tracking database (participation, progress, completion) • Resources developed to support deliver to learners • Monitoring of attendance and attainment for targeted learners		
Learners will continue to benefit from improved whole-school numeracy approaches as a result of increased staff capacity and capability in effective numeracy pedagogy. SIP 1.1 Learning & pedagogy	• Launch and implement the updated whole-school numeracy policy. • Offer professional learning opportunities to enhance numeracy teaching across the curriculum. • Develop and launch a three-year strategic plan to embed and strengthen numeracy across the curriculum. • Promote a consistent, whole-school approach to numeracy across the curriculum through moderation activities that support the identification, recognition, and assessment of numeracy skills in all subject areas. (to support progression and shared standards across the cluster schools).	By the end of session 2026-27 FH Mathematics an Numeracy Working Group	• Whole school numeracy policy launched and year 1 activities undertaken • Staff will have greater access to high-quality, relevant professional learning opportunities, resulting in increased engagement and improved classroom practice. Evaluations will show that at least 80% of participants report a positive impact on their pedagogy, particularly in relation to numeracy, differentiation, and inclusive learning. • Numeracy attainment will improve across the BGE and Senior Phase, with a projected increase in the percentage of learners achieving Third Level or better by the end of S3, and a rise in the number of pupils attaining SCQF Level 5 and 6 Numeracy in the Senior Phase compared to the previous session.		
Learners will benefit from high-quality, active learning experiences which promote engagement, participation and challenge. This will support improved learner outcomes, including increased attainment, achievement and attendance across the BGE and Senior Phase. SIP 1.1 Learning & pedagogy	• Develop and implement a range of evidence-informed learning and teaching strategies aimed at improving the quality and consistency of classroom practice across the school. • Use collaborative approaches, including Teaching Sprints, peer observation and professional dialogue, to evaluate the impact of identified learning and teaching strategies on learner engagement, progress and attainment. • Support staff to share effective practice across departments and faculties in order to embed high-quality active learning approaches and improve outcomes for all learners through the use of observation trio groups. • Monitor and evaluate the impact of agreed learning and teaching strategies through self-evaluation activities, learner voice, attainment data and classroom observations.	DHT leading 3.2 School lead for Learning and Teaching Learning and Teaching Working Groups Faculty Heads	• Learning and Teaching observation evidence will show an increase in the overall quality of classroom practice from 4.6 to at least 5.0 across the school, with increased consistency in the use of agreed active learning and teaching strategies. • Faculty and departmental quality assurance activities, including peer observations and Teaching Sprint evaluations, will demonstrate increased use of evidence-informed learning and teaching approaches in lessons. • Learner voice surveys will show improved levels of engagement, participation and challenge across the BGE and Senior Phase, with targeted improvements identified from baseline survey data gathered at the beginning of the session. • Attainment data, including BGE tracking information, Insight measures and Qualifications Scotland examination results, will demonstrate improved attainment and achievement outcomes across departments compared to baseline data from the previous session. • Staff feedback and self-evaluation activities will demonstrate increased confidence and consistency in the use of active learning and		

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			teaching strategies, collaborative professional learning and Teaching Sprint approaches.		
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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

This session, we will strengthen wellbeing, inclusion and attendance by embedding a consistent, relationship-centred culture across the school. We will ensure all learners feel safe, respected and included, while improving attendance through early intervention and empowering young people to challenge discrimination and promote equality.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	5. School & ELC improvement 3. Parent/carer involvement and engagement Choose an item.	Choose an item. 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	Choose an item. Choose an item. Choose an item.

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend

Attendance data highlights a continued rise in emotionally-based and persistent non-attendance, reinforcing the need for a whole-school, culture-driven approach where attendance is a shared responsibility. Collaborative work at authority level further supports the need for consistent systems and processes. Both staff and pupil feedback highlight the strong link between attendance, wellbeing and a sense of belonging, emphasising the need to address underlying causes of disengagement through relational and preventative approaches

Feedback from the ESAS questionnaire identifies a need to strengthen how gender-based violence (GBV) is reported and addressed, with a shift towards a more preventative approach, particularly in response to increasing harmful online influences.

Pupil feedback highlights inconsistency in behaviour responses as a key concern, while also emphasising the importance of strong relationships. Staff feedback also indicates a need for ongoing professional learning and refreshers to build confidence and consistency in supporting dysregulated learners and responding to behaviour effectively.

The school has already made positive progress in promoting inclusion, rights-based education and pupil participation, including achieving the Bronze Rights Respecting Schools Award and introducing Equally Safe at School. Increased engagement with LGBTQ+ awareness, including staff training and participation in the LGBT Charter, provides a strong foundation to build on in creating an inclusive environment for all learners.

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PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
All learners will benefit from an ethos and environment that promotes positive and respectful relationships, values diversity and challenges discrimination. Equally Safe at School SIP 2.1 Supporting all learners' needs SIP 2.5 Rights, engagement & participation	- Train a new cohort of pupils as MVP mentors, increasing capacity to deliver peer-led learning and support across the school. - Deliver MVP lessons across all BGE classes, ensuring consistent pupil understanding of respectful relationships, consent and challenging harmful behaviours. Increase the number of staff trained in MVP, with a particular focus on engaging more male staff as positive role models. - Deliver whole-staff training on gender-based violence, ensuring a shared understanding of: - what GBV is - how it presents in school contexts - how to respond and report concerns - Develop and embed clear school-wide processes for recording and responding to GBV, ensuring consistency and transparency. - Create whole school community campaign. - Extend impact beyond the school by supporting MVP mentors to deliver sessions in partner primary schools, strengthening early intervention and transition. - Provide MVP awareness sessions for staff, increasing confidence in addressing issues and modelling positive relationships. - Establish a whole-school ESAS (Equally Safe at School) Action Group, including pupils and staff, to set priorities and targets for session 2026/27. - Reassess pupil and staff views through ESAS questionnaires. - Create and share a school GBV/ESAS awareness film, promoting key messages to pupils, staff and the wider school community. - Develop a Theatre in Education group, using pupil voice and performance to raise awareness of GBV across the cluster primary schools.	Beginning in Term 1 and completed by the end of 26/27 DHT leading on Priority PTPCs ESAS Working Group	- Reduction in recorded GBV and discriminatory incidents (baseline from current bullying log data, tracked termly). - Increase in pupil reporting of concerns (self-referrals and disclosures), showing improved confidence in reporting systems. - Improvement in ESAS pupil survey data, including % of pupils who feel safe, know how to report concerns, and feel issues are taken seriously. - Improvement in ESAS staff survey data, including % of staff confident identifying, recording and responding to GBV. - Increase in MVP delivery, measured by number of BGE classes receiving MVP lessons and total number of sessions delivered. - Growth in pupil leadership participation, including number of trained MVP mentors, ESAS action group members and Theatre in Education participants. - Increase in staff trained in MVP and GBV awareness, including proportion of male staff involved. - Campaign will increase visibility, reinforce key messages 'See it, Share it, Sort it' and drive and support culture change. - Improved attendance and engagement data for targeted pupils involved in wellbeing and GBV-related supports. (Attendance Tracker Tool) - Reduction in repeat incidents and referrals involving the same pupils, showing improved behaviour and relationships over time. - Increased participation in wider achievement opportunities, such as mentoring and primary visits linked to ESAS/MVP work. - Increase in the number of staff and pupils involved in 16 days of action.		

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	Participation at authority and school level in 16 days of action.				
All learners will attend school regularly, feeling included, respected, safe and secure while attaining and achieving their full potential. Pupils' attendance in school will be maximised and pupils who have difficulties in attending will be identified early and appropriate supports implemented, thus impacting positively on their ability to attend school. SIP 2.2 Attendance	- Launch a staged whole-school Attendance Policy that addresses systems, practice and culture, ensuring a consistent and progressive approach from universal to targeted and intensive support. - Embed universal whole-school responsibility for attendance, supported by: - use of CIRCLE Inclusive Classroom approaches - focus on positive relationships, adaptive teaching and learning conversations - consistent use of WEST Wellbeing tools - Strengthen early identification and intervention (Stage 2) through improved PT Pastoral Care and DHT practice, including structured pupil check-ins and parent/carer meetings. - Standardise use of attendance proformas to identify push/pull factors and risk/resilience, ensuring a strong emphasis on pupil and family voice in planning support. PLAN DO REVIEW. - Improve communication processes at key trigger points, including: - texts, emails and letters - period-by-period absence tracking - safe arrival calls for identified vulnerable pupils - Strengthen systems for tracking and monitoring attendance, including: - consistent use of NAC tracking spreadsheets - monitoring attendance through identified groups (e.g. Care Experienced, Young Carers) - triangulation with wellbeing data - Build a positive attendance culture through: - co-creation of the attendance policy with pupils and families - ongoing promotion through the Attendance Matters campaign - use of social media, school film and communication materials to reinforce key messages - Develop and distribute a clear "Attendance Guide for Pupils, Parents and Carers", outlining expectations and shared	Beginning Term1 and completed by end of 26/27 DHT leading on priority House Teams (DHT and PTPCs)	- Increase in overall school attendance % (baseline from previous session compared termly and annually). - Reduction in persistent absence (below 85%), tracked across whole school and key groups (e.g. Care Experienced, Young Carers). - Reduction in late coming incidents, measured through SEEMiS data following introduction of improved punctuality processes. - Improved attendance for targeted pupils, identified through staged intervention, measured through individual tracking and review meetings. - Attendance trends across key groups, analysed using NAC spreadsheets and BI tools (e.g. SIMD, CE, YC), showing narrowing gaps. - Increased levels of parental engagement, measured through number of attendance meetings, responses to communication, and participation in support plans. - Improved pupil wellbeing data, with correlations between attendance and Wellbeing Data/WEST wellbeing indicators. - Increased use and tracking of interventions, measured through the Wellbeing Intervention Tracker, including evaluation of impact (Plan-Do-Review). - Reduction in repeat referrals for attendance concerns, indicating earlier intervention and sustained improvement. - Improved staff consistency in practice, evidenced through monitoring of trigger point actions (texts, calls, letters) and audit of attendance processes.		

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	- responsibilities across staff, pupils and families. - Celebrating Success through Attendance Bronze, Silver, Gold and Platinum Awards - Ensure targeted interventions are appropriately matched to need and evaluated, using the Wellbeing Intervention Tracker to monitor impact on attendance, engagement and wellbeing.				
All learners will benefit from an ethos and environment that promotes positive and respectful relationships, values diversity and challenges discrimination. All learners will benefit from staff recognising that mental health is a key responsibility of all. SIP 2.3 Relationships and Behaviour	- Update Whole School policy on Promoting Positive Relationships and Behaviour to include new guidance from NAC that includes: our first year focus on New Authority and Expectations and consequences. - Deliver whole-staff training on New Authority, focusing on adult presence, self-regulation and relational approaches to behaviour. - Increase visible adult presence across the school, particularly during high-traffic times (breaks, transitions and corridors). - Develop staff confidence in de-escalation strategies, including: calm, regulated responses - Establish consistent whole-school responses to behaviour, reducing variability and increasing predictability for pupils. - Develop staff support networks, - Deliver whole-staff training on expectations and consequences, - Introduce clear, consistent routines and expectations across the school - Embed the principle that behaviour is taught like the curriculum. - Develop staff understanding of different types of consequences. - Include pupils and families in updating the policy. - Create pupil and family friendly visuals, posters and video to promote expectations	Beginning Term1 and completed by end of 26/27 DHT leading on priority Working Group	- Reduction in behaviour referrals and incidents, particularly repeat incidents, compared to baseline data from the previous session. - Improved consistency in staff responses, measured through audit of referrals (type of consequence used, follow-up actions, restorative approaches recorded). - Improvement in pupil voice in focus groups data, - Staff feel increased confidence and support (Staff Wellbeing Questionnaire) - Reduction in code 2/3 - Reduction in exclusions - Reduction in incidents during high-risk times (e.g. transitions, break/lunch), linked to increased adult presence. - Improved attendance and engagement for targeted pupils, showing a link between positive relationships and improved readiness to learn. - Increased pupil participation in learning routines, evidenced through learning walks and observations (e.g. consistent entry, transition and exit routines). - Parental engagement data, including: responses to policy consultation attendance at meetings - Increase in pupils participating in Positive Relationships celebration events. - Increase in merits, positive postcards and phone calls.		
Improve learners' awareness, knowledge and confidence to challenge prejudice and actively contribute to an inclusive school environment where LGBTQ+ identities are respected, represented and valued. SIP 2.5 Rights, engagement & participation	Achieve LGBT Gold Charter Status by increasing meaningful participation in equality and diversity initiatives, with a focus on promoting inclusion, respect and visibility for LGBTQ+ young people across the school.	Completed by May 27 DHTs leading on Priority Working Group	- Progress towards securing LGBT Gold Status - Increase the number of staff trained in LGBT+ awareness training - Further embed pupils' awareness of understanding of LGBTQ+ through pupil surveys. - Increase in number of learners actively participating in LGBTQ+ group. - Classrooms to be improved to become LGBT friendly.		

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All learners and the wider school community will benefit from participation in PHAL (Public Health Approaches to Learning, leading to a data informed safer and healthier environment where wellbeing is protected, and pupils are better equipped to improve wellbeing thus ensuring continuity of learning and participation.	Participate in the PHAL programme alongside other NAC and Cluster schools.	By end of 26/27 SLT/ PTPC/ Relevant staff	Public health data will be used to improve and measure pupil health outcomes		
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SIP 2.4 Health and Wellbeing

PRIORITY 3: Building a self-improving service

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

This session, we will embed a strong culture of pupil voice and leadership, ensuring pupils play an active role in shaping their school experience. We will also improve learning and teaching by strengthening professional collaboration, consistency of practice and ongoing staff development.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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>
5. Placing human rights and needs of every child and young person at the centre of education 2. Closing the attainment gap between the most and least disadvantaged children and young people	5. School & ELC improvement 2. Teaching and practitioner professionalism Choose an item.	1.3 Leadership of change 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment	1.3 Leadership of continuous improvement Choose an item. Choose an item.

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Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

- Pupil voice and leadership opportunities have increased, particularly through Pupil Council being re-established and Junior Captains being introduced. A staff lead for pupil participation will now provide strategic oversight of all pupil-led initiatives, ensuring consistency and sustained impact.
- These developments are central to our commitment to equity, inclusion, and excellence. They also align with our strategic priority to ensure all young people feel valued, respected, and empowered to participate fully in school life.
- Staff feedback has highlighted a desire for targeted professional learning to support continued improvements in learning and teaching. In response, the school is committed to providing a high-quality CLPL offer which supports staff development and builds confidence and consistency in classroom practice. This professional learning will underpin the introduction and implementation of agreed learning and teaching strategies aimed at improving the quality of learning experiences and outcomes for all young people.

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>
Learners will access a wide range of formal and informal opportunities to participate meaningfully in decision-making and leadership within the school and wider community, with a particular focus on supporting care-experienced young people and young carers in line with whole-school priorities. SIP 3.2 Leadership (current & future)	• A dedicated lead for Pupil Participation to continue to coordinate and strengthen coherent, structured systems that enhance impactful pupil participation across all aspects of school life. • Pupil Council group is embedded in the life of the school. • Develop and maintain a Pupil Improvement Plan to plan, monitor, and track pupil-led activities and initiatives throughout the school. • Continue to build strong links with the Parent Council to provide regular updates	End of session 2026-27 DHT Pupil Participation Groups Pupil Participation Lead	• The role of junior captains and Pupil Council will continue to be developed which will include leading assemblies/celebrating success events and leadership tasks throughout the year • Implementation of Pupil Improvement Plan highlighting actions and progress on pupil leadership activities throughout the school. • Results of whole school pupil survey on participation and leadership roles within the school. • Number of pupils participating in whole school activities monitored using the school participation tracker with targeted interventions to ensure maximum participation		

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	- and foster collaborative working relationships. - Re-establish the inter-house programme, led by House Leads and senior pupil leaders, to promote a positive school ethos and culture. - Establish an area to promote and celebrate leadership opportunities and achievements.		- Uptake of inter-house activities increased and monthly events running. - Improvement of inter-house activities and increased visibility throughout the school.		
Promote teacher development through an enhanced and impactful professional learning programme aimed at improving outcomes for young people. SIP 3.3 Professional learning, reflection & support	- Engage in outward-looking approaches to strengthen classroom practice through collaboration, research and the sharing of effective practice. - Promote and embed effective practice identified through the lesson observation programme to improve consistency and quality across the school. - Design and deliver targeted CLPL opportunities in response to professional learning needs identified through the PRD process. - Further enhance the professional learning offer through the use of Padlet to share and promote internal and external CLPL opportunities aligned to school improvement priorities. - Issue regular learning and teaching newsletters to share progress, highlight key initiatives and celebrate effective practice across the school community.	End of session 2026 – 27 DHT leading professional learning Lead for Learning and Teaching	- Increased participation in professional networks and collaborative activities will be evidenced through staff feedback, PRD records and self-evaluation activities. - Staff feedback, observations and evaluations will demonstrate increased use of research-informed and effective learning and teaching practices across departments. - Lesson observations and follow-up evaluations will show improved quality and consistency of classroom practice, including the effective implementation of professional learning. - Case studies, staff reflections and pupil feedback will evidence the positive impact of shared practice on learner experience, engagement and attainment. - CLPL evaluations will demonstrate that professional learning opportunities are increasingly aligned to staff development needs and school improvement priorities. - Engagement analytics from Padlet, newsletters and professional learning activities will demonstrate increased staff engagement with CLPL and professional dialogue across the school.		

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

PEF contact - HT or DHT with responsibility for the plan:					
Carry forward:		Total Allocation:		Total:	

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?