



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Greenwood Academy

Improvement Plan

2023-2024



Vision, Values and Aims

Our Vision: the Curriculum

We aim to deliver a sustainable curriculum that enables pupils to attain and achieve. Under-pinned by the experiences and outcomes in Literacy, Numeracy and Health and Wellbeing, it is a curriculum that delivers provision for all and reflects the needs of the Greenwood Academy community.

We aim to support young people as they fulfil their potential and develop the four capacities through a curriculum that allows opportunities for creativity, enterprise and citizenship, providing relevant and meaningful learning experience and curricular choices. This is enhanced by our strong partnership work with parents, local organisations and businesses. It is sufficiently flexible to allow capacity to innovate and to respond to the changing nature of the pupil cohort, thus ensuring that all our young people are motivated to achieve positive destinations after school and pursue life-long learning.

At Greenwood Academy pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Our school values are –

Respect Resilience Responsibility Honesty Kindness

Our school motto is -



Staff, parents, carers and our partners work together to achieve the best outcomes possible by putting Focus, Passion and Inspiration into everything we do.

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.



PRIORITY 1

Strategic Objective:

Improvement in attainment, particularly in literacy and numeracy

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | |
|--|--|--|
| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |

Rationale for Change

There is a need to embed and develop an understanding of our recently launched School Values and Core Standards to ensure that they influence positive interactions across our whole school community. We want to actively engage more pupils in lessons with appropriate pace and challenge so that every young person achieves qualifications and the skills required for life, learning and work. We want our staff to engage in professional dialogue/research so that they are confident in using adaptive teaching techniques to meet the range of pupil needs within Greenwood Academy. In doing so we hope that our Achievement of a Level data continues to show positive improvement (Writing Level 3+ 86%, Reading Level 3+ 86.1%, Listening & Talking Level 3+83.3% and Numeracy Level 3+ 87.2%), this work will be supported by our Pupil Equity Fund. We hope to increase our Level 4 and 5 Literacy and Numeracy in the Senior Phase (Level 4 Literacy 96.86%, Numeracy 90.59% and Level 5 Literacy 83.53% and Numeracy 73.33%) and remain above our virtual comparator school. We want every young person to achieve a Literacy and Numeracy award. We want to build on the success of our S4 cohort in 2022/23 (achieving 41.8% 5+ A-C at SCQF Level 5). While ensuring that the lowest 20%, middle 60% and highest 20% are above our virtual comparator. We want to improve our S5/6 results, incorporating SCQF Level 6 courses where appropriate.

PRIORITY 1: Action Plan (Improvement in attainment, particularly in literacy and numeracy)					
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>
<p>Pupils are able to learn in a calm and respectful learning environment, underpinned by the school values.</p> <p>Pupils experience a more consistent application of agreed aspirational expectations (Core Standards) across all classrooms, corridors and open areas.</p>	<p>Core Standards and HWB/Reg Expectations will be relaunched at the beginning of term. Walk throughs are used to ensure consistency and these feature on the whole school Quality Assurance Calendar.</p> <p>Explore the school values with the pupils in HWB/Reg to support them to relate the values to their responsibilities as learners and help shape their interactions with others.</p> <p>The PPR group will support staff to promote the school values across all classrooms.</p> <p>Quality assurance of Core Standards. Discussions at ELT.</p>	<p>August 2023 K Hegarty</p> <p>August 2023 HWB/Reg Teachers</p> <p>December 2023 PPR Group</p> <p>December 2023 ELT</p>	<p>Walk through paperwork will provide evidence for discussion. This will be analysed monthly to identify trends and supports required.</p> <p>Pupil will be able to identify the school values and this will be evidenced in behaviours. SEEMiS referrals and exclusions will be reduced.</p>		
<p>Young people will become less passive in their learning and actively engage in consistent high quality lessons. They will experience a range of contexts that allows them to be more independent in their learning.</p>	<p>Adaptive teaching techniques will be facilitated through trio collaborative learning and targeted CLPL.</p> <p>Pupils will engage in starter tasks, where appropriate, that build successfully on prior learning. Pupils will be encouraged to reflect on their learning through plenaries and highly effective questioning is evident via lesson observations.</p>	<p>By June 2024 C Doig G Campbell H Dillon</p> <p>Faculty Leaders</p>	<p>Lesson observations paperwork will show an improvement in experience for our young people.</p> <p>Faculty engagement sessions, including observations and pupil focus groups, will provide</p>		£8500

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

	<p>Digital learning leads share approaches to using digital platforms to support active learning and to encourage young people to reflect on their progress.</p> <p>Staff incorporate careers information into lessons, where appropriate, to increase awareness of pathways into the work place.</p> <p>Faculty Leader inputs to encourage the sharing of approaches.</p> <p>Development of subject and whole school effective lessons template.</p> <p>Development of Greenwood Learning & Teaching Policy in line with NAC L&T Policy.</p> <p>Involvement in the Professional Learning Academy programme (Block 2).</p>	<p>K Hegarty</p> <p>K Hegarty L&T SIP Group</p> <p>C Doig</p> <p>By December 2023 C Doig</p>	<p>evidence of pupil experience.</p> <p>Tracking data will be improved in snapshot 1, 2 and 3. Insight departmental data and CfE Machine data used as a baseline for departments. ACEL data used in the BGE.</p> <p>Staff feedback will evidence their engagement with effective lesson template and NAC/School L&T policy.</p>		
<p>Pupils receive feedback that identifies progress in learning and the next steps they should take to make further progress.</p>	<p>Effective practice, including the use of learning logs, personal learning plans or other resources clearly identify learners' strengths and areas for improvement are shared across Faculties.</p> <p>Staff are given examples of reports to parents that highlight next steps and learning to reduce the likelihood of inconsistencies in approach and quality.</p> <p>Leaders engage in the quality assurance of parental reports.</p> <p>Review of Satchel One as a way of communicating homework and information to parents/carers.</p>	<p>By June 2024 Faculty Leaders</p> <p>September 2023 J Greenlees</p> <p>ELT</p> <p>By June 2024 P MacDougall</p>	<p>Focus groups of pupils are able to communicate how they reflect on their learning across faculties.</p> <p>Quality assurance of comments ensures strengths and next steps in learning are clearly communicated.</p> <p>Consultation evidence</p>		<p>£2000</p>

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

<p>Young people can identify the level at which they are working and their aspirational targets.</p>	<p>Young people engage in learning conversations across the BGE/Senior Phase to identify their aspirational targets and confirm consistently the level at which they are working.</p> <p>Pupils take part in focus groups at whole school and Faculty level to give feedback on their experience and their views influence change.</p>	<p>October 2023 Faculty Leaders</p> <p>By June 2024 ELT to coordinate but all staff involved</p>	<p>Focus groups of pupils communicate that they discuss their targets with their teachers. Pupils can identify their level of work when asked.</p> <p>Consultation evidence.</p>		
<p>All young people engage in learning activities matched to their needs.</p>	<p>Planning for learning within all classrooms reflects better the needs of all individual learners. Faculty Leaders/SLT meet with staff to quality assure planning for individual/groups of pupils.</p> <p>Key staff provide training for Greenwood staff and share strategies as part of our CLPL provision.</p> <p>The skills framework is used in lessons to identify transferable skills.</p>	<p>By June 2024 Faculty Leaders</p> <p>November 2023 ELT</p> <p>By June 2023 J Greenlees C Neill</p> <p>B Robertson C Boax</p>	<p>Differentiation is evident during lesson observations. Target group of pupils achieve Level 1/2 in S1-3 subjects.</p> <p>Reduction of pupils achieving zero qualifications in senior phase.</p> <p>Increase in pupils achieving literacy and numeracy. Baseline will come from ACEL and Insight.</p>		
<p>Young people engage in a range of assessment activities and contribute to the Moderation Cycle.</p>	<p>Moderation leads support Faculty approach.</p> <p>Staff develop a range of high quality assessment approaches to improve the reliability of levels of attainment and evaluations of the effectiveness of approaches to learning and teaching.</p>	<p>February 2024 C Doig A Rogers H Dillon Moderation SIP All staff</p>	<p>Moderation cycle can be evidenced in all subjects. Moderation dialogue leads to changes in learning, teaching and assessment approaches.</p>		
<p>Pupils are supported by skilled staff</p>	<p>Whole school programme of professional learning further developed. Staff from across the school contribute to the delivery of CLPL and work collaboratively via trios, SIP Groups, etc.</p>	<p>September 2023 J Greenlees All staff</p>	<p>Greenwood Professional Learning Programme is launched and staff engage with the sessions on offer.</p>		

School/EYC Improvement Plan 2023-24

	<p>A suite of leadership programmes, such as aspiring DHT and Faculty Leader, are developed and delivered to interested staff.</p> <p>Staff are encouraged to reflect on research materials to develop their pedagogy and refine their approaches to learning and teaching via trios and professional reading groups.</p> <p>Faculty Leader inputs provide time and space for planning of inputs for staff to drive forward learning, teaching and meeting pupil needs.</p>	<p>By June 2023 C Doig G Campbell H Dillon</p>	<p>Participation figures.</p> <p>Staff can speak confidently at staff focus groups and facilitated sessions about their action research. Their research can be evidenced during observations.</p>		
<p>Young people's confidence will improve in literacy and numeracy, along with their attainment.</p>	<p>Target groups of young people will receive additional support in Literacy and Maths.</p> <p>Additional staffing will reduce class sizes, allowing for more targeted support.</p> <p>Targeted support will be offered after school or by other means for interrupted learners</p> <p>Accelerated reader will be used in S1/2 with the support our Librarian, English and L2L teachers.</p>	<p>Completed by June 2023 D Johnstone C Scott P MacDougall J Greenlees K Innes K Marshall</p> <p>J Fulton K Dobbie</p> <p>C Scott G Gillespie Guidance Teachers</p>	<p>Tracking data and specific PEF data will be used to monitor progress. Literacy and Numeracy levels and patterns are available for S1-3. Individual pupil tracking is available on the server and is monitored by Faculty Heads and DHT links.</p> <p>Engagement data and CfE/SQA will be used to create a baseline and monitor progress. Reading age data is available for all pupils in S1/2. This is monitored by G Gillespie, C Scott and Guidance Teachers.</p>		30,000

PRIORITY 2

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

In Greenwood Academy, there are gaps in attainment levels between our most and least disadvantaged pupils and we want to try to reduce this using our Pupil Equity Fund. Our work over the last few years has seen pupils make improvements in literacy and numeracy and we want to continue to support targeted pupils to achieve the highest level possible.

The introduction of our Secondary Support Resource and Secondary Transition Resource have allowed us to target support and provide a curriculum to meet pupil needs. We want to revisit curriculum planning to ensure progression for all pupils, maximising opportunities for accreditation via SQA qualifications and wider achievement. It is important that lesson planning reflects the needs of all learners and so we are going to review our Staged Intervention approach to ensure staff are confident in delivering lessons to meet the range of needs of our pupils. The launch of our new Deaf Support Unit, building on the excellent work of previous supports in place in the school, will provide further opportunities for targeted support for our deaf pupils. This session we begin with 11 S1 pupils working through Early Level or just started 1st Level Writing, 9 and Listening & Talking. There are 9 pupils in S1 who are working through Early Level or just started 1st Level Reading and 8 in Numeracy. All of these pupils come from deciles 1-4. In S2 and S3, we have reduced the number of pupils at Early Level and 1st Level and will continue to support identified pupils through targeted work.

In 2022/23, we had 5 S4 pupils did not achieve any qualifications. Moving forward we wish to reduce this number to ensure all of our pupils achieve a minimum amount of tariff points.

PRIORITY 2: Action Plan (Closing the attainment gap between the most and least disadvantaged children and young people)					
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 engage in course pathways that align more closely to their needs.	<p>Review of curriculum rationale to reflect the local context of the school. This will be reviewed with targeted parents/carers to ensure it meets the needs of their child.</p> <p>Development of bespoke BGE/Senior Phase pathways to meet the needs of targeted pupils.</p> <p>Wider achievement qualifications are used to develop social skills and provide a framework for young people. This includes using outdoor settings.</p>	<p>October 2023 P MacDougall</p> <p>By June 2024 J Fulton K Dobbie</p> <p>STR/SSR Staff</p>	<p>There will be a reduction in the number of pupils achieving zero qualifications.</p> <p>In S4, S5 and S6 the 'Attainment for All' data will be used to evidence impact. Tracking of minimum 100 tariff points. Insight data.</p>		£5000
<p>Young people with Additional Support Needs are supported to access the curriculum across all classes.</p> <p>Young people engage in activities matched closer to their needs.</p>	<p>Review of systems in place to share information relating to ASN.</p> <p>Launch the new hyperlinked spreadsheet.</p> <p>Review of Staged Intervention across the school.</p> <p>Input for all staff – Staged Intervention and Universal/Targeted support</p> <p>Staff effectively use systems and processes for sharing information relating to young people's barriers to learning, and</p>	<p>November 2023 C Neill C Doig K Innes K Marshall Guidance Teachers</p> <p>Faculty Leaders</p>	<p>Staff confidence in accessing ASN data is improved, evidenced via staff questionnaire.</p> <p>Staff use the data and information to plan appropriate lessons as evidenced via lesson observations.</p> <p>Attainment/achievement data for ASN pupils shows progress is being made.</p>		£20,000

School/EYC Improvement Plan 2023-24

	<p>strategies to support young people to access the curriculum when planning for lessons.</p> <p>Leaders review and evaluate planning for individual/groups of pupils to ensure needs are being met.</p> <p>Review of Inclusion supports - Nurture, Pupil Support, SSR and STR to ensure clarity of who is supported in these different areas, as well as the impact of the wide range of supports available.</p> <p>Case Studies supported by our Educational Psychologist, partners and parents/carers, where appropriate, are offered to encourage staff to discuss strategies to meet pupil needs.</p>	D Ferguson	<p>SSR planning documents evidence curricular planning.</p> <p>Pupil focus group – feedback on learning conversations.</p>		
Young people experience consistent expectations of them across the school.	<p>All staff, young people, and their parents participate in a further review of the ‘Promoting positive relationships’ policy.</p> <p>PPR group to survey all staff and pupils relating to the actions that support positive relationships.</p> <p>Findings shared with staff and direct strategies implemented in a systematic way across the school community.</p>	<p>December 2023 C Neill PPR Group</p>	<p>Staff questionnaire provides evidence of an increase in staff confidence.</p> <p>Exclusion data and SEEMiS referral data is monitored for individual pupils to track improvement.</p>		£5000
Young people are more aware of their individual targets.	<p>Staged Intervention Plans will be updated in line with the Staged Intervention Review to ensure that these reflect accurately the needs of young people and contain appropriate individual learning targets.</p> <p>Staff engage in further professional learning to support our universal offer in line with Staged Intervention changes.</p> <p>Young Carer Plans to be reviewed and monitored.</p>	<p>By term 2 2023/24 C Neill C Doig K Innes K Marshall Guidance Teachers C Neill/C Boax Guidance Teachers</p>	<p>Plans used as evidence.</p> <p>Staff lesson planning used to evidence improvement.</p> <p>Plans used as evidence.</p>		£2000

PRIORITY 3

Strategic Objective:

Improvement in skills & sustained, positive school-leaver destinations for all young people.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

At Greenwood Academy, we recognise that excellent attendance at school supports improvements in attainment, skills development and participation in wider achievement. We would like to improve our average pupil attendance of 88.15% to be at least 90%. We recognise that interrupted learning impacts of young people and families and this year we would like to put further supports in place to encourage re-engagement.

In 2022/23, our Leaver's data showed that 11 pupils left in S4 with fewer than 100 tariff points. We would like to ensure that every child left with at least 100 tariff points. 4 S4 pupils left with no Literacy qualification and 3 with no Numeracy qualification, we would like to reduce this to zero pupils.

At Greenwood, we want all pupils to move onto a positive destination. In session 2021/22, 95.29% of our school leavers achieved a positive destination, so we will continue to work with Skills Development Scotland and promote career pathways during lessons. We will target pupils at risk of leaving with no destination to ensure there is improvement in our figures.

PRIORITY 3: Action Plan (Improvement in skills & sustained, positive school-leaver destinations for all young people)					
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>
The Skills Academy is further developed to provide a structured suite of vocational programmes aimed at developing employability skills.	<p>Exploration of the use of the Townend Community Hub in partnership with CLD.</p> <p>Barista course will be delivered off-site to utilise the Townend Community Café.</p> <p>Deliver inputs to interrupted learners off-site where appropriate.</p> <p>Lovilicious to integrate with Performance & Design Faculty. Further development of the nail and beauty pathway.</p>	<p>October 2023 J Greenlees C Boax J Fulton K Dobbie</p> <p>November 2023 G Hill</p>	<p>Activities that enhance the pupil experience and attainment are offered from Townend Community Hub.</p> <p>Engagement evidence available for interrupted learners via SQA and wider achievement courses.</p>		£3000
Pupils in S4 are supported to attain at least 100 tariff points (Golden 100)	<p>Monitoring and tracking attainment data is used to identify pupils at risk of not achieving 100 tariff points in S4. These pupils will take part in a targeted programme.</p> <p>S1-3 BGE data is used to identify pupils at risk of not achieving 100 tariff points in S4.</p> <p>Pupils are supported through targeted interventions in literacy, numeracy and HWB.</p>	<p>Completed by June 2024 K Hegarty J Greenlees S Gifford N Barlow</p>	<p>The number of pupils achieving zero qualifications decreases. A group will be identified in September 2023 and monitored throughout the session.</p>		£5225

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	<p>Collection of pupil evidence is coordinated across all Faculties to maximise attainment in literacy, numeracy and other curricular areas.</p> <p>Early identification of Winter Leavers to maximise attainment.</p>				
<p>Pupils speak more confidently about the skills they are developing and the career pathways that they would like to pursue.</p>	<p>The Skills framework is used in lessons to highlight the skills being developed.</p> <p>An action plan for whole school skills development is created in partnership with staff.</p> <p>Staff engage with the Career Education Standard and plan for lessons promoting career pathways.</p>	<p>February 2024 B Robertson C Boax J Greenlees</p> <p>N Barlow</p>			

PRIORITY 4

Strategic Objective:

Improvement in children & young people's health & wellbeing

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. **Improvement in children & young people's health & wellbeing**
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
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- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (*Securing children's progress*)
- 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. **Teaching & Practitioner Professionalism**
3. Parent/carer involvement & engagement
4. **Curriculum & Assessment**
5. School & ELC Improvement
6. Performance Information

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
- 1.13 Play and learning
- 1.14 Family engagement
- 1.15 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

At Greenwood Academy, we want all pupils to feel included and involved in their learning. It is important that pupils are engaged in all lessons and are aware of their responsibility as learners. In 2021/22, we saw an increase in exclusions as we brought our pupils back from lockdown. There were improvements last session and we want to see it reduce exclusions further. The introduction of the Secondary Transition Resource and the development of an appropriate curriculum has supported improvements but we would like exclusions to reduce further. The introduction of Mentoring in Violence Prevention (MVP) has strengthened relationships and built pupil confidence in challenging inappropriate behaviours, we would like to build on this by revisiting our Anti-Bullying Policy. We want every young person to feel safe at Greenwood Academy and we will use data from the HMIe Pupil Questionnaires and updated questionnaires to show the impact of interventions.

PRIORITY 4: Action Plan (Improvement in children & young people's health & wellbeing)					
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 have increased confidence and feel valued across the school community.	Staff are encouraged to celebrate success by contacting home, celebrating achievements online and by displaying pupil work.	Completed by June 2024 Faculty Leaders G Gillespie L2L and English staff	The use of Merits via the SEEMiS system will be monitored to ensure full school engagement. Reading age data used to identify pupils who ensure timely interventions and praise.		£2000
	Staff celebrate the success of young people in relation to the Accelerated Reader programme.	October 2023 C Neill	Pupil views evidences awareness and engagement in House competitions.		
	House and rewards system reviewed by all stakeholders to ensure that it is valued by young people across the school and motivates them to achieve success. New rewards system launched with pupils, parents and staff.	Sept 2023 C Neill			
Young people are supported more effectively in managing their behaviours.	Development of specific inputs for targeted young people to teach them about effective strategies to regulate their behaviour. Input for staff to help develop co-regulation strategies.	December 2023 P MacDougall D Ferguson STR Staff	Evidence of a reduction in exclusions for identified young people. Evidence of increased class engagement for identified young people.		£5000

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	<p>Nurture staff support staff to understand the 7 principles of nurture using the Nurturing North Ayrshire modules as a framework and the use of SCERTS.</p> <p>Input for staff on Trauma-informed practice and ACEs.</p>	<p>D Goudie C McDermott C Doig C Neill</p>			
<p>Young people are supported to feel safe in the school.</p>	<p>Revisit the school Anti-bullying policy.</p> <p>Young people's views are sought regarding perceived bullying issues.</p> <p>PSE and programmes such as MVP facilitate discussion and action plans.</p> <p>The bullying log is used to identify patterns or trends in bullying in order to support young people more effectively.</p> <p>The Prism group continues the work of promoting the LGBT community and allies.</p>	<p>December 2024 K Hegarty C Neill Prism Group PC Tate Guidance Teachers</p>	<p>Young people's confidence in reporting incidents of perceived bullying increases as evidenced via pupil questionnaire.</p> <p>Trends and patterns influence change in PSE courses evidenced by changes to course plans.</p>		
<p>Young people have improved attendance, engagement in learning and outcomes.</p>	<p>Review of Greenwood Attendance Policy.</p> <p>Development of online platform for interrupted learners and non-attenders.</p> <p>Staff are proactive in seeking alternative ways to re-engage young people in learning including alternative curricular provision after school and off-site.</p> <p>Family learning inputs support young people and families.</p> <p>Staff are trained in Project Restore.</p> <p>Mental health inputs are offered to parents/carers.</p> <p>Bespoke inputs from partners including Children's 1st, Let's LOOC etc.</p>	<p>Sept 2023 C Doig P MacDougall K Dobbie J Fulton Pupil Support Family Learning Team</p>	<p>Pupil engagement will increase. A target group of pupils will be identified and engagement data used to assess effectiveness of the online offer.</p> <p>Improved attainment statistics.</p>		£10,300

PRIORITY 5

Strategic Objective:

Placing human rights & needs of every child & young person at the centre of education

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. **Placing human rights & needs of every child & young person at the centre of education**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 **Leadership of change**
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 **Management of resources to promote equity**

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 **Safeguarding & Child Protection**
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 **Partnerships**

- 3.1 **Ensuring wellbeing, equality and inclusion**
- 3.2 **Raising attainment & achievement** (*Securing children's progress*)
- 3.3 **Increasing creativity and employability** (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

1. School & ELC Leadership
2. **Teaching & Practitioner Professionalism**
3. **Parent/carer involvement & engagement**
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.16 Nurturing care and support
- 1.17 1.2 Children are safe and protected
- 1.18 Play and learning
- 1.19 Family engagement
- 1.20 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

At Greenwood Academy, we want pupils to be aware of their rights and the rights of others. We are going to embark on our Rights Respecting School Award, building on the Silver LGBT Charter that we achieved last session. We hope that our school values will underpin this work and that there will be an increase in the number of young people participating in school life as a result. A recent Scottish study has shown that pupils who participate across the 4 arenas - 1) in learning and teaching, 2) in opportunities for personal achievement, 3) in decision making, 4) in connection with the wider community, in school are more likely to achieve success. We will use participation data to offer opportunities to young people.

It is important that young people are able to assess their progress in relation to wellbeing. During our recent HMIE inspection it was not that young people's understanding of the wellbeing indicators was 'variable'. We would like young people to be confident and so will focus on this with the support of staff.

PRIORITY 5: Action Plan (Placing human rights & needs of every child & young person at the centre of education)					
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 have an increased opportunity to be more involved in school decision making.	<p>Establish an S6 Pupil Leadership Team that meet fortnightly to discuss school improvement ideas.</p> <p>House Captains lead House and Inter-House events throughout the session.</p> <p>Faculties seek the views of young people to influence positive change.</p> <p>Greenwood Academy community works towards the Rights Respecting School Award.</p>	<p>August 2023 P MacDougall</p> <p>Completed by June 2024 Guidance Teachers Faculty Leaders RRS Group</p>	<p>Leadership group can evidence and speak confidently about activities that they had led throughout the session.</p> <p>Pupil surveys and focus groups provide evidence of pupils influencing change.</p>		£3000
There will be increased opportunities for young people, in the senior phase and in the BGE, to take on leadership roles.	<p>Whole school participation tracking supports the identification of young people who are not involved in school leadership opportunities.</p> <p>Targeted pupils are offered meaningful leadership opportunities across the school. Established opportunities such as buddying younger pupils,</p>	<p>October 2023 K Hegarty</p> <p>SLT Guidance Teachers</p>	Evidence of low participation via spreadsheet allows interventions and opportunities to be put in place.		£7805

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Pupil's wellbeing needs are met through their increased participation in clubs, activities and school trips.	mentors and sports leaders etc. are actively promoted.				
Parents and Carers are encouraged to become involved in the life of the school and active supporters of learning at home.	Communicate with parents/carers through digital channels and school events to broaden the membership of the Parent Council and extending the impact of its activity on school life.	Completed by June 2024 K Hegarty	Participation figures. Parental views via parental questionnaire.		
Young people have a better understanding of the wellbeing indicators.	Through PSE, young people are given the opportunity to self-assess and reflect on their own sense of wellbeing over time using a digital platform. This will provide a whole-school evaluation of wellbeing to identify improvement priorities for 2024/25.	Completed by June 2024 C Doig Guidance Teachers	Self-assessment data. Trends influence improvement priorities in improvement plans.		£9834
Increase in young people feeling safe in the school through more young people demonstrating positive behaviour in corridors and social areas.	Regular communication regarding expectations. Staff are present in corridors at the change of classes to meet and greet pupils. The Core Standards outline expectations for all of Greenwood Community. Relaunch of period by period walk rounds and supervision rotas.	August 2023 K Hegarty	Walk round observations evidence engagement in the Core Standards. Staff supervision and engagement figures.		

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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:				Katy Hegarty		
Carry forward:		£11,914	Total Allocation:		£160,475	Total: £172,398
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?
Pupils are encouraged to learn with their parents/carers. This strengthens relationships at home and with the school. This encourages pupil engagement.	Pupils are encouraged to learn with their parents/carers. This strengthens relationships at home and with the school. This encourages pupil engagement.	We plan to deliver a programme of Community Cooking and DIY	By June 2024 Family Learning Team P MacDougall D Smith C Barbour	£3000 Staffing costs, ingredient costs	Participation data improves. Pupil and parent/carer feedback	
Pupils will be supported to participate in school activities.	Pupils and families can seek support with equipment, uniform and costs associated with participation,	We intend to purchase school uniform, support with DoE costs, support with trips and excursions. We plan to buy additional ingredients and materials for Home Economics and Technical.	By June 2024 K Hegarty	£12000	Pupils and families will seek support when required.	
Literacy and Numeracy support will be offered through the use of digital packages. Digital packages support pupils with specific	Pupils will have access to software/licences.	Purchase as appropriate.	October 2023 P MacDougall K Inness K Marshall C Scott D Johnstone	£5000	Pupil feedback regarding the packages will be sought.	

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needs will be purchased to increase engagement.						
Pupils are actively encouraged to participate in activities and do not miss out because of transport barriers.	Pupils are supported to attend events and opportunities outside of school.	Support with transport costs and school minibus.	October 2023 C Neill	£20000	Participation figures. Participation spreadsheet.	
Pupils have access to breakfast and snacks to ensure that they are ready to learn.	Pupils attend school and are not hungry.	Breakfast/snacks available at various locations about the school – breakfast club, SSR, Deaf Support Unit, STR, etc.	By June 2024	£6000	Participation figures.	