



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate
Greenwood Academy
Improvement Plan
2024-2025



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
- 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

We want our young people to experience lessons with appropriate pace and challenge so that every young person progresses, achieves full qualifications and the skills required for life, learning and work. We want our School Values and Core Standards to consistently influence positive interactions across our whole school community. 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. Working alongside staff out with our school community will provide professional challenge and strengthen our approach. In doing so we hope that our BGE and *Achievement of a Level* data is based on robust evidence and articulates with progress in the Senior Phase. It is hoped that we can strengthen monitoring and tracking in the BGE (Writing Level 3+ 86%, Reading Level 3+ 86.1%, Listening & Talking Level 3+83.3% and Numeracy Level 3+ 87.2%), and ensure targeted interventions have the desired impact, this work will be supported by our Pupil Equity Fund. We would like to improve outcomes for those pupils in the lowest 20% and middle 60% and maximise the number of pupils achieving full qualifications. In light of recent SQA verification and changes to courses, there is a need to revisit assessment and course requirements with staff. We hope to increase our National data for Level 4 Numeracy and Level 5 Literacy in the Senior Phase (Level 4 Literacy 94.56%, Numeracy 88.7% and Level 5 Literacy 78.24% and Numeracy 75.31%) to be above our virtual comparator school. We want to ensure that the lowest 20% is above our virtual comparator and that our Middle 60% and Highest 20% continue their positive trends in S4 Local data. We want to improve S5 outcomes and build on the positives from S4. We want to see improvements in 1+, 3+ and 5+ at Level 6 Breadth Vs Depth.

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School/EYC Improvement Plan 2024-25

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>
Pupils experience a consistent application of agreed aspirational expectations (Core Standards), based on our School Values across all classrooms, corridors and open areas.	Revisit Core Standards and HWB/Reg Expectations at the beginning of term with all stakeholders. Provide an input for new staff.	August 2024 K Hegarty	SEEMiS referral data will be analysed monthly, whole school and Faculty data.		
	Faculty discussions about plenaries and controlled exit from classrooms.	Aug/Sept 2024 FL Curriculum	Assure violence and aggression data will be reviewed termly and shared with the Health and Safety Committee.		
	Focus on school values through HWB/Reg inputs to support the understanding of their role as learners and key first line Guidance staff.	Session 2024/25 Onwards HWB/Reg Teachers, Guidance Teacher Faculty Leaders	Faculty Engagement paperwork will provide an opportunity for feedback on the core standards, including exits from class. Lesson observations paperwork will provide evidence of an increase in plenaries and their quality will have improved when compared with 2023/24 observation sheets.		

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School/EYC Improvement Plan 2024-25

			Exclusion data will be reduce.		
<p>Young people are 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>Pupils receive feedback that identifies progress in learning and the next steps they should take to make further progress.</p>	<p>Teachers work together in Trios to further develop their adaptive teaching techniques. This will be facilitated through collaborative learning and targeted CLPL.</p> <p>Key teachers engage in the SWEIC Sharing Pedagogies to Enhance Mathematical/Numeracy Practice with cluster colleagues.</p> <p>The Learning and Teaching SIP group members support improvements across all subject areas and drive forward an identified part of the improvement plan.</p> <p>Whole school programme of professional learning is further developed, including leadership programmes, to encourage professional development and reflection.</p> <p>Pupil Support Assistants engage in professional learning, offered in school and by the Professional Learning Academy, to enhance our meeting pupil needs approach.</p>	<p>In-service days C Doig H Dillon</p> <p>Session 2024/25 Key staff D Johnstone P MacDougall</p> <p>Session 2024/25 H Dillon SIP Group</p> <p>Session 2024/25 J Tobit</p> <p>Session 2024/25 C Neill K Innes K Marshall</p>	<p>Lesson observations paperwork will show an improvement in experience for our young people at Faculty level, whole school trio observations and QI2.3 observations.</p> <p>Faculty Engagement, including observations and pupil focus groups, will provide 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>		£11,298

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School/EYC Improvement Plan 2024-25

	Review and implement authority-wide frameworks for learning to support high quality learning, teaching and assessment, including the NAC Digital learning strategy, NAC skills framework, Literacy framework and Numeracy framework.	E Thomson Session 2024/25 P MacDougall FL RME/Skills, L&L, M&N		
<p>Pupils are supported by confident and skilled staff, who effectively use data to set appropriate targets and plan lessons that meet the needs of all.</p> <p>Young people progress in their learning by participating in learning activities matched to their needs.</p>	<p>Launch of meeting pupil needs systems with all staff, incorporating Staged intervention approach.</p> <p>Staged Intervention SMART targets (Stage 1/2) and 'Meeting Pupil Needs' information for Enhanced Universal pupils support teacher planning for learning within all classrooms.</p> <p>Moderation of Staged Intervention Plans to ensure that targets are appropriate.</p> <p>Faculty Engagement visits are developed to have an increased focus on meeting pupil needs and skills development.</p> <p>Curriculum Faculty Leaders and Pupil Support Faculty Leaders quality assure planning for individual/groups of pupils.</p> <p>Pupil Support staff provide training relating to meeting needs for identified groups of pupils as part of our CLPL provision.</p>	<p>August 2024 K Hegarty C Neill Key Teachers</p> <p>Session 2024/25 All staff</p> <p>Sept/Feb In-service Day Key Teachers</p> <p>Session 2024/25 K Hegarty SLT Link FL Curriculum</p> <p>Session 2024/25 FL Curriculum FLs Pupil Support</p> <p>FL Pupil Support</p>	<p>Faculty lesson observations paperwork will show an improvement in experience, including differentiation during lesson observations. Faculty Engagement, including observations and pupil focus groups, will provide evidence of pupil experience.</p> <p>Feedback from QIF 3.1/2.4, Trio 2.3 observations will provide will provide evidence via observations and professional discussion.</p> <p>Quality assurance feedback from FL Curriculum/FL Pupil Support will provide will provide evidence via observations and professional discussion.</p> <p>Target group of pupils achieve Level 1/2 in S1-3 subjects through</p>	£18668

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School/EYC Improvement Plan 2024-25

	SQA verification and standards session for key staff to highlight the importance of SQA processes.	Pupil Support Teachers Aug 2024 J Torbit Subject lead staff	mainstream and targeted support provisions. The number of subject areas failing verification will reduce. There have been 4 failed verification areas since 2021/22.		
Staff work with colleagues out with the school to ensure that pupil experiences improve and progress improves.	Teachers engage in professional dialogue and identified improvements alongside Largs Academy colleagues, as per subject improvement plans. Quality assurance of QI2.3 evolves through our Trio approach and partnership with Kilwinning Academy and Irvine Royal Academy. Subject network meetings will be supported at school level. Maths/Numeracy network meetings will have a NAC input. English/Literacy network meetings will be established and supported by NAC.	Identified dates 2024/25 C Doig All staff Identified dates 2024/25 C Doig Session 2024/25 K Hegarty FL L&L & M&N	Each department can provide evidence of what aspect of the moderation cycle that is being taken forward and the impact via this engagement. Moderation dialogue leads to strengthened approaches in learning, teaching and assessment. This can be evidenced through pupil/staff feedback, observations and data. Staff views support collaborative approach.		
Young people can identify the level at which they are working and their aspirational targets. They regularly engage in learner conversations with staff and use monitoring and	New BGE monitoring and tracking levels will be introduced and shared with pupils, parents and staff. Progress and Achievement data will be analysed using the new BGE Assessment Tool to identify trends, strengths and	August 2024 J Torbit Identified dates 2024/25	ACEL data - S1-3 Literacy/Numeracy progress data.		

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School/EYC Improvement Plan 2024-25

<p>tracking information to make improvements.</p>	<p>gaps in attainment Literacy, Numeracy and subject areas). This will be discussed at SLT link meetings and Review meetings and will lead to interventions.</p>	<p>J Torbit S Gifford FL Curriculum</p>	<p>Increase in pupils achieving literacy and numeracy in BGE and Senior Phase.</p> <p>Reduction of pupils achieving zero qualifications in senior phase.</p> <p>Improvement in <i>Attainment for All data and Breadth and Depth</i>. *This will also provide evidence for Priority 2.</p>		
<p>Targeted interventions across Faculties improve outcomes for pupils.</p> <p>Targeted literacy and numeracy interventions will support improvements.</p>	<p>Progress and Achievement data will be analysed using the new BGE Tracking Tool to identify trends, strengths and gaps in attainment (Literacy, Numeracy and subject areas). This will be used along with other data to identify targets groups.</p> <p>Target groups of young people will receive additional support in Literacy and Maths through Faculty interventions, Pupil Support, STR, SSR and other targeted strategies.</p> <p>Accelerated reader will be used in S1/2 with the support our our Librarian, English and L2L teachers. Data from this intervention will be shared across the school to support planning.</p>	<p>Identified dates 2024/25 J Torbit FL Subject FL Pupil Support</p> <p>Session 2024/25 FL L&L & M&N FL Pupil Support Key Teachers/all staff</p> <p>Session 2024/25 G Gillespie FL L&L PT Guidance FL Curriculum</p>	<p>BGE Tracking Tool 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.</p> <p>Reading age data is available for all pupils in S1/2. This is monitored by G Gillespie, C Scott and Guidance Teachers.</p>		<p>£24,456</p>

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	<p>An Inclusion Core group will be established to ensure that there is an overview of targeted interventions Deaf Unit, SSR, STR, Pupil Support, Guidance and Townend provision.</p> <p>Review meeting paperwork will be updated to facilitate conversations about pupils unlikely to achieve full qualifications, level changes and progress concerns.</p> <p>Whole school monitoring and tracking will evolve from identifying the pupils at risk of not achieving 100 tariff points to include average data about the middle 60% and highest 20%. This will be used to identify pupils at risk of underachieving and will support conversations at Faculty level, ELT and at Review meetings.</p>	<p>Sept 2024 K Hegarty</p> <p>August 2024 J Torbit FL Curriculum</p> <p>August 2024 J Torbit S Gifford</p>	<p>Local S4 Data in Sept 2023 Literacy/Numeracy will remain above the VC. L4 Lit 96.72, VC 92.30, L4 Num 93.44, Vc 87.79, L5 Lit 74.41, VC 74.75, L5 Num 79.51, VC 61.68</p> <p>Local S4 Attainment for All data used in M&T – Lowest 20% 96 tp, VC 109 tp, Middle 60% 391 tp, VC 387 tp, Highest 20% 636 tp, VC 618tp</p> <p>Local S4 Breadth Vs Depth used in M&T to ensure equity for Level 3/4 candidates.</p> <p>*This will also provide evidence for Priority 2.</p>		
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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 development of our Secondary Support Resource, Secondary Transition Resource and Deaf Unit have allowed us to target support and provide a curriculum to meet pupil needs. We want to further strengthen our approach to curriculum planning to ensure progression pathways for all pupils, maximising opportunities for accreditation via SQA qualifications and wider achievement. Following a review of our Staged Intervention approach, we want to ensure the information and SMART targets are reflected in lesson planning and targeted interventions. Pupils Support staff will work with Faculties to ensure interventions have the desired impact and that staff are confident in delivering lessons to meet the range of needs of our pupils. This session we begin with 6 S1 pupils working through Early Level or just started 1st Level Writing, 5 and Listening & Talking. There are 4 pupils in S1 who are working through Early Level or just started 1st Level Reading and 11 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. From our Local Data set in 2023/24, we had 1 S4 pupil who did not achieve any qualifications 3 who did not achieve Literacy and 6 who did not achieve Numeracy. Moving forward we wish to reduce this number to ensure all of our pupils achieve. Our targeted interventions mean that achieving 100 tariff points and a Literacy/Numeracy qualification is the minimum amount of qualifications for all pupils.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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 and they achieve success.	<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 with a focus on achieving 5 qualifications in the Senior Phase in S4.</p> <p>Teaching staff liaise with Faculty Leaders regarding progress concerns to ensure pupils achieve full qualifications. Alternative pathways, including pivoting to a qualification of the same level, are considered at key points to maximise attainment.</p> <p>Wider achievement qualifications are used to develop social skills and provide a framework for young people. This includes using outdoor settings. This is mapped across the curriculum.</p>	<p>October 2024 P MacDougall</p> <p>By June 2024 J Fulton K Dobbie STR, SSR, Deaf Unit Staff Identified dates 2024/25 All staff FL Curriculum</p> <p>Oct 2024 P MacDougall</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. S4 Local data in 2023 showed that we had 25 pupils who achieved less than 100 tariff points,</p>		£40,156

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School/EYC Improvement Plan 2024-25

<p>Young people in identified groups are supported to achieve their full potential.</p>	<p>Continue working in partnership with MCR Pathways to support care-experienced learners.</p> <p>Continue to develop our approach to supporting Young Carers in partnership with Young Carer Worker.</p> <p>Further develop our approach to supporting young people with English as an additional language.</p>	<p>Session 2024/25 C Doig C Neill C Boax PT Guidance J Barraclough</p>	<p>Pupil views. Attainment data extracted from whole school monitoring and tracking.</p>		
<p>The Skills Academy is further developed to provide a structured suite of vocational programmes aimed at developing employability skills.</p>	<p>Deliver inputs to interrupted learners off-site where appropriate.</p> <p>Further development of the Townend Community Café.</p> <p>Launch our Horticulture course with identified groups of pupils in partnerships with Scottish Fire and Rescue.</p>	<p>Session 2024/25 J Fulton K Dobbie Barista Staff</p> <p>Session 2024/25 J Torbit</p>	<p>Attainment and engagement evidence for identified learners will improve. At present 80% of the 35 pupils targeted showed improved attendance/engagement by April 2024 in comparison the October 2023.</p> <p>Pupil feedback will provide feedback.</p>		<p>£36,241</p>

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

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

Rationale for Change

In 2023/24, our Leaver's data showed that 25 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. 3 S4 pupils left with no Literacy qualification and 6 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 2023/24, 96.65% 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>
Our young people benefit from a curriculum that is built on local market intelligence data.	<p>Increase direct links within the curriculum to the Ayrshire Growth Deal and design further opportunities for skills development in a range of contexts.</p> <p>Explore the possibility of delivering 'Performing Engineering Operations' at SCQF Level 5. This will have to be supported by learner pathways in the BGE.</p> <p>Explore pathways to relevant employment and training opportunities in the local area.</p> <p>Partnership working with DYW Ayrshire, SDS & NAC LEP regarding appropriate learner pathways to positive destinations.</p>	<p>Sept 2024 P MacDougall J Torbit N Barlow</p>	<p>Positive destination statistics Pupil views. Attainment data extracted from whole school monitoring and tracking.</p>		

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<p>Pupils speak more confidently about the skills they are developing across the curriculum.</p>	<p>Incorporate the SDS Meta-skills into the Skills Framework and re-launch with staff.</p> <p>Faculties complete tasks with pupils which identify their skills and enable them to complete the end of BGE profile.</p> <p>Explore accreditation for the Skills Ambassadors.</p> <p>SIP group to drive forward Faculty work.</p> <p>HWB/Reg to have a monthly focus on Skills.</p>	<p>Sept 2024 B Robertson C Boax J Torbit</p> <p>By May 2025 FL Curriculum All staff</p> <p>Sept 2024 B Robertson C Boax</p>	<p>Pupil views</p>		<p>£17,120</p>
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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*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

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- 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

- 1.11 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 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 to be at least 90%. We recognise there is a difference between deciles 1-4 and 5-10 and we want to review our approach to engaging all stakeholders. We recognise that interrupted learning impacts of young people and families and this year we would like to further develop our Townend provision and other supports to encourage re-engagement in learning.

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. The introduction of the Secondary Transition Resource and the development of an appropriate curriculum has reduced the number of exclusions for a targeted group of learners, however, we want exclusions to reduce further. The continuation of approaches such as 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 key policies with stakeholders. We want every young person and staff member to feel safe and supported at Greenwood Academy. We will use PASS to identify trends in wellbeing and the effectiveness of interventions. Staff will be supported to work together to develop their confidence in managing conflict.

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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 are supported to identify aspects of their HWB that requires improvement and school trends lead to positive interventions.	Trial the use of the Glasgow Wellbeing Model with targeted pupils.	Jun 2024 C Doig	Data over time will show improvement.		£4280
	Trial the Glasgow Wellbeing Model with S1 pupils to sit alongside PASS.	Session 2024/25 C Doig PTs Guidance	Data after interventions will show improvement. PASS data will be used with S2-6 and PASS & Glasgow Wellbeing Model will be used with S1 to show improvement.		
	Develop and implement a strategic approach to the use of PASS to measure and analyse levels of wellbeing. Targeted interventions implemented to improve wellbeing.	Session 2024/25 C Doig PT Guidance Key Staff			
Young people experience consistent expectations of them across the school. Young people are supported effectively in managing their behaviours.	Young people participate in a review of the 'Promoting positive relationships' and the 'Anti-bullying' policy. Development of specific inputs for targeted young people to teach them about effective strategies to regulate their behaviour. Development of Nurture training for all staff to understand the 7 principles of nurture.	Session 2024/25 C Neill Pupil Council Nurture Trained Staff	Pupil feedback about consistency of approach and an understanding about the procedures in place across the school. Staff questionnaire provides evidence of an increase in staff confidence.		

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	MVP pupil-led lessons facilitate discussion and action plans.		Exclusion data and SEEMiS referral data is monitored for individual pupils to track improvement. Evidence of a reduction in exclusions for identified young people.		
Pupils are encouraged to participate in learning by staff who focus on their wellbeing and work together to develop their skills in supporting learners with SEBN.	<p>Re-establish the Health, Safety & Wellbeing committee, with staff wellbeing being part of the remit.</p> <p>Implement NAC strategy to raise adult presence and increase adults' and children's sense of safety and confidence in managing conflict.</p> <p>Further develop our BPR approach via trained staff.</p> <p>Staff engage in CLPL - including neurodiversity, SEBN and language & communication.</p>	<p>Jun 2024 K Hegarty C Neill</p> <p>Session 2024/25 C Neill</p>	<p>Monitor OH referrals, recommendations for stress management meetings and resultant action plans.</p> <p>Exclusion and SEEMiS referral data.</p> <p>Assure data monitored termly.</p>		
Young people have improved attendance, engagement in learning and outcomes.	<p>Explore and implement universal supports to ensure improved school attendance for all, including updated processes and guidance for staff regarding their role in improving attendance.</p> <p>Implement an attendance campaign with all stakeholders.</p>	<p>Sept 2024 C Doig Attendance Working Group</p> <p>Session 2024/25 C Doig P MacDougall All staff</p>	Pupil engagement will increase. A target group of pupils will be identified and engagement data used to assess effectiveness of the online offer. Townend baseline data will be used for this. Improved attainment statistics for the target group with a minimum of 100 tariff points and literacy/Numeracy qualifications.		

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	<p>Develop targeted approaches to support improved school attendance for individuals and identified groups of children and young people, including care experienced learners.</p> <p>Review our approach to the use of SEEMis codes to track attendance.</p>	<p>Session 2024/25 P MacDougall J Fulton K Dobbie PTs Guidance AIW</p> <p>Aug 2024 P MacDougall</p>	<p>Monthly attendance data will be used, along with new attendance tracking data to identify determine target groups and determine the impact of interventions.</p> <p>Reduction in non-completed registers and errors.</p>		
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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 in 2022/23. 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. To support our drive to further improve learning, teaching and assessment, we will incorporate Education Scotland's Young Leaders of Learning programme into our Faculty Engagement approach. It is hoped that young people become responsible for improvement aspects and sharing their views.

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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.	Greenwood Academy community works towards the Rights Respecting School Silver Award.	Session 2024/25 RRS Group	Leadership group can evidence and speak confidently about activities that they had led throughout the session. Pupil surveys and focus groups provide evidence of pupils influencing change.		
Young people are actively involved in school improvement.	Volunteer young people will take part in Education Scotland's Young Leaders of Learning programme training. Young people will lead focus groups during Faculty Engagement visits and provide feedback to key staff.	Sept 2024 K Hegarty H Dillon Session 2024/25 K Hegarty H Dillon Leaders of Learning Goup	Pupil feedback.		

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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:	£1528	Total Allocation:	£160,475	Total:	£162,003

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 2025 P MacDougall D Smith C Barbour	£2000 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 2025 K Hegarty	£2000	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.	By October 2024 P MacDougall K Inness K Marshall E Thomson C Scott	£3000	Pupil feedback regarding the packages will be sought.	

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needs will be purchased to increase engagement.			D Johnstone			
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 2025	£2784	Participation figures.	