

**Education Service**

**Greenwood Academy**

**Improvement Plan**

**2025-2026**





**Vision, Values and Aims**

**Our Vision: the Curriculum**

Our aim is to deliver a sustainable curriculum that supports all pupils to attain and achieve. Grounded in the experiences and outcomes of Literacy, Numeracy, and Health and Wellbeing, the curriculum is inclusive, responsive, and designed to meet the diverse needs of the Greenwood Academy community.

We aim to support young people in reaching their full potential and developing the four capacities through a curriculum that fosters creativity, enterprise, and citizenship. By offering relevant, meaningful learning experiences and a broad range of curricular choices, we ensure pupils are engaged and prepared for the future. Our strong partnerships with parents, local organisations, and businesses enhance this provision. The curriculum remains flexible and responsive to the evolving needs of our learners, helping them achieve positive destinations and embrace 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**

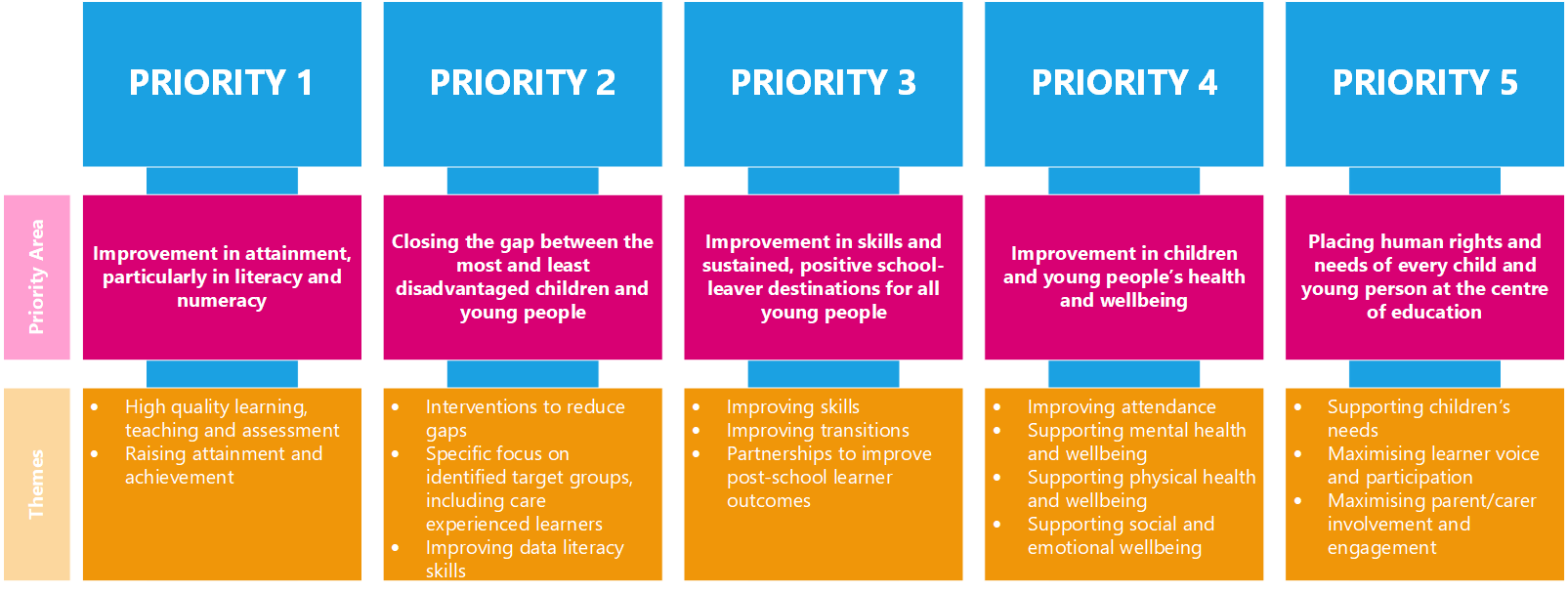
Our school motto is –



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.

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| **PRIORITY 1** | | | |
| **Strategic Objective:**  **Improvement in attainment, particularly in literacy and numeracy** | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 1. Improvement in attainment, particularly literacy and numeracy | 1. School & ELC leadership  2. Teaching and practitioner professionalism  4. Curriculum and assessment | 1.2 Leadership of Learning  1.3 Leadership of change  2.3 Learning, teaching and assessment |  |
| **Rationale for Change**  We aim to ensure that all young people experience lessons that are appropriately paced and challenging, enabling them to make progress, achieve full qualifications, and develop essential skills for life, learning, and work. Our School Values and Core Standards should consistently shape positive interactions throughout the entire school community. We are committed to fostering a culture of professional dialogue and research among staff, empowering them to confidently apply adaptive teaching strategies that address the diverse needs of pupils at Greenwood Academy.  Collaborating with colleagues beyond our school will introduce professional challenge and further enhance our practices. Through this collective effort, we seek to ensure that our Broad General Education (BGE) and Achievement of a Level data is underpinned by robust evidence and aligns closely with progression into the Senior Phase.  We aim to strengthen monitoring and tracking within the BGE—specifically improving performance in Writing (Level 3+ at 90%), Reading (90%), Listening & Talking (91%), and Numeracy (80%)—and ensure that targeted interventions, supported by the Pupil Equity Fund, lead to measurable impact. Our focus is on improving outcomes for pupils in the lowest 20% and middle 60%, while also maximizing the number of learners achieving full qualifications.  Given recent SQA verification outcomes and changes to course structures, it is essential to revisit assessment and course requirements with staff. Our goal is to raise performance in the Senior Phase—particularly in Level 4 Numeracy and Level 5 Literacy—so that we maintain our success of being above our virtual comparator school (current data: Level 4 Literacy 97.94%, Numeracy 93.42%; Level 5 Literacy 83.54%, Numeracy 77.37%). We also aim to ensure that our lowest 20% perform above the virtual comparator, while sustaining positive trends for the middle 60% and highest 20% in S4 local data. Furthermore, we want to improve outcomes in S5 and build upon the strengths demonstrated in S4, particularly in achieving 1+, 3+, and 5+ qualifications at Level 6. | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils have a clearer understanding of expectations, including our Core Standards, throughout classrooms, corridors, and shared spaces. Staff consistently model and apply our school values, supporting pupils to demonstrate these in their daily interactions. | Separate Core Standards into pupil, parent/carer and parent documents and launch with all stakeholders at the beginning of the session.  Meet with Young Leaders of Learning to review the Pupil Core Standards.  Provide an input for new staff.  Revisit HWB/Reg Expectations at the beginning of term with all stakeholders.  Faculty discussions about plenaries and controlled exit from classrooms.  Health and Wellbeing/Registration inputs will focus on promoting school values and supporting pupils in understanding their role as learners, as well as the role of key first-line Guidance staff. During this time, staff will also share the 'Skill of the Month' and deliver weekly school news. | June 2025  Young Leaders of Learning  June/August 2025  K Hegarty  Aug/Sept 2025  FL Curriculum  Session 2025/26  Onwards  HWB/Reg Teachers, Guidance Teacher  Faculty Leaders  2025/26  HWB/Reg Teachers, Guidance Teacher  Faculty Leaders | SEEMiS referral data will be analysed monthly, whole school and Faculty data.  Assure violence and aggression data will be reviewed termly and shared with the Health and Safety Committee.  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 2024/25 observation sheets. |  |  |
| Young people are actively engaged in consistently high-quality lessons and experience a variety of learning contexts that promote greater independence in their learning. | Teachers collaborate in Trios to further enhance their adaptive teaching strategies, supported by collaborative learning and targeted CLPL. Engagement with Professional Learning Academy (PLA) staff will strengthen our capacity to lead change through collaborative inquiry. Staff will choose to work in a trio, either within or beyond their department, focusing on a specific aspect of their pedagogy. They will participate in collaborative sessions during in-service days and engage in peer observations, offering constructive feedback to one another. | Launch August 2025  then in-service days throughout 2025/26  M Fullerton  PT Learning & Teaching  PLA Staff | Lesson observation records will reflect improvements in the learning experience for our young people, as evidenced at the faculty level, through whole-school Trio observations, and QI 2.3 evaluations.  Staff reflections and evidence of impact documentation will demonstrate improvements in pedagogical practice |  | £12,358 |
| Pupils receive feedback that highlights their progress and clearly outlines the next steps needed to further their learning. | Members of the Learning and Teaching SIP group support improvement across all subject areas by promoting the use of rubrics for assessing presentations and talk, implementing Making Thinking Visible strategies, and embedding Education Scotland’s guidance on adaptive teaching | 2025/26  PT Learning & Teaching  Learning & Teaching  SIP Group | Faculty engagement—through observations and pupil focus groups—will provide evidence of the pupil experience.  Feedback from the Young Leaders of Learning pupil focus groups will provide valuable evidence of impact.  Staff feedback will demonstrate their engagement with the effective lesson template and the NAC/School Learning & Teaching policy. |  | £2000 |
| Pupils are supported by confident, skilled staff who implement clear strategies to support progress in Literacy, resulting in improved Literacy outcomes. | The Professional Learning Academy will provide a primary-trained teacher for seven weeks to work alongside key staff, focusing on pedagogy and learning environments to support pupils at Early, First, and Second Level Literacy. Staff will be supported  Social Subjects Teachers will deliver a Literacy period to S3 with a focus on key skills required for the Senior Phase.  Members of the Literacy SIP group support improvements across all subject areas by promoting the 6 reading strategies, our Scots focus week and the NAC Literacy planners.  Key staff engage and begin planning with the NAC Literacy planners at Early, First and Second Level.  Approaches to Literacy tracking are strengthened in the BGE using the BGE Tracking Tool.  Accelerated Reader is used to identify pupils who require targeted reading intervention through Pupil Support, with the results informing planning and support strategies across the school. | Aug – Sept 2025  PLA Staff  Identified Key Staff in English, Social Subjects, SSR & STR  2025/26  Social Subjects Teachers  2025/26  C Scott  Literacy SIP Group  August 2025/26  Key Staff across school  (Identified Key Staff in English, Social Subjects, SSR & STR)  2025/26  J Torbit  M Fullerton  English Teachers  2025/25  Pupil Support  L2L Teachers  All staff | BGE Tracking Tool data, along with targeted PEF data, will be used to monitor literacy progress and identify patterns across S1–S3, leading to improvements in CfE levels.  Individual pupil tracking is available on the server and is monitored by the Faculty Head of Language and Literacy, the strategic lead for Literacy, and the DHT link.  Tracking data will be enhanced across Snapshots 1, 2, and 3. Insight departmental data and CfE Machine data will be used to establish baselines, while Literacy ACEL data will inform tracking and progress within the BGE.  Faculty engagement activities, including lesson observations and pupil focus groups, will be used to gather evidence of pupil experience and inform ongoing improvement.  Feedback from the Trio QI2.3 engagement with Kilwinning and Irvine Royal Academy staff will provide evidence through classroom observations feedback and professional dialogue.  The proportion of school leavers achieving literacy at SCQF Level 5 or better will increase towards the NAC stretch aim of 85.5%. |  | £10832 |
| Pupils are supported by confident, skilled staff who apply clear and effective strategies to enhance progress in Numeracy, leading to improved outcomes. | Science teachers deliver a Numeracy period to S3 with a focus on key skills required for the Senior Phase.  Key staff engage and begin planning with the NAC Numeracy planners at Early, First and Second Level.  Approaches to Numeracy tracking are strengthened in the BGE using the BGE Tracking Tool.  Staff collaborate with Cluster Primary colleagues to enrich pupil experiences in Numeracy and Maths, supporting improved progress. Joint observations strengthen pedagogy. | 2025/26  C Kennedy  Science Teachers  August 2025/26  Key Staff across school  (Identified Key Staff in Maths, Science, SSR & STR)  2025/26  P MacDougall  Maths Teachers  2025/26  SWEIC Cluster Group (previously the SWEIC Sharing Pedagogies to  Enhance Mathematical/Numeracy Practice Group)  PLA Staff | BGE Tracking Tool data, together with targeted PEF data, will be used to monitor Numeracy progress and identify trends across S1 to S3, leading to improvements in CfE evels.  Individual pupil tracking is accessible on the server and is overseen by the Faculty Head of Maths and Numeracy, the strategic lead for Numeracy, and the DHT link.  Tracking data will be enhanced across Snapshots 1, 2, and 3, using Insight departmental data and CfE Machine data to establish baselines. Additionally, Numeracy ACEL data will inform progress monitoring within the BGE.  Faculty engagement activities, including lesson observations and pupil focus groups, will provide valuable evidence of pupil experience and guide ongoing improvements.  Feedback from Trio QI 2.3 collaboration with staff from Kilwinning Academy and Irvine Royal Academy will further inform practice through classroom observation feedback and professional dialogue.  Feedback from the Maths & Numeracy Cluster Group provides evidence of improved confidence. Pupil feedback from baseline assessments prior to interventions provides evidence of impact.  The proportion of school leavers achieving numeracy at SCQF Level 5 or better will increase towards the NAC stretch aim of 74%. |  | £5000 |
| Staff collaborate with colleagues beyond the school to enhance pupil experiences and promote improved progress. | Quality assurance of QI 2.3 is strengthened through our Trio approach and collaborative partnership with Kilwinning Academy and Irvine Royal Academy.  Subject network meetings will be supported at the school level, while Maths/Numeracy and English/Literacy network meetings will receive additional support from NAC. DHT network meetings will include clear action points to promote collaborative work amongst staff. | October 2025  November 2025  February 2025  All staff  2025/26  FL Language and Literacy  FL Maths and Numeracy  DHTs | Lesson observations  Staff and pupil feedback |  |  |
| Targeted interventions across Faculties are designed to improve outcomes for pupils, with a particular focus on enhancing literacy and numeracy through tailored support. | **Progress and Achievement data will be analysed using the new BGE Tracking Tool to identify trends, strengths, and gaps in attainment across Literacy, Numeracy, and subject areas. This analysis, alongside other data sources, will inform the identification of target groups. These target groups will receive additional support in Literacy and Maths through a range of interventions delivered by Faculties, Pupil Support, STR, SSR, Deaf Education and other targeted strategies.** | 2025/26  **All Staff**  **Pupil Support**  **STR**  **SSR**  **Deaf Education** | ACEL data —  S1-3 Literacy and Numeracy progress data.  Increase in the number of pupils achieving literacy and numeracy qualifications in both the BGE and Senior Phase.  Reduction in the number of pupils leaving the Senior Phase with zero qualifications.  Improvement in Attainment for All data, including Breadth and Depth.  \*This data will also serve as evidence for Priority 2. |  | £25573 |
| Pupil outcomes improve when staff have a clear understanding of national standards, policies, and guidelines. Staff are supported to engage in professional dialogue, reflecting on potential improvements to their practice. | SQA AAA session for key staff to highlight the importance of SQA processes.  **Develop a new Self-Evaluation Policy based on HGIOS 4 (Start of new 3 year rolling programme).**  **Development of Whole School Literacy Strategy.**  **Development of Responsible Use of mobile phone Policy** | September 2025  SQA Liaison Officer  J Torbit  Faculty Leaders and Lead Teachers  September 2025  K Hegarty  J Torbit  September 2025  FL Language & Literacy  Literacy PT  J Torbit  September 2025  K Hegarty  All Staff | Staff and pupil feedback.  Lesson observation outcomes. |  |  |
| Pupils are supported to gain recognition for their engagement and achievements through accredited courses. Opportunities to achieve SCQF Level 5 and 6 qualifications are maximised across the curriculum, including within Personal and Social Education (PSE), ensuring breadth and depth in attainment. | PT Guidance review courses to- include SQA courses/Awards.  Monitoring and tracking leads to conversations about pivoting at key points throughout the year, | August 2025  PT Guidance  2025/26  K Hegarty  DHT Links  Faculty Leaders | Increase in the number of pupils achieving 1+ SCQF Level 5 and 6 qualification, closer to the NAC stretch aim (Level 5 = 92% and Level 6 = 74%) |  | £4000 |

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| **PRIORITY 2** | | | |
| **Strategic Objective:**  **Closing the attainment gap between the most and least disadvantaged children and young people** | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 2. Closing the attainment gap between the most and least disadvantaged children and young people | 1. School & ELC leadership  2. Teaching and practitioner professionalism  4. Curriculum and assessment | 2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion |  |
| **Rationale for Change**  At Greenwood Academy, we recognise the persistent gap in attainment between our most and least disadvantaged pupils. We are committed to addressing this inequality through the strategic use of our Pupil Equity Fund (PEF). Our efforts over recent years have led to measurable improvements in literacy and numeracy, and we aim to build on this progress by continuing to support targeted pupils to achieve their full potential.  The development of our Secondary Support Resource (SSR), Secondary Transition Resource (STR), and Deaf Unit has enabled us to provide more tailored support and deliver a curriculum that meets the diverse needs of our learners. Looking ahead, we aim to further strengthen our curriculum planning to ensure coherent progression pathways for all pupils, while maximising opportunities for SQA accreditation and wider achievement.  Following a review of our Staged Intervention framework, we are placing a stronger emphasis on ensuring that information and SMART targets are embedded into lesson planning and used to inform targeted interventions. Pupil Support staff will continue to collaborate with Faculties to monitor the impact of these interventions and support colleagues in confidently delivering differentiated lessons that meet a wide range of learner needs.  This academic session, we have identified 6 S1 pupils working within Early Level or beginning First Level for Writing, 5 for Listening & Talking, 4 for Reading, and 11 for Numeracy—all of whom come from SIMD deciles 1–4. In S2 and S3, we have reduced the number of pupils working within Early or First Level, and we will continue to provide targeted support to sustain this progress. According to our local data for 2024/25, one pupil in S4 did not achieve any qualifications, three did not achieve Literacy, and six did not achieve Numeracy. Our goal moving forward is to reduce these figures and ensure that all pupils leave school with a minimum of 100 tariff points and a qualification in both Literacy and Numeracy.  Through our targeted interventions and whole-school approach to inclusion and attainment, we are committed to ensuring that every pupil has the opportunity to succeed. | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils are supported by confident, skilled staff who effectively use Staged Intervention SMART targets to plan lessons that meet individual needs.  As a result, young people make progress through learning activities that are well-matched to their abilities and support their development. | Revisit meeting pupil needs systems with all staff, incorporating Staged intervention approach.  Pupil experience will be quality assured through lesson observations and focus groups to ensure that Staged Intervention SMART targets (Stages 1 and 2) and 'Meeting Pupil Needs' documentation for Enhanced Universal pupils are effectively used in both planning and lesson delivery.  **Staged Intervention Plans will be moderated in school and across the Cluster to ensure that SMART targets are appropriate, specific, and aligned with pupil needs. The Cluster Staged Intervention Group will be re-established to facilitate this.**  **Faculty Engagement visits will place an increased emphasis on how effectively pupil needs are being met and on the development of key skills across the curriculum.**  **Curriculum Faculty Leaders and Pupil Support Faculty Leaders will work collaboratively to quality assure the planning and delivery of support for individual pupils and targeted groups.** | August 25/26  FLs Pupil Support  2025/26  FLs Pupil Support  SLT  Faculty Leaders  2025/26  K Hegarty  **Cluster Staged Intervention Group**  **All Key Teachers**  **2025/26**  **FLs Pupil Support**  **SLT**  **Faculty Leaders**  **2025/26**  **FLs Pupil Support**  **Faculty Leaders**  **All Key Teachers** | **Faculty lesson observation records will demonstrate improvements in pupil experience, particularly in the use of differentiation.** Evidence gathered through Faculty Engagement activities—including lesson observations and pupil focus groups—will provide insight into the quality of pupil experience and inform ongoing improvements in learning and teaching.  Feedback from Trio 2.3 observations with Kilwinning and Irvine Royal Academy will provide evidence through classroom observations and professional dialogue.  Quality assurance feedback from Faculty Leaders of Curriculum and Pupil Support will provide evidence through observations and professional dialogue.  There will be an increase in targeted groups of pupils in S1–S3 achieving Level 1 or 2 across subjects through a combination of mainstream teaching and targeted support interventions. |  | £19768 |
| Identified groups of young people are provided with targeted support to help them reach their full potential. | Maintain and strengthen our partnership with MCR Pathways to provide consistent support for care-experienced learners.  Continue to enhance our support for Young Carers through close collaboration with the Young Carer Worker.  Further develop and refine our approach to meeting the needs of young people with English as an Additional Language, ensuring effective support for their learning and wellbeing. | Session 2025/26  M Fulleron  C Neill  C Boax  Key Teachers in Pupil Support  D McIntyre  EAL Teachers | Pupil voice will be gathered to inform planning and evaluate impact.  Attainment data will be extracted from whole-school monitoring and tracking systems to identify progress and areas for improvement. |  | £4000 |
| All care-experienced young people at Greenwood Academy are supported to grow up loved, safe, and respected, with every opportunity to reach their full potential. Enhanced staff awareness ensures that all staff are well equipped to support these pupils in achieving success. | Staff awareness raising through our Rights Respecting School Approach.  Closer monitoring and tracking of attainment. | August 2025  K Hegarty  2025/26  J Torbit | Pupil views.  Attainment and positive destination data –  The proportion of care experienced school leavers who achieve 1 or more awards at SCQF levels 4, 5 and 6 will increase towards the NAC stretch aim of 92.5%.  The proportion of care experienced school leavers who achieve literacy and numeracy qualifications at SCQF levels 4 and 5 or better will increase towards the stretch aim of 84%. |  |  |

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| **PRIORITY 3** | | | |
| **Strategic Objective:**  Improvement in skills & sustained, positive school-leaver destinations for all young people. | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 3. Improvement in skills and sustained, positive school-leaver destinations | 2. Teaching and practitioner professionalism  3. Parent/carer involvement and engagement  4. Curriculum and assessment | 2.2 Curriculum  2.7 Partnerships  3.3 Increasing creativity and employability |  |
| **Rationale for Change**  **In session 2024/25, our leavers’ data indicated that 25 pupils left S4 with fewer than 100 tariff points. Our aim is to ensure that every pupil achieves a minimum of 100 tariff points before leaving school. Additionally, 3 pupils left without a Literacy qualification and 6 without a Numeracy qualification. Our target moving forward is to reduce these figures to zero.**  **At Greenwood Academy, we are committed to ensuring all pupils progress to a positive destination. In 2023/24, 95.88% of our leavers achieved a positive destination, and we will continue to build on this by working closely with Skills Development Scotland and embedding career pathway discussions within lessons. We will identify and support pupils at risk of leaving without a clear destination, with a view to further improving this figure.** | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| The Skills Academy and alternative provision will be further developed to offer a structured range of vocational programmes focused on building employability skills. This will provide additional opportunities for young people to achieve. | Further develop the Townend provision in collaboration with Scottish Fire and Rescue.  Launch a Horticulture course for targeted pupil groups in partnership with Scottish Fire and Rescue. | Session 2025/26  J Fulton  K Dobbie  P Mac Dougall  Session 2025/26  J Torbit | Evidence of attainment and engagement for identified learners will show improvement. Currently, 80% of the 35 targeted pupils demonstrated increased attendance and engagement by April 2026 compared to October 2025.  Pupil feedback will also be collected to inform progress. |  | £40156 |
| Our young people benefit from a curriculum designed using local market intelligence data. | Strengthen direct curriculum connections to the Ayrshire Growth Deal and create more opportunities for skills development across various contexts.  Explore pathways to relevant local employment and training opportunities.  Collaborate with Developing Young Workforce Ayrshire, Skills Development Scotland, and North Ayrshire Council Labour Market data to develop appropriate learner pathways that lead to positive destinations. | Sept 2025  P MacDougall  J Torbit  N Barlow | Positive destination statistics –  The proportion of 16-19 year olds who are participating in education, employment or training will increase towards the stretch aim of 95%.  Pupil feedback and perspectives  Attainment data gathered from whole-school monitoring and tracking systems.  The average “complementary tariff score” of school leavers’ best five qualifications will increase towards the NAC stretch aim of 675.  The percentage of S6 Leavers with 5 Level 6 qualifications will increase to 45% (based on S4 cohort).  The percentage of S6 Leavers with 3 Level 6 qualifications will increase to 52% (based on S4 cohort).  The percentage of S6 Leavers with 1 Level 6 qualifications will increase to 72% (based on S4 cohort). |  |  |
| Pupils will be supported to reflect on their skills and achievements using the MyWoW Profile, helping to build their confidence in recognising their successes. All teachers will be equipped to guide young people in identifying their strengths and planning their next steps. | Faculties will engage pupils in activities that help identify their skills and support completion of the MyWoW Profile.  Opportunities to explore accreditation for Skills Ambassadors will be developed.  The Profiling and Skills SIP group will lead and coordinate Faculty efforts.  Health and Wellbeing/Registration classes will feature a monthly focus on Skills. | Sept 2025  B Robertson  C Boax  J Torbit  By May 2026  FL Curriculum  All staff  Sept 2024  B Robertson  C Boax  2025/26  B Robertson  C Boax  Skills Ambassadors  K Hegarty | Pupil views.  MyWoW Profiles. |  |  |
| Pupils are supported into a positive destination. | In line with the NAC review, our use of the 16+ Data Hub will be evaluated to ensure that all pupils receive appropriate support in securing a positive destination. | 2025/26  J Torbit  N Barlow  PT Guidance | Positive destination data.  SDS data.  The proportion of 16-19 year olds who are participating in education, employment or training will increase towards the stretch aim of 95%. |  |  |
| Pupils are increasingly confident in using digital technology to support their learning. Platforms such as Microsoft Teams, Google Classroom, and Satchel One are routinely used by learners to access resources, engage with assignments, and support revision. | Digital input through Computing for all S1 pupils.  Faculties use digital platforms to support learning in the classroom.  The NAC Digital Working Group plays a key role in shaping and supporting our digital strategy, helping to develop and refine our shared vision for the effective use of technology in learning and teaching. | 2025/26  Computing/Business Staff  2025/26  All staff  2025/26  P MacDougall | Pupil and staff views. |  | £17120 |

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| **PRIORITY 4** | | | |
| **Strategic Objective:**  Improvement in children & young people’s health & wellbeing | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 4. Improvement in children and young people's health and wellbeing | 2. Teaching and practitioner professionalism  4. Curriculum and assessment  Choose an item. | 2.1 Safeguarding and child protection  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion |  |
| **Rationale for Change**  At Greenwood Academy, we recognise that strong attendance is a key contributor to improved attainment, the development of skills, and participation in wider achievement opportunities. Our goal is to raise our average pupil attendance to at least 90%. We have worked hard to show an improvement from 85.07% to 85.93% to 88.18% over the last 3 years. However, we do acknowledge the existing gap in attendance between pupils in SIMD deciles 1–4 and those in deciles 5–10, and as such, we will review and enhance our approach to engaging all stakeholders to better support consistent attendance.  We are aware of the impact that interrupted learning has on young people and their families. This year, we aim to further develop our Townend provision and explore additional support pathways to help re-engage learners in meaningful education.  At Greenwood Academy, inclusion and engagement are central to our ethos. We are committed to ensuring that all pupils feel involved in their learning and understand their responsibilities as learners. The introduction of the Secondary Transition Resource and the development of a more appropriate and personalised curriculum have already contributed to a reduction in exclusions for a targeted group of pupils. Our aim is to continue this positive trend by reducing exclusions further.  Our ongoing work with Mentoring in Violence Prevention (MVP) has helped strengthen relationships across the school and empowered pupils to challenge inappropriate behaviours. Building on this, we will revisit key policies in collaboration with stakeholders to further promote a respectful, inclusive school environment.  We want every young person and staff member to feel safe, valued, and supported at Greenwood Academy. To support this, we will use the Pupil Attitudes to Self and School (PASS) survey to identify trends in wellbeing and assess the impact of our interventions. Staff will also be supported through professional learning to build confidence and consistency in managing conflict effectively. | | | |

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| PRIORITY 4: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils are supported to recognise areas of their Health and Wellbeing that need improvement, with school-wide trends informing targeted positive interventions. | Trial the Glasgow Wellbeing Model with targeted pupils.  Introduce the Glasgow Wellbeing Model for S1 pupils as a complement to PASS.  Develop and implement a strategic approach to using PASS for measuring and analysing wellbeing levels.  Implement targeted interventions based on wellbeing data to support improvements. | August 2025  M Fullerton  Session 2025/26  M Fullerton  PTs Guidance  Session 2025/26  M Fullerton  PT Guidance  Key Staff | Data collected over time will demonstrate improvement.  Post-intervention data will reflect positive changes.  PASS data will be used for S2–S6 pupils, while both PASS and the Glasgow Wellbeing Model will be utilised with S1 pupils to track progress and show improvements. |  | £5690 |
| Young people experience consistent expectations throughout the school.  They receive effective support to manage their behaviours. | Young people will be involved in reviewing the ‘Promoting Positive Relationships and Behaviour’ and ‘Anti-Bullying’ policies to align with the updated NAC guidelines.  Targeted sessions will be developed to teach young people effective strategies for behaviour regulation.  Participation in the NAC working group on Functional Behaviour Plans, incorporating integrated risk assessments, will enhance staff confidence in supporting dysregulated young people.  Mentors in Violence Prevention pupil-led lessons encourage meaningful discussions and the development of action plans.  Promoting Positive Relationships and Behaviour Cluster approach framed by B Donnelly. | Session 2024/25  C Neill  Promoting Positive Relationships and Behaviour SIP Group  2025/26  Educational Psychologist  Key Staff  2025/26  K Hegarty  Key Staff  2025/26  C Neill  MVP trained staff  MVP Pupil Team  September In-service Day  All Cluster Teachers | Pupil feedback will reflect consistency in approach and understanding of school procedures.  Staff questionnaires will provide evidence of increased staff confidence.  Exclusion and SEEMiS referral data will be monitored for individual pupils to track progress.  There will be clear evidence of a reduction in exclusions for targeted young people. |  |  |
| Staff who prioritise pupil wellbeing actively encourage participation and collaborate to build their skills in supporting learners with SEBN. | The Health, Safety & Wellbeing committee will continue to prioritise staff wellbeing within their remit.  We will implement the NAC strategy to increase adult presence, enhancing safety and boosting confidence among both adults and pupils in managing conflict.  Our BPR approach will be further developed through ongoing staff training.  Staff will actively participate in CLPL opportunities, focusing on neurodiversity, SEBN, and language & communication. | 2025/26  K Hegarty  C Neill  H,S &WG group  2025/25  C Neill  Promoting Positive Relationship and Behaviour SIP Group | Monitor Occupational Health referrals, stress management meeting recommendations, and resulting action plans.  Track exclusion and SEEMiS referral data.  Ensure Assure data is reviewed and on a termly basis. |  |  |
| Young people demonstrate improved attendance, increased engagement in learning, and enhanced outcomes. | Explore and introduce universal supports to boost school attendance for all students, including updated staff processes and clear guidance on their role in promoting attendance.  Monitor attendance closely and deliver timely interventions through our Alternative Curriculum approach.  In collaboration with the NAC working group, monitor SEEMiS codes and internal procedures to support improved attendance.  Implement a period 3 and 4 parental/carer contact process aimed at reducing unauthorised absences.  Collaborate with all stakeholders to implement the NAC attendance campaign. | Sept 2025  P MacDougall  Attendance Working Group  Session 2025/26  P MacDougall  All staff  2025/26  PSA Support  2025/26  K Hegarty  P MacDougall  PT Guidance | Pupil engagement will increase through targeted support. A specific group of pupils will be identified, and engagement data—using Townend baseline figures—will be analysed to evaluate the effectiveness of the online provision. Improved attainment data for this group will be demonstrated by achieving at least 100 tariff points alongside Literacy and Numeracy qualifications, increased attendance will support this.  Monthly attendance data, combined with new attendance tracking systems, will be used to identify target groups and assess the impact of interventions.  There will also be a reduction in incomplete registers and data errors.  School attendance levels will increase towards the NAC stretch aim of 94%. |  | £5000 |
| Staff collaborate with colleagues beyond the school to enhance pupil experiences and support inclusion and wellbeing. | Quality assurance of QI 3.1 is strengthened through our Trio approach and collaborative partnership with Largs and St Matthew’s Academy. | October 2025  November 2025  February 2025  All staff | Lesson observations  Staff and pupil feedback |  |  |

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| **PRIORITY 5** | | | |
| **Strategic Objective:**  Placing human rights & needs of every child & young person at the centre of education | | | |
| **Select the KEY drivers for this improvement priority** | | | |
| **Education Service Priority**  *Please select the relevant service priorities* | **NIF Drivers of Improvement**  *Please select up to three NIF drivers* | **How Good Is Our School 4**  *Please select up to three quality indicators for this priority* | **Quality Improvement Framework for ELC settings**  *Please select up to three quality indicators for this priority* |
| 5. Placing human rights and needs of every child and young person at the centre of education | 2. Teaching and practitioner professionalism  3. Parent/carer involvement and engagement | 2.1 Safeguarding and child protection  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion |  |
| **Rationale for Change**  At Greenwood Academy, we are committed to fostering a culture where all pupils understand their rights and respect the rights of others. Building on the success of achieving the Silver LGBT Charter in session 2022/23, we are excited to begin our journey towards becoming a Rights Respecting School. This initiative will be firmly underpinned by our school values and aims to increase pupil participation and engagement in all aspects of school life.  Research in Scotland highlights that pupils who engage across four key arenas—1) learning and teaching, 2) opportunities for personal achievement, 3) decision making, and 4) connection with the wider community—are more likely to experience success. With this in mind, we are committed to creating more opportunities for our young people to be involved in shaping their own experiences and the wider school community.  To support this, we will embed Education Scotland’s Young Leaders of Learning programme into our Faculty Engagement model. This will provide structured opportunities for pupils to take on leadership roles, contribute to school improvement priorities, and express their views on learning and teaching. We believe that empowering our young people in this way will not only strengthen their voice but also enhance our collective efforts to continually improve learning, teaching, and assessment at Greenwood Academy. | | | |

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| PRIORITY 5: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *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.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Young people will have greater opportunities to participate in school decision-making, with rights placed at the core of all our activities. | The Greenwood Academy community is actively working towards achieving the Rights Respecting School Silver Award. | Session 2025/26  L Kerr  RRS SIP Group  All Staff | The RRS SIP Group and all staff group can confidently demonstrate and discuss the activities they have led throughout the session.  Evidence of pupil influence on change is gathered through surveys and focus groups. |  | £5470 |
| Young people play an active role in driving school improvement. | Volunteer young people who have completed Education Scotland’s Young Leaders of Learning training will regularly lead pupil focus groups and share their views throughout the session.  They will also lead focus groups during Faculty Engagement visits and QI 2.3/3.1 Trio visits, providing feedback to key staff. | Sept 2025  K Hegarty  M Fulleron  H Dillon  Session 2025/26  K Hegarty  M Fullerton  H Dillon  Young Leaders of Learning Goup | Pupil views. |  |  |

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

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Katy Hegarty | | |
| **Carry forward:** | £6276 | **Total Allocation:** | £160475 | **Total:** | £166751 |

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| 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 alongside their parents and carers, fostering stronger relationships both at home and with the school. This collaborative approach helps to increase 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 2026  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 2026  K Hegarty | £2000 | Pupils and families will seek support when required. |  |
| Literacy and Numeracy support will be enhanced through the use of digital packages. Targeted digital resources designed to support pupils with specific needs will be purchased to boost engagement. | Pupils will have access to software/licences. | Purchase as appropriate. | By October 2025  P MacDougall  K Inness  K Marshall  E Thomson  C Scott  D Johnstone | £3000 | Pupil feedback regarding the packages will be sought. |  |
| Pupils are provided with breakfast and snacks to support their readiness 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 2026 | £2784 | Participation figures. |  |