



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Greenwood Academy
Improvement Plan
2026-2027



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 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



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School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

To improve learning outcomes for all learners by raising attainment and achievement, strengthening high-quality learning and teaching, and ensuring that every learner receives the support, challenge and opportunities needed to reach their full potential.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 3. Improvement in skills and sustained, positive school-leaver destinations	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

Analysis of attainment, achievement and wellbeing data, alongside self-evaluation evidence from faculty reviews, quality assurance activities, learner voice and staff feedback, highlights the need to improve attainment outcomes and ensure greater consistency in learner progress across the Broad General Education (BGE) and Senior Phase.

While learners achieve success across a range of measures, data shows variability in attainment between curriculum areas and learner groups. Tracking information indicates that some learners are not making consistently strong progress from prior levels of attainment. Attainment at SCQF Level 5 Literacy fell marginally below the Virtual Comparator last year for the first time in three years. Attainment gaps remain for some learners affected by poverty and those requiring additional support, highlighting the need for targeted interventions and improved learning and teaching approaches. Through this improvement priority, we aim to improve attainment in literacy and numeracy, increase attainment within the middle 60% cohort and increase the proportion of school leavers achieving five qualifications at SCQF Level 5 or better.

Self-evaluation activities identified strengths in collaborative working and practitioner enquiry but also highlighted the need to strengthen consistency in high-quality learning, teaching and assessment. Building on previous trio work and engagement with Education Scotland Practitioner Enquiry, staff will engage in collaborative professional learning focused on meeting the needs of all learners, curriculum development and effective assessment practices. Faculties will prioritise learning and teaching within their improvement plans, while staff will be supported to develop their understanding of Alternative Assessment Arrangements and strategies to support learners with additional support needs.

Curriculum and attainment analysis also identified the need to strengthen learner pathways and increase attainment at SCQF Levels 5 and 6. The implementation of a core curriculum model focused on achieving five qualifications at SCQF Level 5 by the end of S4, alongside an alternative curriculum offer for learners accessing alternative provision, will ensure pathways are responsive to individual needs. Expanded opportunities at SCQF Level 6 and a wider range of accredited awards, including Leadership, First Aid, Personal Development and the Wellbeing Award, will support attainment, skills development and positive destinations.

As a result of these developments, the school aims to increase the percentage of S6 leavers achieving one SCQF Level 6 qualification to 72%, three SCQF Level 6 qualifications to 52%, and five SCQF Level 6 qualifications to 45% (based on the S4 cohort). These measures will support improved attainment, achievement and positive post-school outcomes.

A greater focus on curriculum review and development, informed by Curriculum Improvement Cycle documentation and Qualifications Scotland guidance, will support high-quality learning experiences and assessment practices. Improved monitoring and tracking arrangements, including the development of a whole-school tracking timeline and a Senior Phase data tool, will strengthen the use of attainment data to identify trends, target interventions and support learner progress.

Cluster moderation and collaborative working with primary colleagues will improve consistency in literacy, numeracy, assessment and expectations, ensuring smoother transitions and appropriate support and challenge for learners. The development of Metaskills, SCQF Ambassador activity and vocational pathways, including a new Roofing course, will further enhance learner achievement and skills for learning, life and work.

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PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will experience more inclusive, engaging and appropriately challenging lessons that are better matched to their individual needs. They will benefit from a wider range of teaching approaches, increased support and challenge where required, and improved opportunities to achieve success in their learning. This will lead to greater confidence, participation, engagement and attainment across the curriculum.	Staff will engage in collaborative professional learning during in-service days, building on previous trio work and Education Scotland Practitioner Enquiry to enhance learning and teaching and better meet the needs of all learners. The short-life working group will develop 3 staff engagement sessions. Staff will be supported during in-service days to engage in professional learning focused on meeting the diverse needs of learners, including approaches to inclusion, differentiation and adaptive teaching. The Learning and Teaching SIP Group will support the embedding of <i>Making Thinking Visible</i> and adaptive teaching approaches across the school.	September February May In-service Day M Fullerton L&T Working Group September January April H Dillon L&T SIP Group	Faculty Engagement paperwork will provide an opportunity for feedback on the core standards, including exits from class. 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. Staff survey on AAA will show improved levels of confidence in trialling alternative arrangements. Exam.net reports.		£6808

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	The Presentation Rubric, developed and trialled during the previous session, will be rolled out across the school to promote consistency and high standards. Faculties will prioritise learning and teaching within their improvement plans, identifying actions to improve learner experiences and outcomes. The Faculty Leader of Pupil Support will provide guidance and support to staff on Alternative Assessment Arrangements and strategies to support learners with additional support needs. Separate Core Standards into pupil, parent/carer and parent documents and launch with all stakeholders at the beginning of the session. Exam.net will be trialled across more pupils and will be used S1-6.	September H Dillon Faculty Leaders August Faculty Leaders September K Marshall E Thomson August M Fullerton Leaders of Learning 2026/27 All Staff Faculty Leaders J Torbit	Increase in the number of pupils being supported via Exam.net in the prelims and final Qualification Scotland exams. Consistency of Presentation Rubric use (QA sampling). Learner feedback on support, challenge and engagement (survey/focus groups).		
Learners will experience a curriculum that is current, relevant and responsive to their needs and future aspirations. As courses are reviewed and developed in line with the Curriculum Improvement Cycle and Qualification Scotland. Learners will benefit from high-quality learning experiences that reflect national priorities, support the development of key skills, and	Staff will be given dedicated time during in-service days to engage with Curriculum Improvement Cycle documentation and work collaboratively with colleagues to develop a shared understanding of curriculum developments and next steps. Staff will engage with materials and guidance from Qualifications Scotland to support	2026/27 All Staff P MacDougall 2026/27 All Staff	Attainment and progress of identified learner groups (tracking data) – The proportion of school leavers achieving 5 at SCQF Level 5 or better will increase The percentage of S6 Leavers with 5 Level 6 qualifications will increase to 45% (based on S4 cohort).		£9419

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provide clear pathways for further learning, employment and life beyond school.	curriculum review, course development and assessment planning.	J Torbit	The percentage of S6 Leavers with 3 Level 6 qualifications will increase to 52% (based on S4 cohort).		
	Faculties will review learner pathways and offer appropriate pivot courses to ensure all young people are accessing the curriculum best suited to their needs, interests and aspirations.	2026/27 Faculty Leaders	The percentage of S6 Leavers with 1 Level 6 qualifications will increase to 72% (based on S4 cohort).		
	A core curriculum model will be implemented for all learners with a focus on achieving five qualifications at SCQF Level 5 by the end of S4.	2026/27 A Campbell C Neill	Improved attainment in the middle 60% cohort.		
	An alternative core curriculum offer will be available for learners accessing alternative provisions, ensuring that programmes are appropriately tailored to individual needs and support positive outcomes.	2026/27 SSR/STR/Alternative Provision Staff P MacDougall M Fullerton K Hegarty	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 ACEL data will inform tracking and progress within the BGE.		
	There will be an increased focus on SCQF Level 6 qualifications, with a broader range of opportunities available to learners in S5 and S6.	2026/27 Faculty Leaders K Hegarty P MacDougall J Torbit	Increased number of learners enrolled in wider achievement awards.		
	The senior phase curriculum will be enhanced through the introduction and expansion of qualifications and awards such as Leadership, First Aid and Personal Development, providing learners with opportunities to develop wider skills and gain recognised accreditation.	2026/27 K Hegarty P MacDougall J Torbit	Increased number of accredited awards achieved.		
			Staff evaluation indicates increased confidence and understanding of Curriculum Improvement Cycle expectations (survey).		
			Faculty planning documentation demonstrates alignment with Qualifications Scotland guidance.		

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	The Personal and Social Education will develop and present the Wellbeing Award, an accredited qualification, as part of the curriculum offer, providing learners with an additional opportunity to achieve recognised awards and develop skills for learning, life and work. SCQF Pupil Ambassadors will lead engagement sessions for pupils, staff and parents as we work towards SCQF School Ambassador status. The Skills SIP Group will lead the development of Metaskills across the curriculum, ensuring opportunities for learners to develop key skills for learning, life and work. Staff will participate in professional learning delivered by Skills Development Scotland to strengthen understanding and implementation of Metaskills within learning and teaching. Science teachers deliver a Numeracy/Skills period to S1 with a focus on key skills required for the Science Senior Phase. Social Subjects teachers deliver a Literacy/Skills period to S2 with a focus on key skills required for the Social Subjects Senior Phase.	August PT Guidance M Fullerton February Pupil Ambassadors J Torbit September January April C Boax Skills SIP Group September J Torbit 2026/27 Science Faculty 2026/27 Social Subjects Faculty	Professional dialogue and faculty minutes evidence curriculum review and collaborative planning. Achievement of SCQF School Ambassador status. Engagement visits and observations identify opportunities for learners to develop and reflect on Metaskills. Learners can identify and discuss their own skills development – profiling evidence. Increased evidence of skills profiling within learner conversations and tracking. Positive destination figures maintained or improved. The proportion of 16-19 year olds who are participating in education, employment or training will increase towards the stretch aim of 95%.		
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Learners will benefit from stronger links between their learning and future education, training and employment opportunities. Enhanced partnership working with DYW, Ayrshire College and Ayrshire Growth Deal partners will provide learners with greater awareness of career pathways, access to relevant experiences and qualifications, and opportunities to develop skills for learning, life and work. This will support informed choices and help maximise positive and sustained post-school destinations.	A new Roofing course will be developed in partnership with a local employer and Auchenharvie Academy, providing learners with access to relevant vocational pathways and industry-informed learning experiences.	2026/27 N Barlow J Torbit	By June 2027, at least 12 learners will successfully enrol in and regularly attend the new Roofing course. Learner attendance within the Roofing programme will be maintained at 90% or above. Learners will demonstrate improved practical, technical, and employability skills, evidenced through assessment records, employer feedback, and learner records.		£4760
Learners will benefit from more effective monitoring of their progress and attainment across the school. Staff will use tracking and attainment data more consistently to identify strengths, address barriers to learning and provide timely support and challenge. This will help learners to set meaningful targets, understand their next steps in learning, and achieve the best possible outcomes.	A whole-school monitoring and tracking timeline will be developed to ensure that patterns and trends in Broad General Education (BGE) and Senior Phase attainment data are identified at an early stage. Key staff will work collaboratively with colleagues across North Ayrshire Council to develop and implement a Senior Phase data tool to support the effective analysis and use of attainment information. Faculty Leaders will be supported by the PT Raising Attainment to analyse attainment and achievement data, identify gaps in performance and implement targeted interventions where required.	August K Hegarty J Torbit A Campbell 2026/27 J Torbit A Campbell 2026/27 A Campbell Faculty Leaders	Monitoring and tracking evidence will demonstrate that learner progress is reviewed systematically at agreed points throughout the session. Faculty Review Meeting records will demonstrate that attainment, literacy and numeracy data are routinely analysed and used to inform improvement actions and interventions. Faculty self-evaluation calendars will show that regular tracking conversations take place between Faculty Leaders and class teachers, resulting in agreed actions for identified learners.		£6808

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	The PT Raising Attainment will provide regular data analysis linked to the school's Raising Attainment Strategy targets, supporting evidence-based planning and evaluation. Monitoring and tracking processes within the Secondary Support Resource (SSR) will be aligned with whole-school systems to ensure consistency in identifying progress, attainment and support needs. Faculty Review Meetings will include a focused analysis of Broad General Education and Senior Phase attainment, alongside literacy and numeracy outcomes, to inform improvement planning and intervention strategies. Faculty self-evaluation calendars will include regular Faculty Leader/class teacher tracking conversations to review learner progress, identify next steps and ensure appropriate support and challenge for all learners. Data gathered through monitoring and tracking processes will be used to inform target setting, evaluate the impact of interventions and support continuous improvement in learner outcomes.	2026/27 K Hegarty J Torbit A Campbell August SSR Staff K Hegarty M Fullerton 2026/27 SLT Faculty Leaders August SSR/STR/Deaf Education Faculty Leaders PT Guidance (PSE) 2026/27 SLT Faculty Leaders PT Guidance	The Senior Phase data tool will be fully implemented and used by all relevant staff to support analysis, target setting and intervention planning. Attainment data will show a reduction in the number of learners at risk of underachieving against projected attainment levels. Attainment gaps for identified learner groups will reduce over time, as evidenced through whole-school and faculty-level data analysis. Monitoring and tracking within the SSR/STR will be fully aligned with whole-school systems, ensuring consistent approaches to recording progress, attainment and support needs.		
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Learners will experience greater consistency in the teaching, assessment and expectations of literacy, numeracy and other curriculum areas as they move from primary to secondary school. Moderation activities across the cluster will help ensure that learners' achievements and next steps are accurately identified, supporting smoother transitions and enabling appropriate challenge and support from the outset of their secondary education.	<u>Maths/Numeracy</u> The BGE Cluster Maths and Numeracy Pedagogy SIP Group will meet three times throughout the session to share effective practice, discuss approaches to curriculum delivery and ensure greater consistency in learning, teaching and assessment across the cluster. Key staff will visit cluster primary schools to work alongside primary practitioners, gaining a deeper understanding of learners' prior experiences and progression in numeracy. Staff will share effective strategies and approaches across sectors to support continuity in learning and strengthen learner progression from primary into secondary education. Collaborative working across the cluster will support the development of coherent pathways in mathematics and numeracy, ensuring learners are well prepared for future learning and attainment. <u>English/Literacy</u> Key staff will engage in professional dialogue focused on standards, expectations and progression in First and Second Level Writing. Cross-sector moderation activities will be undertaken with cluster primary colleagues	September January April D Johnstone Cluster Maths & Numeracy Pedagogy SIP Group 2026/27 Maths & Numeracy Faculty P7 Transition Days D Johnstone Maths & Numeracy Faculty P7 Staff November In-service Day P7 Transition Days C Scott English Dept P7 Staff	Moderation evidence will demonstrate increased consistency in professional judgements of Curriculum for Excellence levels across participating schools. Staff evaluations will indicate increased confidence in making and validating achievement of a level judgements in Literacy, Numeracy, Science and Modern Languages. Analysis of BGE attainment data will demonstrate improved learner progress and attainment in identified curricular areas. Self-evaluation activities will demonstrate that moderation outcomes are influencing learning, teaching and assessment approaches across sectors.	£30180
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	to develop a shared understanding of achievement of a level in writing. Staff will work collaboratively to review learners' writing, share effective practice and ensure consistency in assessment and professional judgement across the cluster. Information gathered through moderation activities will be used to support learner progression, strengthen transition arrangements and inform learning and teaching approaches in literacy. <u>Science/Modern Languages</u> During P7 transition mornings, secondary and primary staff will engage in professional dialogue focused on Science and Modern Languages. Staff will share information about learning, teaching and curriculum experiences to support continuity and progression across the transition from primary to secondary. Collaborative discussions will help develop a shared understanding of learners' prior learning, skills and experiences in Science and Modern Languages. Information gathered through transition activities will be used to inform curriculum planning and support learners in making a successful transition to secondary school.	P7 Transition Days C Scott C Kennedy English/Science Dept P7 Staff			
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Learners will develop a consistent set of reading skills that can be applied across all curricular areas. Through the use of the 6 Reading Strategies, they will improve their ability to understand, analyse and evaluate a range of texts, increasing their confidence and independence as readers. This will support improved literacy, engagement and attainment across the curriculum.	Learners will use reading mats consistently when engaging with texts across all curricular areas, supporting the development of the 6 Reading Strategies.	September C Scott J Torbit All Staff	Learners will consistently use reading mats when engaging with texts across curricular areas, as evidenced through learning visits, classroom observations and learner work samples.	£6471
	Staff will participate in further professional learning to strengthen their understanding and application of the 6 Reading Strategies within learning and teaching. The Literacy SIP Group will continue to lead and support the implementation of reading mats and reading strategies across the school. The Literacy SIP Group will provide opportunities for professional dialogue, enabling staff to share effective practice, discuss challenges and evaluate impact. Faculties will embed the use of reading strategies within their learning and teaching approaches to promote consistency and support literacy development across the curriculum. The impact of the reading strategies will be monitored through classroom practice, learner feedback and attainment data to inform ongoing improvement. Development of Whole School Literacy Strategy	September January April C Scott Literacy SIP Group 2026/27 All Staff October C Scott J Tobit	Learner voice surveys will show that at least 85% of learners can identify and explain how the 6 Reading Strategies support their understanding of texts. Staff self-evaluation and quality assurance activities will demonstrate a shared understanding of effective literacy practice across the curriculum. Staff feedback will indicate that support provided by the Literacy SIP Group has positively influenced classroom practice and confidence in delivering literacy strategies. Faculty improvement plans and self-evaluation evidence will align with the priorities identified within the Whole School Literacy Strategy.	

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Learners will have regular opportunities to reflect on and record their progress, achievements and wider skills. A consistent approach to pupil profiling will help learners to recognise their strengths, identify next steps in their learning and celebrate their successes both within and beyond the classroom. This will support greater learner ownership, confidence and motivation while providing a clearer picture of individual progress and achievement.	Introduce and embed a new whole-school profiling tool to support the consistent tracking of learner progress, achievements and wider skills. Provide professional learning and guidance for staff to ensure the profiling tool is used effectively and consistently across the school.	March C Boax J Torbit All Staff	The whole-school profiling tool will be fully implemented across S1 and S2 year groups, with 100% of learners having an up-to-date profile by the end of the academic session. Quality assurance activities will demonstrate that the profiling tool is being used consistently across all faculties and learner pathways. 100% of relevant staff will participate in professional learning related to the profiling tool. Profiling data will provide a clearer picture of learner participation in leadership, achievement, employability and wider school opportunities.	£5000
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PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

To strengthen approaches to wellbeing, equality, inclusion and additional support, ensuring that barriers to learning are identified and addressed so that all learners experience success, achievement and positive outcomes.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
2. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in children and young people's health and wellbeing	1. School & ELC leadership 2. Teaching and practitioner professionalism 3. Parent/carer involvement and engagement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	

Rationale for Change

Analysis of attendance, attainment, wellbeing and behaviour data, alongside self-evaluation evidence, learner voice and professional dialogue, highlights the need to further strengthen support for learners' wellbeing, inclusion and engagement in learning. While many learners attend regularly and achieve positive outcomes, attendance remains a significant barrier for some young people, impacting on attainment, achievement and wellbeing. Early identification of attendance concerns, strengthened partnerships with families and more targeted interventions are required to improve attendance and reduce persistent absence.

Self-evaluation activities have identified the need to further develop staff confidence and consistency in supporting learners who experience dysregulation and additional support needs. Feedback from staff and learners highlights the importance of relational approaches, consistent expectations and effective behaviour support strategies to ensure all learners feel safe, included and ready to learn. The review of Promoting Positive Relationships and Behaviour approaches, alongside the implementation of Functional Behaviour Plans and enhanced professional learning, will support a more inclusive learning environment and improved outcomes for learners requiring additional support.

Attendance, wellbeing and learner engagement data indicate that some learners experience barriers to participation, belonging and success at school. PASS data, wellbeing tracking information and learner voice activities will provide a more comprehensive understanding of individual and group needs, enabling timely and targeted interventions. Regular monitoring of wellbeing through wellbeing webs, PASS assessments and wellbeing tracking systems will strengthen the school's ability to identify concerns early, evaluate the impact of interventions and improve outcomes for learners.

Self-evaluation against How Good is Our Additional Support for Learning? and engagement with safeguarding quality improvement tools have identified opportunities to further strengthen inclusive practice, safeguarding arrangements and support systems across the school. This will support more effective planning, improved learner experiences and greater equity of outcomes.

The school remains committed to ensuring that all learners feel respected, included and supported to achieve their potential. Progress towards the Rights Respecting Schools Gold Award will further embed children's rights, equality and inclusion across the curriculum and school community, helping to create a positive culture where all learners can thrive.

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PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will attend school more regularly, resulting in increased engagement with learning, stronger relationships with staff and peers, and improved continuity in their education. Improved attendance will enable learners to access the full range of learning experiences and support available, leading to better attainment, achievement and wellbeing outcomes.	Establish an Attendance SIP Group with clear expectations, procedures and targets. Further develop our robust attendance monitoring and tracking systems to identify patterns of absence and lateness at an early stage. Conduct regular attendance review meetings involving PT Guidance, Faculty Leaders and senior leaders to monitor progress and coordinate support. Further strengthen communication with parents/carers regarding attendance expectations and the impact of attendance on attainment and wellbeing through the attendance certificates and texts.	September P MacDougall 2026/27 P MacDougall PT Guidance 2026/27 SLT Faculty Leaders PT Guidance 2026/27 P MacDougall Attendance SIP Group Attendance Working Group PT Guidance	The Attendance SIP Group will meet 3 times throughout the session, with agreed actions, targets and evaluations recorded and reviewed. Attendance improvement actions will be monitored systematically, resulting in increased consistency in attendance procedures across the school. Attendance data will be reviewed at agreed intervals, enabling the early identification of learners at risk of poor attendance or persistent lateness. Meeting records will demonstrate collaborative working between PT Guidance, Faculty Leaders and Senior Leaders to address attendance concerns. Learner voice will indicate that attendance recognition initiatives contribute positively to motivation and school engagement.		£10000

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	Recognise and celebrate positive attendance and improved attendance through assemblies, awards, certificates and school communications. Use learner voice activities/tools to understand barriers to attendance and inform improvement actions. Monitor the impact of attendance interventions through attendance, attainment and wellbeing data.		Whole-school attendance rates will improve as a result of a strengthened culture that promotes and values regular attendance. Increase the proportion of learners achieving 90%+ attendance.		
Learners will experience a more consistent and supportive approach to managing dysregulation and conflict across the school. Through positive relationships and restorative approaches, learners will feel safer, more respected and better supported to regulate their emotions, resolve difficulties and engage positively in learning. This will contribute to improved wellbeing, behaviour, attendance and readiness to learn.	Two members of staff will undertake North Ayrshire Council New Authority training and will support the development of practice across the school. Staff will participate in three professional learning sessions during in-service days to build confidence and skills in supporting young people who are dysregulated. Professional learning will focus on understanding the causes of dysregulation, de-escalation strategies, relational approaches and consistent responses to behaviour. The school's Promoting Positive Relationships and Behaviour policy will be reviewed and updated to align with North Ayrshire Council guidance. Staff,	May 2026 C Neill A Rogers September November February In-service Day C Neill A Rogers All Staff September January April C Neill	100% of teaching and support staff will participate in the three planned professional learning sessions focused on supporting dysregulated learners. Staff evaluations will demonstrate increased confidence in recognising the signs of dysregulation and responding effectively using de-escalation and relational approaches. Records of behaviour incidents will demonstrate increased use of preventative and de-escalation strategies prior to escalation. The revised Promoting Positive Relationships and Behaviour Policy will be fully aligned with North Ayrshire Council guidance and communicated to all stakeholders.		£15000

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	learners and other stakeholders will engage with the school's Promoting Positive Relationships and Behaviour policy to ensure a shared understanding of expectations and approaches. The Promoting Positive Relationships and Behaviour SP Group will support. New North Ayrshire Council Functional Behaviour Plans, incorporating integrated risk assessments, will be introduced for identified learners requiring additional support. Staff will be supported to implement and review Functional Behaviour Plans consistently to ensure appropriate strategies and interventions are in place.	PPRB SIP Group 2026/27 K Hegarty	Identified learners requiring significant additional support will have an up-to-date Functional Behaviour Plan and integrated risk assessment in place. Learner wellbeing data will demonstrate improved feelings of safety, inclusion, belonging and support. Learner voice surveys will indicate that learners feel respected, supported and treated fairly by staff. School data will show a reduction in behaviour referrals, exclusions and incidents requiring senior management intervention.		
Learners with additional support needs will benefit from more effective, inclusive and responsive support that is tailored to their individual strengths and needs. Through engagement with How Good is Our Additional Support for Learning?, staff will evaluate and enhance practice, ensuring learners receive the right support at the right time. This will improve participation, wellbeing, attainment and achievement, enabling learners to make the best possible progress.	Core Inclusion Group to engage with 'How Good is Our Additional Support for Learning?' as a framework to evaluate current ASL practice and identify priorities for improvement. Core Inclusion Group to cascade self-evaluation activities and identify improvement actions across the school.	2026/27 Core Inclusion Group SSR/STR/Deaf Education Pupil Support	The Core Inclusion Group will complete a structured self-evaluation using <i>How Good is Our Additional Support for Learning?</i> and identify clear strengths, areas for development and improvement priorities. Learner voice will indicate that learners feel supported, included and able to access appropriate help when required. Monitoring and tracking data will demonstrate improved progress, engagement and participation for learners with identified additional support needs.		£5000

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Learners will benefit from a stronger safeguarding culture across the school, where their wellbeing, safety and rights are consistently prioritised. This will help ensure that learners feel safe, supported and able to engage fully in their learning and wider school life.	Key staff will engage with the safeguarding quality improvement tool to identify strengths and areas for development. This will leading to more effective planning and practice.	October K Hegarty M Fullerton	Self-evaluation findings will be used to create a targeted safeguarding action plan with agreed actions, responsibilities and timescales. Professional learning evaluations and staff surveys will show increased confidence in recognising, recording and responding to safeguarding concerns. Safeguarding priorities identified through self-evaluation will be reflected in school improvement planning and ongoing quality assurance processes.		£2000
Learners will benefit from wellbeing support that is more responsive to their individual needs. By using PASS data and wellbeing webs effectively, staff will identify barriers to engagement and wellbeing at an early stage and implement targeted interventions to provide appropriate support. This will help learners feel more connected to school, improve their confidence and wellbeing, and enhance their engagement and success in learning.	S2 and S3 learners will complete PASS assessments as a priority, building on findings from the 2025–26 data. Key Teachers will analyse PASS data and identify appropriate interventions and supports for individual learners and groups. S1 and S4–S6 learners will complete PASS assessments to provide a whole-school overview of learner wellbeing, engagement and attitudes to school. All learners will complete wellbeing webs once per term to support the regular monitoring of wellbeing and identify emerging concerns.	August J Torbit PT Guidance Key Teachers September J Torbit PT Guidance Key Teachers 2026/27 PT Guidance Key Teachers	100% of learners in S1-6 will complete PASS assessments within agreed timescales, providing robust data to inform wellbeing and engagement interventions. Key Teachers will analyse PASS and wellbeing data and identify learners requiring additional support within agreed timescales. The wellbeing tracker will be used consistently across the school to record concerns, actions, interventions and outcomes. All learners will complete a wellbeing web each term, providing regular and up-to-date wellbeing information to support monitoring and intervention.		£5000

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	The wellbeing tracker will be used consistently to record concerns, actions, interventions and outcomes for individual learners. Staff will use PASS and wellbeing data to identify learners requiring additional support and implement timely, targeted interventions. Wellbeing information will be reviewed regularly to monitor progress, evaluate the impact of interventions and inform future support planning. Findings from PASS assessments and wellbeing tracking will be used to strengthen wellbeing provision and improve outcomes for learners.	2026/27 PT Guidance Key Teachers 2026/27 SLT	Learners identified through PASS and wellbeing assessments will demonstrate improvements in key wellbeing indicators over time. Annual comparisons of PASS data will demonstrate positive trends in learner wellbeing, engagement and attitudes towards school.		
Learners will develop a deeper understanding of their rights and responsibilities and feel empowered to have their voices heard in decisions that affect them. This will enhance wellbeing, strengthen relationships and support learners to become responsible, confident and active citizens.	Staff will work towards achieving the Rights Respecting Schools Gold Award by promoting children's rights and embedding rights-based approaches within learning and teaching across the curriculum. Learners will have regular opportunities to develop their understanding of rights, responsibilities and active citizenship through classroom learning and wider school experiences.	2026/27 All Staff	Progress towards the Rights Respecting Schools Gold Award will be evidenced through successful completion of agreed action plan targets and accreditation milestones. Learner voice activities will show that an increasing proportion of learners can identify and explain their rights and understand how these relate to school life and wider society. Rights-based approaches will be evident within school policies, practices and		£5000

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	The Rights Respecting Schools (RRS) SIP Group will provide opportunities for staff to work collaboratively on key actions, monitor progress and gather evidence towards achieving the Gold Award. The school will work towards achieving the Bronze LGBT Charter, promoting inclusion, equality and respect for all members of the school community. Existing policies, practices and learning opportunities will be reviewed to ensure they reflect and promote diversity, inclusion and equity. The structure and frequency of Pupil Council meetings will be reviewed in response to learner feedback to ensure pupil voice is representative, meaningful and influential. Opportunities for learners to contribute to school improvement and decision-making will be strengthened through enhanced pupil participation structures. The Pupil Leadership structure will be reviewed and developed to ensure leadership opportunities are available to learners across all year groups.	September January April L Kerr RRS SIP Group 2026/27 S Cameron 2026/27 K Hegarty September C Neill	relationships, contributing to a positive and inclusive school ethos. Staff participation in Rights Respecting Schools activities will increase, with evidence of collaborative planning and implementation across faculties and departments. The school will successfully achieve key milestones towards the Bronze LGBT Charter Award. Learner, staff and parent/carer feedback will demonstrate a stronger culture of respect, inclusion, participation and belonging. School self-evaluation evidence will demonstrate that learner participation is influencing decision-making and contributing to school improvement.		
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PRIORITY 3: Building a self-improving service

Strategic Objective:

To strengthen a culture of continuous improvement through robust self-evaluation, collaborative leadership and professional learning that improves outcomes for all learners.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</i>	<u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i>	<u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i>	<u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	1. School & ELC leadership 5. School & ELC improvement 6. Performance information	1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion	

Rationale for Change

Self-evaluation evidence gathered through quality assurance activities, faculty reviews, attainment analysis, learner feedback and professional dialogue highlights the need to further strengthen the school's capacity for continuous improvement. While staff demonstrate a strong commitment to collaboration and improvement, there is a need to ensure greater consistency in how evidence is used to evaluate practice, inform planning and improve outcomes for learners.

Quality assurance activities have identified the importance of strengthening approaches to tracking and monitoring, particularly in relation to the use of assessment data, Staged Intervention Plans and Meeting Pupil Needs documentation. Greater consistency in the use of this information will support more effective planning, ensure pupil needs are identified and addressed at an early stage, and improve the quality of learning and teaching.

Self-evaluation also highlights the need to further develop staff understanding and application of high-quality learning and teaching approaches. Professional learning focused on effective pedagogy, differentiation, assessment, metacognition and learner engagement will support staff to improve classroom practice and better meet the needs of all learners. Monitoring the impact of professional learning through self-evaluation, learner feedback, classroom observations and attainment data will ensure that improvements are evidence-based and lead to better outcomes.

Collaborative approaches to improvement, including Trio working and partnerships with Kilwinning Academy, Irvine Royal Academy, St Matthew's Academy and Largs Academy, will strengthen professional dialogue, moderation and the sharing of effective practice. Quality assurance of QI 2.3 Learning, Teaching and Assessment, with a particular focus on Themes 3 and 4, and collaborative work on QI 3.1 Ensuring Wellbeing, Equality and Inclusion, will support a shared understanding of effective practice and drive improvement across the school.

Faculty engagement visits and self-evaluation activities will place a stronger focus on how effectively pupil needs are being met and how key skills are being developed across the curriculum. This will help ensure that improvement activity remains focused on improving learner experiences, attainment, achievement and wellbeing.

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PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will benefit from consistently high-quality learning and teaching experiences across the school. Improved approaches to quality assurance will help staff identify and share effective practice, address areas for development and ensure that high standards are maintained. This will lead to enhanced learner engagement, improved attainment and achievement, and more equitable outcomes for all young people.	Quality assurance of QI 2.3, with a particular focus on Themes 3 and 4, will be enhanced through our Trio approach and the collaborative partnership with Kilwinning Academy and Irvine Royal Academy. Quality assurance of how we use assessment data and tracking and monitoring to inform planning, including ensuring that Staged Intervention SMART targets (Stages 1 and 2) and Meeting Pupil Needs documentation for Enhanced Universal pupils are being used effectively to inform planning and support high-quality learning and teaching. Staged Intervention Plans will be moderated both within the school and across the Cluster to ensure that SMART targets are relevant, specific, and appropriately matched to individual pupil needs. The Cluster Staged Intervention Group will support this process.	2026/27 M Fullerton 2026/27 K Hegarty 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		£3000

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	Faculty Engagement visits will place a stronger focus on evaluating how effectively pupil needs are being met, alongside the development of key skills across the curriculum.	2026/27 K Hegarty	combination of mainstream teaching and targeted support interventions.		
Learners will experience a more inclusive, supportive and nurturing school environment where their wellbeing, rights and individual needs are recognised and responded to effectively, enabling them to engage more fully in learning and achieve positive outcomes.	Undertake collaborative self-evaluation activities using HGIOS4 QI 3.1 and relevant safeguarding quality improvement frameworks. Share and compare current safeguarding processes, wellbeing systems and approaches to using PASS data to support learners. Conduct reciprocal school visits focusing on safeguarding practice, learner support systems and the use of wellbeing and PASS data to inform interventions. Evaluate the impact of wellbeing tracking systems, including how concerns, interventions and outcomes are recorded and monitored.	2026/27 K Hegarty	Evidence from safeguarding quality improvement tools demonstrates improvement in safeguarding practice. Self-evaluation against HGIOS4 QI 3.1 shows improvement in key themes relating to wellbeing, inclusion and safeguarding. PASS assessments show improvement in targeted indicators for identified learners between baseline and follow-up assessments.		
Learners will benefit from high-quality learning and teaching informed by current educational research, national guidance and best practice. Through ongoing professional learning, staff will continue to develop their knowledge, skills and confidence, leading to more engaging learning experiences, improved support	Deliver a planned programme of professional learning focused on high-quality learning and teaching, including effective pedagogy, differentiation, assessment, metacognition and learner engagement. Monitor the impact of professional learning through self-evaluation, classroom practice, learner feedback and attainment data.	2026/27 J Torbit	Staff evaluations will demonstrate increased confidence and understanding of high-quality learning and teaching approaches. Learning visits, classroom observations and quality assurance activities will evidence increased consistency in high-quality learning and teaching approaches across the school.		£5000

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and challenge, and better outcomes for all learners.	Faculty self-evaluation activities will demonstrate that professional learning is influencing planning, learning, teaching and assessment practices.	2026/27 Faculty Leaders	Increased learner participation and engagement will be evident during learning visits and classroom observations.		
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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:	£2852	Total Allocation:	£160,475	Total:	£163,327

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Financial barriers can limit participation in extracurricular activities and wider achievement.	Increased participation, confidence, engagement and attainment.	Fund after-school clubs including Duke of Edinburgh, football and volleyball, BSL.	Aug 2026–Jun 2027. Lead: DHT/Wider Achievement Coordinator.	£13937 Staffing, transport, equipment and participation costs.	Participation rates, attendance and wider achievement awards.	Review participation and links to engagement and attainment.
Reduced access to enriching activities and food during holidays can widen attainment gaps.	Improved wellbeing, engagement and readiness to learn.	Provide holiday clubs with structured activities and lunches.	Throughout holiday periods 2026–2027. Lead: DHT/Coordinator.	£6000 Staffing, food, transport and activity resources.	Participation, wellbeing and attendance data.	Evaluate engagement and school readiness following holidays.
Learners may face challenges relating to wellbeing, safety and risk-taking behaviours.	Improved wellbeing and positive decision-making.	Campus Police Officer inputs on wellbeing, keeping safe and positive choices.	Aug 2026–Jun 2027. Lead: DHT Wellbeing.	£13944 Contribution to Campus Police Officer provision.	Wellbeing surveys, attendance and behaviour data.	Review impact on wellbeing, engagement and school climate.
Limited access to resources and food can create barriers to learning.	Improved participation, readiness to learn and attainment.	Provide books, stationery, breakfast snacks and food support.	Aug 2026–Jun 2027. Lead: HT/Pupil Support Team.	£10000 Books, stationery, breakfast items and food supplies.	Resource uptake, attendance, wellbeing and attainment data.	Monitor reduction in barriers and impact on learner outcomes.