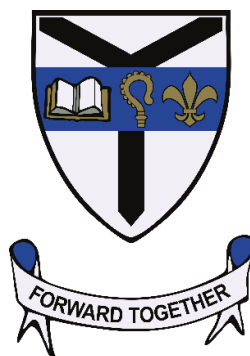




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Kilwinning Academy
Improvement Plan
2026-2027



Vision, Values and Aims

School Vision

Kilwinning Academy strives to be an ambitious, successful school, based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrated.

School Values

Young people and staff worked together to identify the Values that would be used in everyday school life.

Our school values are:

- Ambition
- Belonging
- Dedication
- Inspiration
- Respect
- Responsibility



Our Overall Aim

To ensure all young people develop the skills, gain a wide range of experiences and qualifications to allow them to be successful in life, work or further learning. The school works in partnership with stakeholders to ensure our young people become successful learners, confident individuals, responsible citizens, and effective contributors to the school, community and society.

We believe that our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility should be evident in all aspects of life, both within the school and wider community. We ask that staff and pupils have high expectations and work in partnership to achieve the very best outcomes for our young people.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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.

PRIORITY 1

Improving learning outcomes for all

THEMES:

- Learning and pedagogy
- Curriculum and skills
- Raising attainment, adding value and reducing gaps

PRIORITY 2

Supporting needs, wellbeing, equality and inclusion

THEMES:

- Supporting all learners' needs
- Attendance
- Relationships and behaviour
- Health and wellbeing
- Rights, engagement and participation

PRIORITY 3

Building a self-improving service

THEMES:

- Approaches to quality improvement
- Leadership at all levels
- Professional learning, reflection and support

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

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

To improve attainment levels for all young people whilst recognising their achievements and helping them develop skills for life after school.
Increased high quality learning and teaching for our young people through a focused use of STAR approach and varied CLPL programme.

<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 3. Improvement in skills and sustained, positive school-leaver destinations	4. Curriculum and assessment Choose an item. Choose an item.	3.2 Raising attainment and achievement 2.2 Curriculum 2.3 Learning, teaching and assessment	Choose an item. Choose an item. Choose an item.

Rationale for Change

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

Percentage of all leavers achieving 1@6 and 5@6 below virtual comparator.

Leavers achieving level 5 Numeracy and Literacy combined and individually below virtual comparator.

Build on BGE tracker introduced in 25/26 to ensure that appropriate groups are targeted, and progression is taking place over time.

Improvements are required at Faculty level to ensure that meta-skills are being fully embedded.

Teaching Sprints, implemented for the first time in session 2025-26, highlighted that purpose of learning needs to be embedded across all subject areas.

CLPL predominantly focused on in person events, but staff identified a wider range of approaches would be beneficial.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 1: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Support will be provided for all pupils with a focus on improving attainment	Updated Intervention Policy with a focus on improving parental communication and impact.	September 26 T Mair C Shaw G Wallace	Policy updated Feedback from parents Feedback from staff Feedback from House teams Comparison of interventions Comparison of withdrawals v 2526		
	Regular summary of BGE and SP tracking data shared with ELT and specific roles given ensuring targeted groups are supported. Improve staff knowledge of NAC Learner Pathways to 3 rd and 4 th level to ensure appropriate progression and target setting in BGE.	Ongoing C Shaw G Wallace B Kealey	Targets reviewed at key stages throughout the year – SP WG and TG, and P&A. Insight compared to previous years Key groups progress monitored and supported – LAC, SIMD 2, S4 concerns, ASN, winter leavers, etc Attainment meetings in school calendar		

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School/EYC Improvement Plan 2026-27

			Accuracy of Leavers Data All pupils leave with 5+ NQ's N5 pathway pupils identified in S2 S3 and S4 'at risk' pupils identified. Senior Winter leavers identified in August Comparison of number of pupils completing S4, S5 and S6 – want to increase numbers. Comparison of pupils being presented for full qualifications Tracking period v tracking period/ year by year comparison of progress using BGE tracker Learner conversation log		
	Mentor programmes to support 'middle' pupils to reach their potential in SP. Improved study supports for pupils. Improved support for S5 Winter Leavers.	March 27 C Shaw A Barlow	Comparison of Columba 1400 data from previous years Completion of pupils in UWS Achieving Higher programme. Comparison of Achieve user visits. Comparison of NQ's achieved for pupils leaving in winter of S5. Attendance at S4 Study/ Pathways event		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

			Study lessons provided including the use of AI		
Pupils will improve their numeracy and literacy skills	Three-year whole school Numeracy and Literacy plan to be implemented. Participation in the PLA Building Thinking Classrooms (Mathematics) pilot.	Ongoing C Shaw C Robertson R Dunning	Targets reviewed at key stages regarding Numeracy and Literacy – ACEL, and P&A. Whole school Tracker used to record and monitor National 3/4/5 Literacy and Numeracy (including ESOL) Assessment/ moderation standards agreed and discussed termly with cluster		
Pupils starting to experience more consistent literacy and numeracy pedagogy across our cluster	FH Lit and Num to plan moderation activities with Cluster HTs June 2026 – focus on observation of learning and teaching at an agree level across primary and secondary. Sept 26 Meeting 1 Feb 27 Meeting 2	September 26 – Ongoing C Robertson R Dunning J Milne C Shaw	Observation data from primary and secondary classes Pupil voice from Lit/Num classes can start to articulate similarity in pedagogical approach		
Pupils will have access to a wider and more coherent curriculum	Updated Options process with full implementation of 'free choice' and increased SP options	December 26 C Shaw	New courses/ classes offered in SP Comparison of % pupils able to select preferred subjects Comparison of % pupils able to achieve 5@6 in S5		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

			Tracker used to improve S6 leavers with 5@6		
			% pupils carrying forward their best 5 subjects from S4 to S5		
			Termly DYW bulletin		
Pupils will improve their knowledge of skills and careers through increased exposure to Wider Achievement, Employment, and Meta-Skills development opportunities	Pupils will have access to various experiences through whole school and targeted events, groups, and interventions.	Ongoing C Shaw C Bain	DYW KPI's		
			Attendance at events		
			Comparison of pupils involved in initiatives to 25/26 e.g. Level 4 Cycle Maintenance passes, Career's Fayre attendance, work experience numbers, etc		
			Classroom observations		
			MyWow/ Careers/ Options lessons delivered		
			College applicant guide created		
			SDS drop in numbers, classes visited to support with MyWOW, and number of assemblies attended		
	Meta-skills to be developed across all subject areas in BGE	March 27 C Shaw G Keenan	Lessons added to PSHE curriculum		
			Career specific lessons added to all BGE subject's curriculum		
			Attendance at IDL events		

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School/EYC Improvement Plan 2026-27

			Evaluation wheels completed by pupils Participation Portal Data		
	Increase offering of Wider Achievement Qualifications and track effectively to ensure accurate presentations	April 27 C Shaw G Aitken	% passes of Scottish Studies New level 6 multi subject classes added to columns in Senior Phase % passes of S3 skills classes compared to 25/26 Alternative curriculum activities provided e.g. N5 Customer Services with Ayrshire College More pupils presented for additional SCQF/ QS qualifications to gain credit for work already doing e.g. Level 4 Work Experience, Level 6 Leadership, etc		
Improved recognition of achievements, improvements and effort	Whole school and faculty initiatives to be planned to celebrate success	Ongoing C Shaw ELT	Working group created MyWow Data Participation Portal Data – Achievement certificates Positive Texts Values Certificates Pupil Newsletter Social Media – Instagram		

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School/EYC Improvement Plan 2026-27

			Celebration Events e.g. KAR, Christmas Party, Values Week, etc Number of badges distributed Senior trip after prelims, and BGE reward trip in Winter and Summer Wider achievement certificates Gold/ Silver/ Bronze awards for academic achievement and effort		
Young people to receive the support they require for assessments with the introduction of Exam.Net. Implementation of software to ensure secure, standardised digital environment for prelims and QS exams. Pupils have opportunities for increased independence with assessment arrangements.	Identified staff to attend 'train the trainer' online event organised by NAC in September. November Inservice time will be allocated for whole staff CLPL input. School attendance at Exam.Net authority network meeting to share in good practice across authority. (TBC on calendar) Exam.Net will be trialled in all relevant S3 subject areas by June 2027 for low stakes assessment. Identified pupils requiring a reader will be trained on Exam.Net in preparation for	August – November 2027 M Griffin K McEwan T Mair / K McEwan Date TBC November 2026 - June 2027 October 2027 – June 2027 M Griffin	Compare assessment arrangements from previous year – reduction in required rooms and PSA support Pupil feedback Faculty minutes/link minutes to reflect progress made with embedding Exam.Net into practice.		

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School/EYC Improvement Plan 2026-27

	prelims in January 2026 and final exams in May 2027.				
Pupils will experience increased consistency high quality learning and teaching. Teaching Sprint focus will be narrowed to 3 key areas to increase staff confidence and provide a more consistent pupil experience.	Teaching Sprints will have a narrower focus that reflects school priorities within learning & teaching – purpose of learning, promoting positive relationships & adaptive teaching. Staff will continue to work in pairs/small groups within departments. This will be completed in 4 - 6 week cycles and consist of 3 phases of prepare, sprint, review. Collegiate meetings and department/faculty meeting time will be allocated for prepare and review stages. G Keenan to attend one faculty meeting pre and post Christmas for 'learning & teaching check in.	G Keenan T Mair TBC on calendar	Staff confidence survey in August 2026 to provide baseline data. Review of staff confidence with final confidence survey in May 2027. G Keenan to share data with Faculty Heads. Faculty minutes/link minutes to reflect Teaching Sprint discussion (Check-in protocol). Individual evaluation for each Teaching Sprint will be completed within department/faculty meetings and key messages shared at ELT. Pupil focus group (Dec 2026 & May 2027).		
Pupils will experience increased consistency in learning and teaching, all staff will implement the agreed STAR (Starter–Think–Activity–Review) lesson model, ensuring a coherent structure to	STAR approach refresher CLPL input August 2026 Inservice. Including lesson inserts and links to teaching activities.	G Keenan T Mair	BGE Pupil survey (Nov 26) FH Senior Phase observations (Nov 26) and high-level messages shared with link DHT.		

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Lessons that supports clarity, engagement and progress.	Professional Learning newsletter will have STAR approach as standing item throughout session. G Keenan to attend one faculty meeting pre and post Christmas for 'learning & teaching check in.		SLT BGE observations (Jan/Feb 2027) Senior Phase Pupil survey (Oct 26)		
Within one area of the BGE staff will continue to engage with the moderation cycle to improve confidence of accurately assigning progress levels for pupils.	Trio with Greenwood and Irvine Royal Academy to focus on themes 3 & 4 of learning, teaching and assessment. Each faculty will undertake a self-evaluation on the themes prior to trio visit Jan/Feb 2027. Moderation partnership with IRA to be continued. The afternoon of the November and February In-service days to be given to Faculties pairing up with their partner Faculty at IRA.	Sept 2026 – June 2027	Faculty RAG document completed – December 2026 & June 2027 Trio visit to include pupil and staff focus groups.		
Learners will have a clearer understanding of their progress, next steps and targets.	Consistent whole school approach to BGE learner conversations at key stages of the year	Aug 2026-2027 T Mair C Shaw	Pupil surveys/ focus groups – increased understanding of progress % of pupils with completed learner conversations in log compared to 25/26		

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

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

We aim to develop more responsive relationships between the school and our families by developing communication systems and more inclusive structures for engaging with families, so parents are better supported to achieve their aspirations for their young people, and this can positively impact pupils' engagement and ensure positive destinations.

We aim to improve our approach to inclusion, wellbeing and attendance by fostering a more consistent and data-informed approach to inclusive pedagogy, intervention planning and relational approaches across our school. We aim to implement a robust attendance strategy that will employ universal approaches for large cohorts of pupils across to more targeted and intensive supports for those with increasing challenge to attending school. We will implement the foundations of new authority as an approach to positive relationships and behaviour through staff professional learning, alongside the refinement of Inclusion Department pathways to provide intensive, time-limited support that keeps pupils engaged in mainstream learning. We will establish a whole-school wellbeing measurement framework and strategic calendar to ensure that our interventions and PSE programmes are responsive to the needs of our young people and their families

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
2. Closing the attainment gap between the most and least disadvantaged children and young people 1. Improvement in attainment, particularly literacy and numeracy	3. Parent/carer involvement and engagement 1. School & ELC leadership Choose an item.	1.3 Leadership of change 3.2 Raising attainment and achievement 2.7 Partnerships	Choose an item. Choose an item. Choose an item.

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School/EYC Improvement Plan 2026-27

Rationale for Change

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

Parental engagement has declined post-covid, particularly for SIMD 1 and 2 families. Communication approaches appear to be overly formal and one directional, leading to reduced engagement, impacting attainment and attendance. Current structures exclude some families, particularly those experiencing disadvantage. Stronger relational and inclusive approaches are required.

Improvements are required in staff capacity to embed evidence-informed parental engagement practice through distributed leadership.

Our analysis of a four-year data trend reveals that S2 consistently has the second-highest absence percentage, which directly contributes to S3 becoming the year group with the highest absence rate. Average attendance absence over the last 4 years at whole school level sits at 13.27%.

We need to establish more rigour in SEEMIS coding across the school to understand an accurate picture of attendance statistics. There is disparity between the overall % attendance of our pupils and their period-by-period attendance to class.

Our wellbeing measurement is planned in the SSR but does not extend to a whole school approach. We need to create a joint approach in intervention evaluation and wellbeing measurement that will help identify which targeted approaches have the most impact in improving pupil wellbeing.

Our behaviour data demonstrated that we need more breadth in provision throughout our staged intervention model. Class teachers are requesting more professional learning in universal approaches and our data in the BGE shows that our intensive support planning needs to broaden in provision for those not able to attend class.

Our attendance monitoring takes place monthly, however this process in conjunction with application of current communication to parents, is not tackling attendance concerns in a timely manner for persistent non-attenders.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

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>
Pupil engagement and attendance will improve because of an inclusive approach to communication and engagement that is responsive to family's needs,	To Build capacity in school staff by engaging with relevant literature and reflecting on current practices to identify gaps that exist. We will look at how we create a strong, systematic vision for improvement through seeking the views of our families on how we address this.	June 2026-Dec 2026 T Mair and Parental engagement working group members	Survey completed with members of working group in Term 1 to measure confidence levels of staff. Minutes of WG meeting to show discussions and agreed actions. Completion of Goodall's framework document to note gaps that exist.		
	To engage with the wider school community to develop a coherent strategy for school-family communication and inclusive approaches to addressing critical issues related to pupil engagement and progress that is responsive to families	June-2026-Dec 2026 T Mair and Parental engagement working group members	Minutes of meeting with Parent council. Minutes of meetings with identified parent/carers groups. Full school parental survey results Staff focus groups to discuss current methods of communication and interventions and attendance communication.		

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	Draft communication and Engagement strategy to be created including shared expectations around home-school communication	Aug 26-Dec 26 T Mair and Parental engagement working group members	Feedback from ELT staff members on draft Feedback from parents on draft		
	Launch of communication and engagement strategy with school families	Dec 26-June 27 T Mair and Parental engagement working group members	To be launched by Dec 26. Sample survey of parents in June 27 to consider progress ELT discussion around implementation and impact by June 27 Office communications to be measured through central spreadsheet agreed after strategy start.		
	Following on from the completed parental communication and engagement strategy we will formulate a new approach to communication with home regarding attendance issues	Oct 26-June 27 Attendance working group-J Milne, J McClymont and Pastoral staff	Annual parental survey May/June 27 to include evaluation of this approach Repeat focus groups with targeted group of parents from June 26 to compare approach changes.		
	Following on from the completed parental communication and engagement strategy we will formulate a new approach to communication with home	Oct 26-June 27 C Shaw and ELT	Annual parental survey June 27 to include evaluation of this approach Repeat focus groups with targeted group of parents from		

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	regarding Interventions for Senior phase subject areas.		June 26 to compare approach changes. Improved % responses to Interventions. Consider success of Interventions as % of those completed.		
Pupils will experience a wider range of teaching practices to support improved engagement. CLPL in-house provision to be widened and varied in approach to help staff.	CLPL in-house provision refreshed to include a wider range of learning opportunities – in person and self-directed within a termly newsletter. (TBC on calendar) 'Bites & Insights' learning lunches to take place termly. (TBC on calendar) Providing staff across the school to come together and share their professional learning.	Aug 2026-June 2027 G Keenan / T Mair Aug 2026-June 2027 G Keenan	Faculty evaluations of CLPL provision – December 2026 & May 2027 – high level messages discussed at ELT. FH/SLT observations highlight CLPL programme in action. Staff evaluations issued following each in person CLPL. Attendance and newsletter engagement monitored throughout session.		
Attendance to school of identified groups of pupils improves over a specific period.	Implement the use of NA attendance tracker at house meetings. Identify common lens we look at attendance through using filters / reports / categories. A range of universal and targeted interventions will be used across pupils with 80-90% attendance.	J McClymont & J Milne to lead with P Paterson in support PT Pastoral Team PTPAs Intervention list agreed by end of Sept 2026 – J Milne/SLT/PT Past	Schedule review of attendance tracker for October holidays – what does it look like in action, strengths, drawbacks. Termly review use of interventions named within tracker – attendance data pre / post intervention, wellbeing measurement Review of S2 attendance Oct 2026 + Dec 2026 in comparison		

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School/EYC Improvement Plan 2026-27

	Review and agree range of interventions within the tracker including use of NA resources from Ed Pysch team. Data from PASS data gathering strategy to be used in October 2026 to inform interventions with 80-90% groups.	G Wallace (data)	to previous trends. Monthly tracking of attendance. Attendance based pupil focus groups to be help termly – mixed + targeted pupils.		
Young people will be supported by a range of staff and regularly attend school.	Use of PT Pastoral Assistant to support with period-by-period attendance mentoring where appropriate to identified pupils	PT Past & PTPAs	Case study of pupils who have been assigned to A Barlow end of September 2026 by Arran House Team. Analysis of period-by-period attendance of pupils in case study. Pupil voice activity from those mentored by A Barlow Pending impact assessment, share approach with other house teams Aug 2026		
Young people and their families have an awareness of their attendance data which is based on consistent and robust data / coding. Young people and families understand their role in improving attendance to school	Attendance working group to plan attendance strategy – parent communication (to link with parent engagement project) Vulnerable Pupils safe arrivals process – aim to complete for September 2026	J McClymont / J Milne J Milne / P Paterson	Attendance strategy to be shared with parents – when to call in illness by a defined time. Parent engagement in attendance procedures. Vulnerable pupil safe arrivals procedure can evidence early notification to parents.		

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	Review frequency of attendance data review – currently monthly Evaluation of consistency in coding application – which codes are used by who for what scenarios. Use of SEEMIS BI to run termly reports on coding used across identified groups of pupils.	SLT/PT Past SLT/J Milne /EBAs/AIW/PT Past + help from E James	Coding is more consistent across absence types in young people. Measured by regular reports of absence codes from SEEMIS BI to review range of codes used. Part Time Timetables are clearly highlighted on S1-S6 info to ensure House Teams have overview of when coding starts / finishes and level of periods in / out class. SEEMIS BI coding reports used to evaluate appropriate coding to pupil context.		
Pupils experience relational and consistent approaches to positive relationships and behaviour through consistent use of new authority approaches.	New Authority CLPL plan across collegiate and IS Day timings. CLPL planning to link with strategic lead LT if / where appropriate – potentially support purpose of learning focus. Use of scripts to support consistency in delivery, rationale and actions with staff. Cluster approach. Promotion of Inclusion Approach across all staff – evaluation of roles and responsibilities in action.	J Milne, L Black, H Hutchison throughout the year G Keenan plus above team J Milne J Milne	Staff confidence surveys pre – mid – post professional learning on new authority approaches. Staff focus group in December 2026 to gauge further insight into staff confidence and implementation of professional learning in the classroom. Review of period-by-period support data + referral data – monthly to be shared with ELT/SLT/ House Teams. Data to be used to identify trends and need for early intervention using targeted / intensive supports where required.		

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School/EYC Improvement Plan 2026-27

	Supporting class teachers to use universal approaches with all pupils - support by professional learning in NA. Supporting middle leaders in targeted approaches – pupils able to remain within faculty area. Evaluate how teaching staff use S1-S6 information to plan targeted interventions, including identifying and applying appropriate strategies to meet learners' needs.	J Milne, PT Learning Support Review – Sept 26 Redesign – Oct 26 onwards	Pupil voice activity on PRB policy – experience in class. November 2026 & March 2027 Observation data from LT observations – PRB policy + Inclusion policy - universal approaches used by class teachers Data from Inclusion Panel Review meetings – which interventions show signs of impact and what can we learn from this? Use of wellbeing measurement pre / post Inclusion Panel Review of OSG referrals termly		
Pupils who receive time limited intensive supports from Inclusion Department through Inclusion Panel referrals or SSR Support pathways can consistently maintain/ improve their attendance to mainstream classes – implementation of Inclusion Panel	Regular review of Inclusion Department support to pupils across Levels 3 > 1. Time in / out of class over weekly / fortnightly / monthly basis. Inclusion Panel meets as scheduled to assign / review interventions. Strategic plan for measuring wellbeing to be agreed specific to pupils within Inclusion	J Milne L Black Inclusion Panel	Attendance to class data from Inclusion department Referral data on level 3 pupils where appropriate – evaluated through monthly referral reports to ELT Parent intervention data from LB through school phone. Attainment data – progress through CfE levels for pupils receiving level 1 – 3 SSR supports.		

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	Department – level 1-3 SSR pupils		Wellbeing measurement through chosen scale for pupils SSR Level 1-3 + Inclusion Panel supports. Schedule		
Pupils have an increased awareness of wellbeing indicators and are given interventions that respond to data from wellbeing assessments	Whole school approach to wellbeing measurement to be agreed – instrument of measurement to be researched Data from wellbeing measurement to be used in inform individual / class / cohort PSE program + whole school learning and teaching planning.	J Milne + G Aitken PTPA could help with lead	Pre and post intervention wellbeing measurement shows impact of Inclusion dept supports Start and end of year wellbeing measurement for cohorts shows impact of whole school wellbeing supports. Pupil voice in survey / focus groups shares impact of wellbeing interventions		
Pupils have a clearer understanding of the school's expectations and aspirations, and have an increased sense of belonging, inclusion and school identity.	Working in partnership with pupils, staff and parents/carers to review and refresh its vision, values and aims, ensuring that stakeholder voice is central to shaping a shared direction for implementation in 2027-28.	Oct 26 – May 27 C Milligan	Surveys and focus groups for pupils, staff and parents/carers will show change in understanding of and engagement with school values. An increased proportion of pupils will be able to articulate the school's vision, values and aims and explain how they influence their learning and behaviour.		

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School/EYC Improvement Plan 2026-27

			Pupil survey on understanding of vision, values and aims. Staff survey on confidence in promoting vision and values. Parent/carer survey. Attendance data. Behaviour and exclusion data. Participation in leadership groups and clubs. Wellbeing survey data. Attainment and achievement data.		
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PRIORITY 3: Building a self-improving service

Strategic Objective:

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

To build a sustainable, self-improving school system by expanding high-quality leadership opportunities for teaching staff and learners, strengthening self-evaluation processes, and embedding targeted CLPL to enable continuous improvement in learning, teaching, and outcomes for all.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills and sustained, positive school-leaver destinations	1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.2 Leadership of Learning	1.3 Leadership of continuous improvement Choose an item. Choose an item.

NORTH AYRSHIRE COUNCIL: EDUCATION SERVICE

School/EYC Improvement Plan 2026-27

Rationale for Change

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

To achieve sustained improvement and better outcomes for all learners, the school must continue to strengthen its capacity as a self-improving system. Current evaluation activity shows variability in the consistency and impact of self-evaluation processes across departments/stages, with a need for more robust use of evidence to inform improvement.

While there are examples of effective practice, leadership opportunities for teaching staff are not yet sufficiently distributed or systematically developed. We would like to fully harness the expertise of staff and to build long-term leadership capacity. In addition, professional learning is not always consistently aligned to improvement priorities or focused on developing leadership skills and enquiry-based approaches.

Pupil voice is valued; however, opportunities for meaningful pupil leadership in shaping school improvement are not yet fully embedded or influential across all areas. Improvements are required in whole school self-evaluation procedures to ensure that appropriate information is being gathered to review current progress and make informed choices based on next steps.

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>
Whole school self-evaluation procedures to be strengthened leading to enhanced use of evidence to form future planning and improved pupil outcomes.	Self-evaluation calendar and plans to be updated ensuring a more consistent and rigorous whole school approach	August 26 – April 27 C Milligan K MacRae C Shaw G Wallace	June 2026 Faculty SE data gathered and used to help form plans Information saved in data sharing area from all faculties		

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			Regular HT/ Link DHT reviews of faculty/ priority self-evaluation		
			Monthly reminders sent to all staff		
			Views gathered from staff, pupils, families and partners		
Expand leadership opportunities for staff, building capacity for practitioner-led change and supporting other staff to more effectively meet the needs of our learners.	PT Pastoral assistants' role to be created including role profile. Post holders will support the pastoral work of each allocated House group and at the same time gain experience around the role of PT Pastoral.	June 26-June 27 J Milne and PT Pastorals	Pupil focus groups to consider impact of the role Staff focus groups PT Pastoral and PT Pastoral assistants. Attendance data changes for identified young people.		
	Strategic leads for Learning and teaching and supporting relationships and behaviour.	June 26-June 27 T Mair and J Milne	Survey data post CLPL delivered Reduction in referrals Reduction in children attending reset space. Classroom observations to show greater consistency across faculties.		
	Data support and S6 liaison	June 26-June 27 C Shaw G Wallace B Kealey N Scobie	Almost all pupils in S6 Study Column pupils will achieve additional level 6 awards S6 attendance (target is 85%+) BGE data to be compared to 25/26 to show improved use of NAC Learner Pathways v National Progression		

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Enhance and align CLPL to support leadership development, and high-quality learning and teaching experiences for our pupils	New Authority professional learning to be planned in conjunction with Strategic Lead Learning and Teaching. See Priority 2.	June 26-ongoing J Milne, L Black, H Hutchison & G Keenan / T Mair	Staff confidence surveys in universal approaches		
Develop pupil leadership so that learners play an active and meaningful role in driving improvement	Minimum of 2 S6 Study Columns to include level 6 Leadership qualification Pupil Friendly SIP to be discussed and reviewed by Pupil Councils	August 26-June 27 N Scobie G Keenan	Number of pupils achieving level 6 Leadership Termly pupil council meetings		
Staff will demonstrate increased knowledge, confidence and engagement in the Curriculum Improvement Cycle, leading to a more responsive, coherent and learner-centred curriculum in preparation for implementation in 2028.	Strengthening staff knowledge, understanding and active participation in the Curriculum Improvement Cycle.	Ongoing C Milligan C Shaw	Monthly updates Inservice day plans ELT Engagement with national guidance, professional learning and improvement activities provided by NAC, Education Scotland and Qualifications Scotland.		

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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:		T. Mair (Acting HT)/ C.Milligan (HT)		
Carry forward:	£18,184	Total Allocation:	£108,000	Total: £126,184

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?
Targeted support of young people requiring interventions for issues related to for example trauma, family-related difficulties, behaviour-related difficulties.	Guidance, support, education and mentoring will be provided for all young people	Campus Police Officer	Throughout 2026-27	£13,944	Provide trauma-informed support, early intervention, and referrals to appropriate services, helping pupils feel safer and more able to focus on learning. De-escalate situations, support restorative practices, and reduce the need for exclusion. A positive, consistent adult presence, offering guidance, mentoring, and support in decision-making. Through workshops and informal conversations, the officer can educate pupils on legal literacy, rights, and responsibilities, empowering informed choices.	

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Targeted support of individuals across the school to support inclusion within mainstream classes and for those at risk of not achieving full potential.	Improved wellbeing measures, attendance and outcomes.	PT Inclusion(1.0 FTE) will coordinate and track targeted interventions for learners within our SSR and KAI provisions. She will line manage and co-ordinate the support through a referral system and will work closely with the support department. We hope to be able to support more young people in a targeted way to ensure best possible outcomes and better attendance in mainstream education.	1st April 2026 – 31 st March 2027	£89,080.08 Promoted element and class teacher backfill	Intervention data collated thoroughly including wellbeing data as a starting point. Improved outcomes following interventions (attendance, referrals, late coming, referrals to Outreach, attainment) The targeted support provision will continue to increase engagement, attendance and attainment in young people most at risk of high levels of absence and lack of attainment.	
Improved Literacy and Numeracy levels from all learners before the end of S3.	Learners will have increased access to IT software to improve engagement and attainment.	We plan to purchase software subscriptions to use for literacy and numeracy activities.	1st April 2026 – 31 st March 2027	£1692.00	Learners will have improved attainment literacy and numeracy shown by capturing of ACEL and other literacy and numeracy data. Learner feedback on resources Levels of pupils achieving L3/ Lit and Num by end of S3.	
Consistency in staffing in science	Learners will have increased support and consistency of teaching	Teacher of science/Physics-(0.1 FTE.)	1 st April 2026-31 ST October 2026.	£4423.70	Learners will have approved attainment in science.	

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	within the science faculty.				Learner feedback on science curriculum.	
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