



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

St Matthew's Academy

Improvement Plan

2024-2025



Vision, Values and Aims

Our Vision, Values and Aims

In Saint Matthew's Academy we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Vision

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

Values

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- *to promote Gospel values of love, understanding and respect through all our activities and at all times;*
- *to develop all members of our community spiritually, morally, intellectually, socially and physically;*
- *to provide the highest possible standards of learning and teaching;*
- *to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;*
- *to nurture in our young people creativity and aesthetic appreciation;*
- *to provide a safe, stimulating and welcoming environment;*
- *to work in close partnership with parents, the Church and the wider community; and*
- *to provide opportunities for the personal and professional development of staff.*

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



PRIORITY 1

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

Service Priorities

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

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

HGISO & HGISO ELC

Language specific to HIGIOELC is in green

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

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

NIF Drivers of Improvement

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

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

Rationale for Change

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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Learning and Teaching Strategy (Learning Logs, higher order questions and feedback) We know and can demonstrate that learners receive high-quality feedback and have an accurate understanding of their progress in learning and know what they need to do to improve.</p> <p>We know and can demonstrate a range of strategies to support children and young people to take responsibility for their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others.</p> <p>We know and can demonstrate effective use of skilled questioning and engagement to enable curiosity, independence and confidence and to regularly enable higher order thinking skills.</p>	<p>We will continue to work towards our excellent L&T strategy through a focus on higher order questioning and feedback.</p> <p>We will continue to embed the use of Learning Logs across the whole school.</p> <p>Development of learning walk checklist by L&T committee.</p> <p>Undertake learning and teaching walks across all curricular areas.</p> <p>Engagement of all staff in professional reading.</p>	<p>2024-2025</p> <p>SMT</p> <p>CLs</p> <p>PT Learning & Teaching</p> <p>Learning and Teaching committee</p> <p>All staff</p>	<p>Professional trio feedback</p> <p>External NAC School Trios</p> <p>Learning Walks feedback</p> <p>CLPL</p> <p>In-service Day</p> <p>Sampling Learning Logs</p> <p>Pupil Voice</p> <p>Staff Feedback</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

<p>L & N Strategy</p> <p>We know and can demonstrate attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>Continue to improve literacy and numeracy attainment.</p> <p>Targeted groups across Maths and English.</p> <p>Continued use of small groups in pupil support and the SSR.</p> <p>Continue to offer, and explore further, a range of pathways to meet the needs of all learners and improve high quality outcomes for all learners.</p> <p>Development of a Dyscalculia strategy through the committee.</p> <p>Continued development of digital literacy.</p> <p>Working towards Reading Schools accreditation.</p>	<p>2024 – 2025</p> <p>SMT</p> <p>FH Maths and English</p> <p>Dyscalculia committee</p> <p>Digital champions</p> <p>Reading Schools Working Group</p> <p>All Staff</p>	<p>SNSA Data.</p> <p>ACEL data.</p> <p>BGE Attainment Analysis.</p> <p>Senior Phase tracking data analysis.</p> <p>Comparison of Literacy and Numeracy against VC.</p> <p>Ongoing whole school evaluation of QI 3.2.</p> <p>Evidence gathering for Reading Schools accreditation.</p>		
<p>BGE moderation</p> <p>We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>We will evaluate and develop our BGE resources/courses/assessment to improve attainment in the BGE.</p> <p>Review examples of best practice locally and nationally.</p>	<p>2024 - 2025</p> <p>SMT</p> <p>CLs</p> <p>All Staff</p>	<p>Faculty BGE assessment data</p> <p>Pupil Voice</p> <p>DM minutes</p> <p>BGE audit responses</p>		

PRIORITY 2

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

Service Priorities

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

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

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NIF Drivers of Improvement

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4. Curriculum & Assessment
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- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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- 4.2 Staff recruitment
- 4.3 Staff deployment

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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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>
<p>Activity Tracker We know and can demonstrate that children and young people are applying and increasing their achievements through active participation in their school and local community.</p> <p>We know and can demonstrate that Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.</p>	<p>We will continue to develop the Activity Tracker and embed its use across the school to support targeted interventions.</p> <p>Members of the school community will make use of the Activity Tracker to promote equity and support inclusion.</p>	<p>2024-2025</p> <p>SMT</p> <p>FHs</p> <p>Skills Framework Committee</p> <p>All Staff</p>	<p>Whole school engagement with the use of the Activity Tracker.</p> <p>Participation levels.</p> <p>Activity analysis by key group e.g. SIMD.</p> <p>Targeted interventions.</p> <p>Pupil Voice.</p>		
<p>The Promise Award We know and can demonstrate that there is a strong ethos across the school to minimise the impact of potential barriers to learning for care experienced young people.</p> <p>We know and can demonstrate that all stakeholders promote a climate where children and young people feel safe and secure.</p>	<p>We will raise awareness of 'The Promise' that all care experienced children and young people will grow up loved, safe and respected.</p>	<p>2024-2025</p> <p>SMT</p> <p>All Staff</p> <p>MCR Pathways</p>	<p>Whole school staff engagement in The Promise Award.</p> <p>Robust tracking of care experienced pupil outcomes e.g. attendance, attainment, exclusion.</p>		

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School/EYC Improvement Plan 2024-25

<p>Post Exclusion Policy/Exclusion Review We know and can demonstrate that effective partnership approaches are embedded within planned programmes and support processes.</p> <p>We know and can demonstrate that exclusion rates are low and inclusion is successful for all.</p> <p>We know and can demonstrate that staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p>	<p>We will continue to develop staff understanding of exclusion decision making process and data</p> <p>We will use this to inform our Post Exclusion Policy.</p> <p>We will continue to engage with all relevant stakeholders.</p>	<p>2024-2025</p> <p>SMT</p> <p>CL's</p> <p>Pastoral Staff</p>	<p>Development and implementation of the policy.</p> <p>Increased staff knowledge and engagement with exclusion data.</p>		
<p>Financial Education Our curriculum has a strong focus on developing the financial skills our young people need in the changing world.</p>	<p>Development of financial education committee.</p> <p>Audit of financial education delivery across the school curriculum.</p> <p>Identify next steps to work towards applying to be a centre of excellence in financial education.</p>	<p>2024 – 2025</p> <p>Financial education committee</p> <p>Departments</p> <p>All staff</p>	<p>Financial education audit responses.</p> <p>Acceptance onto the waiting list to be a centre of excellence in financial education.</p>		

PRIORITY 3

Strategic Objective:

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

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Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
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4. Improvement in children & young people's health & wellbeing
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- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (*practitioners*)
- 1.5 Management of resources to promote equity

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

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

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

NIF Drivers of Improvement

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

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

Rationale for Change

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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

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>
<p>Skills Framework We know and can demonstrate a clear focus on developing skills in a progressive way across the curriculum.</p>	<p>We will review and build upon the skills framework to assist young people in making of connections across their learning to inform pathways through the BGE and beyond.</p> <p>Continued delivery of skills framework to S1 and roll out to S2.</p> <p>Share examples of good practice.</p>	<p>2024-2025</p> <p>SMT</p> <p>FHs</p> <p>Skills Framework Committee</p> <p>All Staff</p>	<p>Shared understanding of our core skills across the school.</p> <p>Pupil voice.</p> <p>DM minutes.</p> <p>Learning Logs.</p> <p>Skills Learning Seminars.</p> <p>Analyse mid-year review data.</p>		
<p>SCQF Gold Award We know and can demonstrate children and young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further and higher education; and the world of work and future careers.</p>	<p>All departments will produce a curricular pathway detailing progression within the SCQF.</p> <p>Progression pathways shared with all stakeholders.</p>	<p>2024-2025</p> <p>SMT</p> <p>Departments</p> <p>All Staff</p> <p>Pupils – SCQF ambassadors</p>	<p>Increased access and understanding of our wide range of pathways.</p> <p>Continue to maintain our high level of positive destinations and attainment.</p> <p>Increased pupil and parent confidence with the SCQF.</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

<p>We know and can demonstrate all stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.</p>	<p>Continuation of SCQF Ambassador Programme.</p>		<p>Achievement of SCQF Gold Award.</p>		
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PRIORITY 4

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

Service Priorities

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

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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

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

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

NIF Drivers of Improvement

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

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

Rationale for Change

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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 4: 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>
<p>Wellbeing Strategy We know and can demonstrate that our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that staff make effective use of staged intervention processes (and the named person service) to ensure children and young people's needs are met.</p> <p>We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners.</p>	<p>We will continue to promote our wellbeing policy and strategy.</p> <p>Review of St Matthew's wellbeing strategy.</p> <p>We will facilitate opportunities for CLPL training which will enhance the wellbeing strategy.</p> <p>Continuation of staff wellbeing committee and Wellbeing Ambassador programme.</p>	<p>2024 – 2025</p> <p>Wellbeing Committee</p> <p>SMT</p> <p>All Staff</p>	<p>Pupil voice.</p> <p>Increased uptake of relevant wellbeing training.</p> <p>Increased Pupil and staff participation in Wellbeing Week.</p> <p>Reintroduction of Wellbeing Survey for whole school.</p> <p>Continued partnership working with pupil voice from: Police Scotland CAMHS CHAP Blood donation service University/College presentations NHS</p>		
<p>Attendance Strategy We know and can demonstrate that unexplained, regular or long-term absence is supported through a range of approaches and strategies in line with NAC attendance policies.</p>	<p>We continue to monitor attendance on a periodic basis.</p> <p>Further implementation of Attendance Mentors.</p>	<p>2024 – 2025</p> <p>SMT</p> <p>PT Guidance</p>	<p>Improved attendance for targeted groups.</p> <p>Increased staff awareness of attendance strategy.</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

<p>We know and can demonstrate staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards including attendance.</p>	<p>Implementation of attendance committee and development of attendance policy.</p> <p>Continue to share attendance data with all staff with a view to identifying early intervention opportunities.</p>	<p>Attendance Mentors</p> <p>Attendance Committee</p>	<p>Implementation of attendance policy.</p> <p>Identification of the early intervention opportunities recorded in departmental minutes.</p>		
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PRIORITY 5

Strategic Objective:

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

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
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5. **Placing human rights & needs of every child & young person at the centre of education**

- 1.1 Self-evaluation for self-improvement
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HGIOSO & HGIOS ELC

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NIF Drivers of Improvement

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6. Performance Information

- 1.11 Nurturing care and support
- 1.12 1.2 Children are safe and protected
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- 1.14 Family engagement
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Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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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.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p><i>Specifically, what will change for our learners?</i></p>	<p><i>How will we achieve this? What do we plan to do?</i></p>	<p><i>What are our timescales? Who will lead?</i></p>	<p><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></p>	<p><i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i></p>	<p><i>Please enter the cost to the nearest £</i></p>
<p>Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school.</p> <p>We know and can demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.</p> <p>We know and can demonstrate well-planned and progressive opportunities for young people to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>We know and can demonstrate young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.</p> <p>We know and can demonstrate that all staff and partners model</p>	<p>By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration.</p> <p>We will ensure our vision and values are clear and visible throughout all interactions.</p> <p>We will work with parents and parishes as they support young people on their faith journey.</p> <p>Review of our daily school prayer.</p>	<p>2024 – 2025</p> <p>SMT</p> <p>All Staff</p> <p>School Chaplain</p>	<p>Pupil voice.</p> <p>Participation in liturgical celebration.</p> <p>Caritas Award participation.</p> <p>Use of Developing in Faith Self Evaluation document.</p> <p>All members of school community can articulate school values.</p> <p>Sustain RRS Gold Award.</p> <p>Improved visibility of Assisi Group.</p>		

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behaviour which promotes and supports the wellbeing of all.					
<p>Family Engagement We know and can demonstrate that creative approaches are used to engage families.</p> <p>We know and can demonstrate that Family Learning is supporting families to minimise the impact of poverty on learning and achievement.</p> <p>We know and can demonstrate that Family Learning is responsive to identified needs.</p> <p>We know and can demonstrate that Family Learning is leading to stronger home-school links which are improving outcomes for learners.</p> <p>We know and can demonstrate that families know that whatever their needs they will be able to access the right support to enable them to reach their full potential as individuals and as a family.</p>	<p>Establishment of a Cost of the School Day committee.</p> <p>Support families alongside the Welfare Rights Officer to access appropriate support.</p> <p>We will deliver increased opportunities for parental engagement through a variety of Family Learning events such as Parents In Partnership, subject taster events, health and wellbeing sessions and curriculum information evenings.</p> <p>We will promote communication with families to increase participation at whole school events including parents' nights.</p> <p>Actively seek feedback from parents on their views of all aspects of the school.</p>	<p>2024 – 2025</p> <p>SMT</p> <p>All staff</p> <p>Cost of the School Day committee</p> <p>Departments</p> <p>Area Inclusion Worker</p>	<p>Pupil voice.</p> <p>Parental feedback.</p> <p>Parent council feedback.</p> <p>Tracking of parental engagement: Participation in learning events. Participation in celebration events. Monitor parental attendance at parents' events.</p> <p>Parental awareness of FSM entitlement, School Clothing Grant and community wardrobe.</p>		
<p>Learner Participation We know and can demonstrate that all staff and pupils are fully involved in improving the life and work of the school.</p>	<p>Establishment of a learner participation committee.</p>	<p>2024 – 2025</p> <p>Learner Participation committee</p>	<p>Pupil voice.</p> <p>Staff awareness of learner participation literature.</p>		

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<p>We know and can demonstrate that the whole school community has a shared understanding of the strengths and improvement needs of the school.</p> <p>We know and can demonstrate that a range of stakeholders take lead roles in aspects of school improvement. This includes children and young people.</p> <p>We know and can demonstrate that pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.</p>	<p>Promoting staff and parent familiarity with existing literature.</p> <p>Creation of pupil focus groups.</p>	<p>SMT</p>	<p>Parent Council minutes.</p> <p>Departmental meeting minutes.</p>		
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