

# Education Service Improvement Plan

2023 to 2026

Includes Action Plan for 2023 to 2024



North Ayrshire Council  
Comhairle Siorrachd Air a Tuath





# Contents

<b>Introduction</b>	<b>2</b>
<b>The National context</b>	<b>4</b>
<b>The Local context</b>	<b>5</b>
<b>Improving as a Service</b>	<b>9</b>
<b>North Ayrshire Council Education Service Improvement Plan 2023 to 2026</b>	<b>10</b>
Core Outcomes for Improvement	12
Priority 1	18
Priority 2	20
Priority 3	22
Priority 4	24
Priority 5	26
Strategic support: Ensuring excellent educational experiences	28

# Introduction



Andrew McClelland  
Head of Service (Education)


**We have no poverty of expectation, opportunity or aspiration for our children, young people and their families. As a result, our over-riding aim is to improve the educational outcomes for all learners, particularly those most disadvantaged learners.**

In almost all aspects of learning there has been a consistent improving trend of achievement across the last decade in North Ayrshire. Throughout, our schools and early learning and childcare settings have had a clear focus on raising attainment and reducing the poverty-related attainment gap, in line with local and national priorities. Nevertheless, the arrival of the coronavirus pandemic in 2020 brought with

it significant challenges for our families and communities. National lockdowns, interrupted learning and significant changes in personal circumstances have impacted on the outcomes achieved by our children and young people.

To mitigate this, we diverted significant resources. We invested in supporting our children and young people and maintaining a determination to make further progress in achievement for all learners. I am pleased to report that we are beginning to see the recovery take effect, with improvements in a range of areas last session.

As part of our ongoing process of self-evaluation, we have scrutinised how well we are doing as a service in supporting recovery and further improvement and we have used this evidence to shape the content of this Education Service Improvement Plan for 2023 to 2026. You will read in the forthcoming pages our priorities for the next three years, which are aligned to North Ayrshire's Council Plan and the National Improvement Framework for Education. This document gives an overview of our priorities for the next three years and also summarises what we will do specifically in session 2023 to 2024, what we aim to improve and how we will measure success.



This plan is ambitious yet achievable for our children and young people. We are confident that outcomes for our learners will continue throughout the life of this three-year plan and beyond. To demonstrate our sustained aspirations for and commitment to the children and young people we serve, we have included stretch aims for improvement over the next three years.

All educational establishments have created their own improvement plans, aligned to the broad priorities and themes within this plan, and tailored to the individual contexts and needs of learners in each school community. These plans are available from individual establishments and are accessible electronically on their websites.

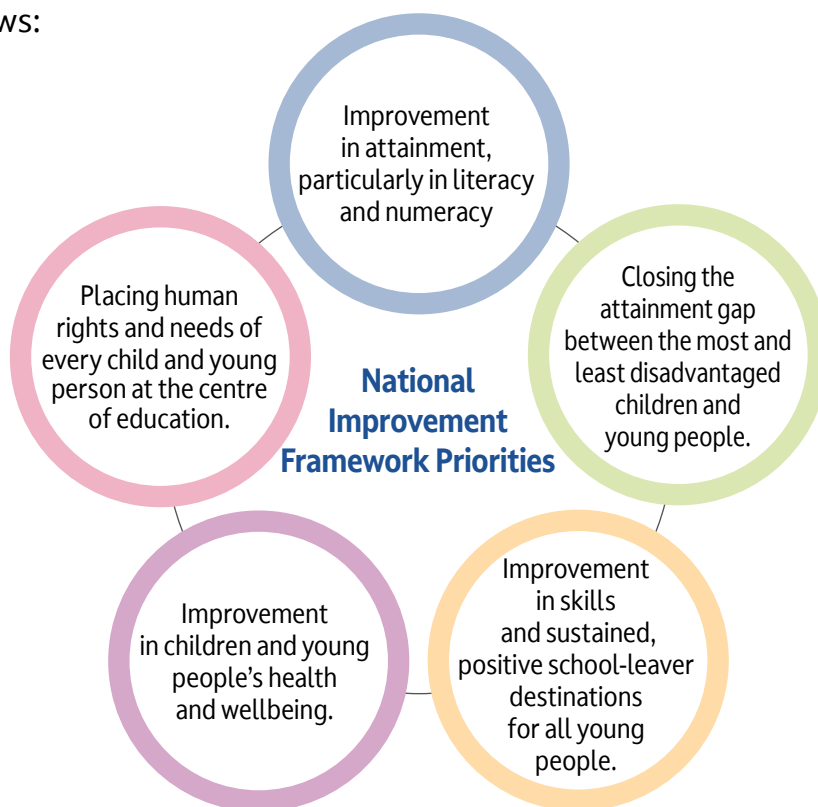
This plan builds on the excellent teamwork across our directorate. It reaffirms our commitment to continuous improvement and to delivering for the children and young people of North Ayrshire.

**We are confident that outcomes for our learners will continue throughout the life of this three-year plan and beyond. To demonstrate our sustained aspirations for and commitment to the children and young people we serve, we have included stretch aims for improvement over the next three years.**



# The National Context

This plan is aligned to the priorities of the [2023 National Improvement Framework](#) (NIF) and is designed to deliver the dual aims of excellence and equity in education for North Ayrshire's children and young people. Our five priorities for the three years from 2023 to 2026 are as follows:



In the creation of this plan, we have built on a robust evaluation of our local context and the progress we have made to date in the improvement of educational outcomes for young people. We have taken account of a range of key national drivers of change which will affect education provision in North Ayrshire, including:

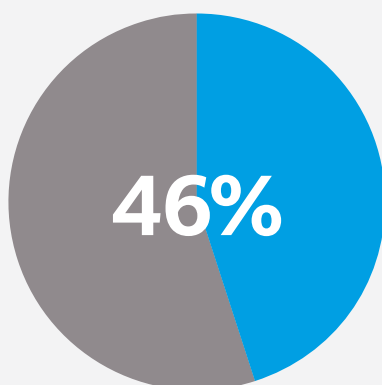
- The current national programme of educational reform
- The ongoing national review of the curriculum
- The ongoing national review of supporting needs
- The priorities and drivers of the National Improvement Framework
- The refreshed Attainment Scotland Fund
- The national Child Poverty Delivery Plan
- The ongoing work to embed the articles of the UNCRC
- The Promise and its associated delivery plan
- Revised Child Protection Guidelines
- The national Mental Health and Wellbeing Strategy



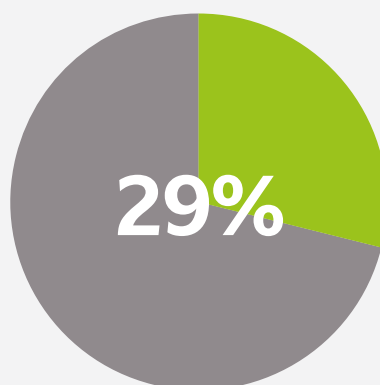


## The Local Context

The Education Service in North Ayrshire Council is responsible for the education of 18,061 pupils across the authority's primary, secondary and additional support needs schools. A further 2,064 children attend early learning and childcare settings in North Ayrshire.



46% of our Children and young people live in postcodes in the most deprived areas of Scotland according to SIMD.



29% of our Children and young people are living in relative poverty, according to UK government statistics.



6,135 of our Children and young people are registered for school footwear and clothing grants.

# Council Priorities

North Ayrshire Council's current priorities are:



To transition to a wellbeing economy, delivering prosperity, wellbeing and resilience for local people.



We will have active, inclusive and resilient communities.



To achieve net-zero by 2030.



A community wealth building council that is efficient and accessible, maximising investment and focusing resources towards our priorities.





The education service is part of North Ayrshire Council's Communities and Education Directorate, which works towards developing a society where everyone, has the same life chances to grow, prosper and have fulfilling and healthy lives. The education service has a central role in removing barriers and supporting delivery of the priority outcome to ensure North Ayrshire's children and young people have the best start in life.

Education in North Ayrshire is delivered through:

48

Primary Schools



Partnership early learning and childcare settings

14

8

Secondary Schools



Pupils

17,691



1

Through School



Teachers

1,434

1

Specialist ASN Campus



387

Early learning and childcare staff



Council-managed early learning and childcare settings

41

Support staff hours

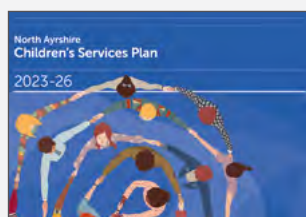
12,700



This plan should be read in the context of these associated local plans:



North Ayrshire Council  
Plan 2019 to 2024



North Ayrshire Children  
Services Plan 2020  
to 2023



North Ayrshire Child Poverty  
Report 2021 to 2022 and  
Action Plan 2022 to 2023



SWEIC – Regional  
Improvement Plan 2022  
to 2023





# Improving as a Service

Our commitment to continuous improvement permeates the work of the service. Our establishments work very closely together with each other and our central team in a culture of positive support and challenge. Our overarching approach can be summarised as follows:

We strive to be a learning organisation.

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We support the principles of subsidiarity and empowerment of our head teachers and school communities.

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We evaluate the impact of the central education team in supporting consistency of improvement across our educational establishments.

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We work closely in partnership with colleagues across our Regional Improvement Collaborative and nationally.

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We are investing in the quality of our teachers, practitioners and support staff.

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We are investing in our learning environments to ensure they maximise opportunities for engagement and achievement for all.

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We are developing the leaders of tomorrow through our innovative leadership and facilitation programmes.

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# North Ayrshire Council Education Service Improvement Plan 2023 to 2026

For the three years from 2023 to 2026, the NAC Education Service Improvement Plan will focus on a stable and consistent set of priorities. Under each of the five priorities, we will undertake improvement activities grouped together under key themes. These will remain consistent across the three years. Each academic year, we will update the specific actions we will take forward during that school year in pursuit of these priorities.

The high-level priorities and themes of our Education Service Improvement Plan for 2023 to 2026 are as follows:

## Priority 01

Improvement in attainment, particularly in literacy and numeracy.

**Themes:**

- High quality learning, teaching and assessment
- Raising attainment and achievement



## Priority 02

Closing the attainment gap between the most and least disadvantaged children and young people.

**Themes:**

- Interventions to reduce gaps
- Specific focus on identified target groups, including care experienced learners



## Priority 03

Improvement in skills and sustained, positive school-leaver destinations for all young people.

**Themes:**

- Improving skills
- Partnerships to improve post-school learner outcomes



## Priority 04

Improvement in children and young people’s health and wellbeing.

**Themes:**

- Improving attendance
- Supporting mental health and wellbeing
- Supporting physical health and wellbeing
- Supporting social and emotional wellbeing



## Priority 05

Placing human rights and needs of every child and young person at the centre of education.

**Themes:**

- Supporting children’s needs
- Maximising learner voice and participation
- Maximising parent/ carer involvement and engagement



The work of the Service Improvement Plan will be enhanced through a focus on strategic support themes as follows:

- Policies and operating procedures
- Creating inspiring learning environments
- Investing in leadership
- Workforce planning

# Core Outcomes for Improvement

Below are the key core outcomes for learners we are working to improve by 2026, based on the most recently available cohort and performance information.

### Core Stretch Aim 1

The proportion of learners in North Ayrshire who achieve the expected levels of attainment in literacy at Primary 1, Primary 4 and Primary 7 will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	74%	No data available	59%	67%	68%	75%
Quartile 1	67%	No data available	49%	60%	63%	72%
Quartile 2 to 5	79%	No data available	67%	74%	74%	80%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-12 percentage points	No data available	-18 percentage points	-14 percentage points	-11 percentage points	-8 percentage points

### Core Stretch Aim 2

The proportion of learners in North Ayrshire who achieve the expected levels of attainment in numeracy at Primary 1, Primary 4 and Primary 7 will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	79%	No data available	67%	75%	76%	75%
Quartile 1	74%	No data available	58%	69%	71%	72%
Quartile 2 to 5	84%	No data available	75%	81%	80%	80%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-10 percentage points	No data available	-17 percentage points	-12 percentage points	-9 percentage points	-8 percentage points

### Core Stretch Aim 3

The proportion of school leavers who achieve 1 or more awards at SCQF level 5 or better will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	87%	86%	90%	89%	Data not yet published	92%
Quartile 1	80%	79%	83%	82%	Data not yet published	89%
Quartile 2 to 5	93%	92%	95%	93%	Data not yet published	95%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-13 percentage points	-13 percentage points	-12 percentage points	-11 percentage points	Data not yet published	-6 percentage points

### Core Stretch Aim 4

The proportion of school leavers who achieve 1 or more passes at SCQF level 6 (grades A to C) or better will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	65%	67%	71%	68%	Data not yet published	74%
Quartile 1	52%	55%	61%	56%	Data not yet published	62%
Quartile 2 to 5	75%	76%	78%	77%	Data not yet published	80%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-23 percentage points	-21 percentage points	-17 percentage points	-21 percentage points	Data not yet published	-18 percentage points



## Core Outcomes for Improvement (Continued)

Below are the key core outcomes for learners we are working to improve by 2026, based on the most recently available cohort and performance information.

### Core Stretch Aim 5

The proportion of 16 to 19 year-olds who are participating in education, employment or training will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	90.5%	90.6%	90.1%	90.8%	93.9%	95%
Quartile 1	87.8%	86.9%	85.3%	88.0%	90.6%	92.5%
Quartile 2 to 5	92.4%	93.5%	93.9%	93.0%	96.2%	97.5%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-4.6 percentage points	-6.6 percentage points	-8.6 percentage points	-5 percentage points	-5.6 percentage points	-5 percentage points

### Core Stretch Aim 6

School attendance levels will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	92.1%	91.6%	91.4%	89.4%	88.8%	93%
Quartile 1	90.7%	90.1%	89.9%	87.7%	86.7%	92%
Quartile 2 to 5	93.2%	92.8%	92.8%	90.8%	90.5%	94%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-2.5 percentage points	-2.7 percentage points	-2.9 percentage points	-3.1 percentage points	-3.8 percentage points	-2 percentage points

### Additional Stretch Aim 1

The proportion of children achieving local early learning milestones by the start of Primary 1 will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	78.2%	No data available	72.0%	78.5%	81.4%	83%
Quartile 1	75.3%	No data available	61.8%	75.6%	75.1%	79.5%
Quartile 2 to 5	80.7%	No data available	80.8%	81.4%	86.8%	86%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-5.4 percentage points	No data available	-19 percentage points	-5.8 percentage points	-11.7 percentage points	-6.5 percentage points

### Additional Stretch Aim 2

The proportion of school leavers achieving literacy at SCQF Level 5 or better will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	83.8%	81.5%	85.0%	83.8%	Data not yet available	85.5%
Quartile 1	75.0%	73.3%	78.7%	76.4%	Data not yet available	79%
Quartile 2 to 5	90.8%	87.5%	90.0%	89.0%	Data not yet available	90.5%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-15.8 percentage points	-14.2 percentage points	-11.3 percentage points	-12.6 percentage points	Data not yet available	-11.5 percentage points

## Core Outcomes for Improvement (Continued)

Below are the key core outcomes for learners we are working to improve by 2026, based on the most recently available cohort and performance information.

### Additional Stretch Aim 3

The proportion of school leavers achieving numeracy at SCQF Level 5 or better will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	69.3%	70.8%	72.3%	71.4%	Data not yet available	74%
Quartile 1	58.5%	59.3%	64.0%	60.6%	Data not yet available	65%
Quartile 2 to 5	77.7%	79.1%	78.6%	79.1%	Data not yet available	81%
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-19.1 percentage points	-19.8 percentage points	-14.6 percentage points	-18.5 percentage points	Data not yet available	-16 percentage points

### Additional Stretch Aim 4

The average “complementary tariff score” of school leavers’ best five qualifications will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
All learners	599	643	665	643	Data not yet available	675
Quartile 1	465	495	539	508	Data not yet available	570
Quartile 2 to 5	703	751	765	740	Data not yet available	775
Attainment Gap (Quartile 1 versus Quartile 2 to 5)	-238 points	-256 points	-226 points	-232 points	Data not yet available	-205 points

### Additional Stretch Aim 5

The proportion of care experienced school leavers who achieve 1 or more awards at SCQF levels 4, 5 and 6 will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
1+ Level 4 or better	84.7%	77.2%	86.1%	90.3%	Data not yet available	92.5%
1+ Level 5 or better	50.6%	53.2%	62.4%	67.7%	Data not yet available	69.5%
1+ Level 6 or better	27.1%	29.1%	40.6%	34.4%	Data not yet available	36.5%

### Additional Stretch Aim 6

The proportion of care experienced school leavers who achieve literacy and numeracy qualifications at SCQF levels 4 and 5 or better will increase.

Category of learners	2019 performance	2020 performance	2021 performance	2022 performance	2023 performance	Stretch aim (by August 2026)
Literacy Level 4 or better	75.5%	74.4%	71.7%	81.6%	Data not yet available	84%
Literacy Level 5 or better	39.6%	53.9%	40.0%	51.0%	Data not yet available	55%
Numeracy Level 4 or better	64.2%	69.2%	55.0%	79.6%	Data not yet available	84%
Numeracy Level 5 or better	26.4%	38.5%	33.3%	32.7%	Data not yet available	45%



Appendix: Specific improvement actions for session 2023 to 2024

Priority 1: Improvement in attainment, particularly in literacy and numeracy

Theme 1: High quality learning, teaching and assessment		
What we will do	What we aim to improve	How we will measure success
Develop a partnership approach to our new model of professional learning to support improved quality of learning and teaching in the classroom, and include additional investment in high quality professional learning for support staff and early years practitioners.	Improve consistency and quality of learning, teaching and assessment across all establishments.	Quality of learning, teaching and assessment will be evaluated as good or better in all establishments. (HGIOS 2.3/HGIOELC 2.3/QIF/ School Reviews)
Extend play pedagogy in the early stages of primary following a review of the pilot programme and work in partnership to increase outdoor active play in primary school settings.	Improve the cognitive, physical, social, and emotional well-being of children, and support the development of early level skills required for study, work and relationships.	The proportion of children achieving NAC early learning milestones by the end of ELC and early level by the end of P1 will increase. (Milestones data/ACEL/stretch aim)
Review, update and implement authority-wide frameworks for learning to support high quality learning and teaching across all schools and EYCs – including: Literacy; Outdoor learning/STEM; Early learning; Health & Wellbeing.	Improve consistency of quality and build on and extend existing good practice.	Quality of learning, teaching and assessment will be evaluated as good or better in all establishments. (HGIOS 2.3/HGIOELC 2.3/QIF/ School Reviews)
Support establishments to achieve Digital Schools status, ensuring that digital technologies are a central component of our approaches to quality learning and teaching.	Improve the effective use of digital technologies to enhance learning in all establishments.	The number of schools achieving Digital Schools status will increase. (Digital Schools award/QIF/ HGIOS 2.3, 3.3 HGIOELC 2.3, 3.3)
Theme 2: Raising attainment and achievement		
What we will do	What we aim to improve	How we will measure success
Further enhance approaches to supporting and challenging schools/EYCs to make effective use of performance data to plan for further improvements in attainment. This will be supported through the development of new data visualisation resources.	Improve learner attainment and achievement at all levels.	Raising attainment and achievement will be evaluated as good or better in all establishments. (HGIOS 3.2 HGIOELC 3.2/QIF)
Implement further target setting arrangements to raise attainment and achievement for all.	Improve the quality of monitoring progress in learning and the effective use of targeted interventions.	The percentage of children and young people achieving the expected Curriculum for Excellence levels will increase (ACEL data) (stretch aims) The percentage of school leavers achieving literacy and numeracy qualifications will increase. (Insight national benchmarks L4,5,6)
Support primary schools to raise attainment in literacy through evidence-based improvement approaches to developing aspects of listening and talking skills in the early stages of primary and writing in the middle stages of primary.	Improve attainment levels in specific focus areas of literacy across a range of establishments.	The overall levels of achievement of school leavers will increase. (Insight attainment for all 20/60/20)

# Priority 2: Closing the attainment gap between the most and least disadvantaged children and young people

Theme 1: Interventions to reduce gaps		
What we will do	What we aim to improve	How we will measure success
Increase coherence between SEF and PEF interventions and support schools to improve the impact of PEF investments on target groups of learners.	Improve the effectiveness of targeted interventions in reducing the attainment gap.	The gap between the achievement levels of the most and least disadvantaged learners will reduce. (ACEL data/Insight attainment vv deprivation) (stretch aims)
With a specific focus on early learning, enhance the work of our Excellence and Equity Leads team to support the further reduction of the poverty-related achievement gap.	Improve early years outcomes for all children, particularly those most disadvantaged.	The gap between the early learning milestones data of the most and least disadvantaged learners will reduce. (Milestones Data) (stretch aims)
Continue to work closely across North Ayrshire services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.	Improve the extent to which our schools and Early Years centres can mitigate the impact of child poverty.	The number of schools demonstrating a poverty aware approach to mitigating the impact of child poverty will increase. (QIF/COSD Toolkit evaluative framework)
Theme 2: Specific focus on identified target groups, including care experienced learners		
What we will do	What we aim to improve	How we will measure success
Continue to implement the strategic actions of the Promise, through: <ul style="list-style-type: none"> <li>further enhancing supports for care experienced children and young people, including mentoring services, that enable them to attain and achieve in line with their peers.</li> <li>expanding MCR Pathways programme to involve all mainland secondary schools.</li> </ul>	Improve the attendance, engagement and achievement of care experienced children and young people.	Attendance levels will improve and exclusion levels will reduce for all care experienced learners. (Seemis attendance/exclusion data) Achievement levels will improve for care experienced learners. (ACEL data/Insight average complementary tariff scores) The gap specifically between the achievement levels of care experienced learners and all other learners will reduce. (Milestone Data/ACEL data/Insight average complementary tariff scores)



# Priority 3: Improvement in skills and sustained, positive school-leaver destinations for all young people

Theme 1: Improved skills		
What we will do	What we aim to improve	How we will measure success
Commence a review of the curriculum across secondary schools.	Improve the shared understanding of the purpose and design of the curriculum in order to increase opportunities to maximise the successes and achievements of all our learners.	The number and quality of successful student presentations across all SCQF qualifications will increase. (Insight breadth and depth/Insight average complementary tariff scores)
Increase direct links within the curriculum to the Ayrshire Growth Deal and design further opportunities for skills development in a range of contexts.	Improve the articulation between curriculum and skills development through an increased knowledge and understanding of the Ayrshire Growth Deal.	The number of secondary schools engaging with Ayrshire College Innovation Bursts will increase. (College participation data) The senior phase curriculum offer will be broadened to recognise the 5 key programmes within the Ayrshire Growth Deal: (Qualifications data)
Theme 2: Partnerships to improve learner outcomes post-school		
What we will do	What we aim to improve	How we will measure success
Through DYW co-ordinators and other partners, embed approaches to planning, supporting and tracking post-school destinations for all school leavers.	Improve the levels of sustained positive destinations for our young people.	The proportion of young people entering and sustaining positive destinations will increase. (Insight positive destinations data)
Strengthen partnership work with the NAC Local Employability Partnership, Skills Development Scotland and Ayrshire college to support sustained, positive participation in education, training or work for all young people up to the age of 19.	Improve participation levels for all young people up to the age of 19, through enhanced partnership working.	The proportion of young people positively participating in education, training or work will increase. (Annual Participation Measure)

## Priority 4: Improvement in children and young people's health and wellbeing

Theme 1: Supporting mental health and wellbeing		
What we will do	What we aim to improve	How we will measure success
Implement and evaluate the revised school counselling service across all schools.	Improve the targeting of the counselling resource to support the mental health & wellbeing needs of identified learners.	Children/young people will report increased engagement, satisfaction, and improved wellbeing following counselling and access to other wellbeing supports. (CORE/SDQ/ crisis counselling measures)
Continue to embed whole school approaches to supporting children's mental health and wellbeing, ensuring integration with community mental health and wellbeing approaches.	Improve early access for children and families to a wide range of high quality universal and targeted activities that will support positive mental health and wellbeing.	An increased number of children/young people will report having their mental health and wellbeing needs met. (Pupil Focus Groups, PASS, LIAM Measures, CYP CMHWB Supports and Services Reporting and Evaluations)
Support establishments to develop evidence-based staff wellbeing approaches around the key themes of autonomy, agency and affiliation for staff.	Improve the range of supports available to staff to support their mental health and wellbeing.	The proportion of staff reporting concerns about their mental health and wellbeing will decrease. (OH reports/staff absence data staff survey)
Theme 2: Supporting social and emotional wellbeing		
What we will do	What we aim to improve	How we will measure success
Establish whole school nurturing approaches in all establishments, including the designation of whole school nurture leads, the implementation of a comprehensive training programme for staff and the establishment of benchmarks to support self-evaluation and consistency of practice.	Improve the consistency of pupil experience of whole school nurturing approaches through the increased staff knowledge and application of these approaches in practice.	Staff knowledge and confidence in applying whole school nurture and relationship based approaches will improve and pupil outcomes will improve. (Nurture staff survey/QIF /QI3.1 evaluations/SDQ/Exclusion data)
Theme 3: Improving attendance		
What we will do	What we aim to improve	How we will measure success
Develop further universal supports to ensure improved school attendance for all, including updated processes and guidance.	Improve attendance through enhanced approaches to monitoring and the creation of agreed interventions to maximise engagement.	Attendance levels will improve, late coming will reduce and exclusion levels will reduce for all learners. (Seemis attendance/exclusion data/ PASS data)
Develop targeted approaches to support improved school attendance for individuals and identified groups of children and young people, including care experienced learners.	Improve access to an increased range of approaches and services to support better attendance.	Attendance levels will improve, late coming will reduce and exclusion levels will reduce for specific groups of learners, including those with attendance of below 50%/between 80-90%. (Seemis attendance/exclusion data/PASS data)

## Priority 5: Placing human rights and needs of every child and young person at the centre of education

Theme 1: Supporting needs		
What we will do	What we aim to improve	How we will measure success
Implement the recommendations of the Supporting Needs review including the review of governance, processes and practices to support placements, and the revised Staged Intervention policy.	Improve systems and processes governing the provision of support to learners.	The number of referrals to the inclusion group seeking alternative provision will reduce. (Inclusion Group data) Establishment evaluations about various aspects of the new processes/policies will be positive. (internal data)
Working in partnership with other services, engage with children, young people and their families to collaborate and co-create a communication strategy around how needs are supported in North Ayrshire.	Improve understanding among all stakeholders.	Stakeholder evaluations will demonstrate improved knowledge and increased satisfaction. (Focus groups/surveys)
Review support services and teams, including outreach services, classroom assistants and teaching support, and enhance professional learning programmes.	Improve the quality, interconnectedness and flexibility of the support resources available to support learners' needs.	Learner outcomes data will improve (attainment data/stretch aims/wellbeing data) Staff evaluations will demonstrate improved skills.
Refresh and redesign advice and guidance around best practice in curriculum approaches which offer flexible and bespoke learning experiences for young people.	Improve the flexibility of the secondary school curriculum shaped around learner needs.	The number of requests for external curricular provision will reduce. (IG data)
Theme 2: Maximising learner participation and voice		
What we will do	What we aim to improve	How we will measure success
Complete and implement a new Learner Participation Policy and increase opportunities for children and young people to play a meaningful role in shaping education and Council policy and practice.	Improve learner participation and voice in the four arenas of participation.	Learners will participate more meaningfully in all areas of school life. (QIF/HGIOUS/SI) The Service Improvement Group for Learner Participation will monitor and evaluate North Ayrshire's learner participation strategy.
Theme 3: Maximising parent/carers involvement and engagement		
What we will do	What we aim to improve	How we will measure success
Implement locally the revised 'Learning Together' Scottish Government parental involvement and engagement action plan and use the Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at home to evaluate and plan for next steps at school and authority level.	Improve the range and quality of opportunities for parental engagement and involvement.	Parent/carers evaluations of their opportunities for involvement in decision making at school level will increase. (PIE survey/HGIOUS 2.7/HGIOUS 2.7) Evaluation and feedback from families and schools on a range of aspects of family learning will improve. (FL data/school impact reports)



# Strategic support: Ensuring excellent educational experiences

Theme 1: Policies and operating procedures		
What we will do	What we aim to improve	How we will measure success
Continue the programme to replace Standard Circulars with new Policies and Operating Procedures.	Improve clarity of policy and consistency of implementation across establishments, leading to improved outcomes for schools and their children/young people.	Policy and practice inconsistencies will reduce. (QIF/complaint records) Satisfaction levels will increase. (Annual stakeholder surveys)
Theme 2: Creating inspiring learning environments		
What we will do	What we aim to improve	How we will measure success
Ensure the efficient and effective delivery of the learning estate in terms of condition, suitability and sufficiency through the delivery of key projects, including: Marress House Early Learning Centre; replacement Moorpark Primary School; Ardrossan Community Campus; New Primary School for Irvine East (Montgomerie Park); expansion of dining facilities at West Kilbride PS, Glebe PS, Loudoun-Montgomery PS.	Improve learning environments to ensure we: provide creative and engaging lifelong learning and teaching opportunities; are environmentally efficient; are digitally enabled; and meet the needs of all current and future learners within North Ayrshire.	The strategic objectives of each project will be met. (Project objective measures/ stakeholder evaluation)
Theme 3: Investing in leadership		
What we will do	What we aim to improve	How we will measure success
Design programmes to support the professional development of our staff – including phase 2 of the New Heads Induction Programme, the embedding of the DHT professional learning networks, and the partnership delivery of the SWEIC leadership development programme.	Improve the professional learning offer and leadership development pipeline for leaders at a range of levels across the system, leading to strengthened leadership of our establishments.	The number of participants in masters level learning will increase. The quality of leadership in our establishments will be further enhanced. (Into Headship participants/QI 1.3 evaluations/ applicants for leadership posts)
Theme 4: Workforce Planning		
What we will do	What we aim to improve	How we will measure success
Support service redesign across various education teams to ensure the efficient and effective deployment of resource to deliver high quality service.	Improve the service redesign process through enhanced understanding of the service objective, people and financial implications of proposals.	Service objectives will continue to be met successfully within the policy and financial context. (Budget monitoring/service self-evaluation/workforce planning data)



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath