North Ayrshire Council

Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Garnock Community Campus

Improvement Plan

2023-2024

Garnock
Community Campus

Vision, Values and Aims

Garnock Community Campus: Opening Doors to the Future.

Garnock Community Campus is a place where everyone comes to learn: children, young people, staff and parents/carers. Our learning centred culture encourages personal and professional growth by reflecting on experiences and actions to always improve. The core purpose of leadership across the campus, is to develop the leadership of others.

Our professional actions and improvement agenda is driven by the desire to create a coherent, innovative and exciting 2-18 learning experience for our learners. Collaboration is at the centre of our approach. We all have a role to play and we recognise that we are stronger together. We have high expectations of ourselves and display this through our attainment and achievement agenda and expectations around personal and professional learning and collective involvement in Campus improvement.

Promoting positive relationships underpins all of our work. Through this approach we are able to meet the needs of all learners, support learning and achievement, encourage ambition and drive improvement. We recognise each individual and welcome various viewpoints and experiences to interrupt our thinking and act as a catalyst to improvement. Children and young people are at the centre of all decisions we make.

Garnock Community Campus is at the heart of the local community. We actively seek partnerships with parents/carers, associated primary schools, local businesses and external agencies to improve the outcomes and positive destinations of our young people. We understand our community and how we can add value within and beyond the Campus gates.
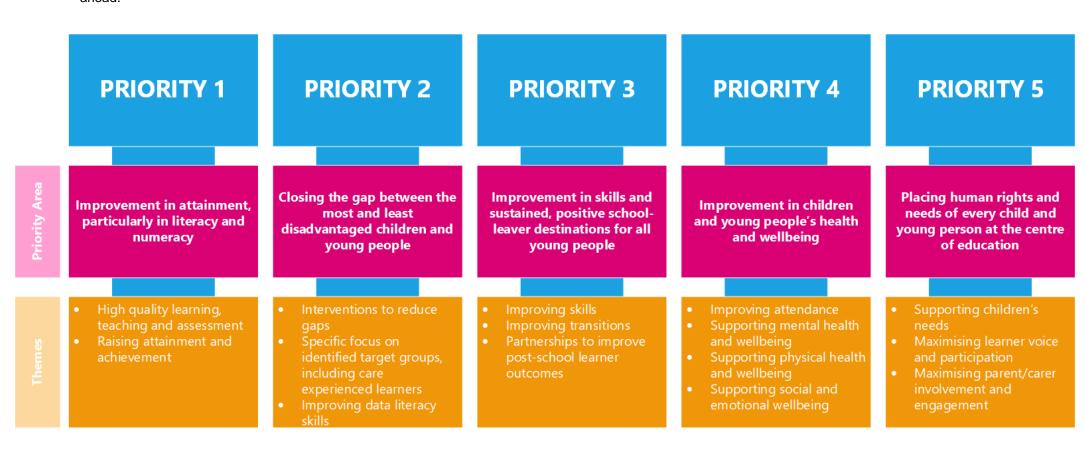
Values:

At the centre of our work are the values of **RESPECT**, **RESPONSIBILITY**, **TEAMWORK**, **DETERMINATION**, **ACHIEVEMENT** and **CREATIVITY**. These values drive our everyday actions, outputs and responses.

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	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1: Improving the quality of learning and teaching leading to improved outcomes for young people.

Strategic Objective:
i. Review and adapt processes around self-evaluation of the quality of learning and teaching to ensure a consistent understanding by all stakeholders.
ii. Improve learner engagement and participation in lessons, through increased focus on pedagogies that will increase engagement and impact positively on attainment.
iii. Review tracking approaches to allow for greater focus on interventions to improve outcomes for learners.

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

HGIOS & HGIOS ELC
Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

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

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

Attainment data demonstrates an improving picture of attainment within the Senior Phase. Although this is an improving picture, a focus is still required on the Senior Phase, but the BGE presents as a more immediate focus. Initial department observations of BGE lessons has shown an inconsistency in understanding around self-evaluation in learning and teaching which we require to address before progressing further. This includes classroom practice, pedagogy and a more robust focus on tracking and monitoring within the BGE which will support us to raise attainment for our learners.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) BGE learners will experience high quality lessons which are of a consistent standard through the implementation of more robust self-evaluation that informs change. **This action and the action below complement each other to bring about improvement.**	1. Plan and complete lesson observation cycles started in session 2022/2023 with the remaining departments. 2. Design post-feedback learning sessions for staff teams to support learning and improvement, making links with the work of the Professional Learning Team as required. 3. Devise a coherent approach to gathering ongoing evidence of improvements in learning and teaching as a result of this self-evaluation activity. 4. Evaluate the cycle and impact of this self-evaluation activity, based on the evidence gathered in step 3.	August 2023 D Gardner Throughout session D Gardner & A MacDougall October 2023 D Gardner May 2024 D Gardner	Revisit each of these self-evaluation exercises to gather evidence of progress made. Evidence should be triangulated. Link DHT and Faculty Leader work together to update the self-evaluation and produce 2.3 statement for each department. This will feed into the departmental improvement plan. Evaluate the framework for high quality learning and teaching as it is rolled out across our Campus as part of our observation cycle. Focus on developing greater consistency in learning and teaching as well as accuracy and rigour in relation to self-evaluation regarding learning and teaching.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) BGE Pupils will benefit from high quality learning experiences as a result of enhanced leadership of learning and teaching. *This action and the action above complement each other to bring about improvement.*	1. Work with Middle Leaders to synthesise self-evaluation data and extract key messages for improvement. A key question for this work will be: ***What will change in your classroom as a result of this evaluation?*** 2. Middle Leaders to explore HGIOS4: 2.3 Learning, Teaching and Assessment to ensure a clear understanding of expectations around the leadership and management of learning and teaching. Establish a list of evidence which will support the evaluation of this QI within the BGE and Senior Phase. 3. Each Middle Leader to gather the prescribed evidence and, working in trios, evaluate and moderate this evidence.* 4. Identify areas for improvement and devise a strategy and timeline for how these areas will be actioned and reviewed. The process for evaluation will be considered by the middle leadership. 5. Feed updates and progress into Improvement Plan and relevant evaluations.	Throughout session D Gardner ELT Meeting By October, 2023 D Gardner Throughout session by May 2024. Middle Leaders As required throughout the session. May 2024. Middle Leaders	Middle Leaders will be able to convey the story of improvement clearer for their department/faculty. This will be demonstrated through: ▪ 3.2 departmental evaluations ▪ 2024/2025 Dept Imp. Plans ▪ Attainment reviews ▪ Tracking period data		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(iii) Devise and implement a robust BGE tracking approach.	1. Evaluate current approach to BGE tracking.	August 2023 S Duff	Comparison of BGE data for session 2022/2023 to 2023/2024.		
	2. Research other models of BGE tracking Identify best practice. Link in with the work being undertaken in the Primary Department.	September 2023 S Duff S McMillan	Self-Evaluation evidence gathering views of pupils, staff and parents/carers.		
	3. Devise and implement BGE tracking approach, linked to the work being undertaken in the Primary Department.	November 2023 S Duff	Data will be used to inform progression. Middle Leaders will be asked to utilise this data to inform learning and teaching moving forward. This will be subject to attainment review analysis.		
	4. Evaluate the effectiveness of this approach.	May 2024 S Duff			

See also Professional Learning Improvement Plan

PRIORITY 2: Establish a collaborative culture where professional learning is a key mechanism to drive improvements in practice that impact on outcomes for learners.

Strategic Objective:
(i)   Establish and implement a programme of professional learning to encourage staff to work collaboratively to improve their practice.
(ii)   Review approaches to preparation for PRD to identify gaps and then design a session for all staff to collaboratively review their own practice to identify a clear focus to take forward into PRD discussions.

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

HGIOS⁰ & HGIOS ELC
Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

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

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

Data tells us that generic professional learning is not meeting the needs of our staff team, thus staff are not engaging in this as much as they would like. Staff have asked for more bespoke professional learning which will be coordinated by our Professional Learning Team. Research shows that effective professional learning can have a great impact on the achievements and attainment of learners. Furthermore, evidence has been gathered which demonstrates that staff have a low opinion of the PRD meeting process. This needs to be clarified further and considered in a wider context. Action will be taken in session 2024/25 to improve the quality of the PRD conversations, but it is anticipated that clearer actions for this will become apparent as a result of further analysis. This year, our focus will be on the preparation for PRD where all staff will engage in professional learning around this.

PRIORITY 2: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Learners will experience higher quality lessons by research-informed staff working to improve outcomes for learners.	1. Professional Learning Team to engage in facilitation training with Joyce Matthews to support them in the delivery of sessions built upon the principles and understanding of andragogy. 2. Using this knowledge, the Professional Learning Team will establish a Professional Learning offering for the session ahead which will include: ▪ *Long Haul* opportunities around aspiring to middle leadership and practitioner enquiry. ▪ Short sessions which share information/research and practical activities to improve practice. ▪ Support work being undertaken to improve learning and teaching. ▪ Garnock Teach Meet events for In-Service Day delivery. 3. Implement professional Learning offering and evaluate impact of sessions.	June 2023 and throughout session as required. Launch offering in August 2023 P.L. Team P.L. Team and A MacDougall	There will be an improvement in the quality of learning and teaching as observed through classroom observations. (See Priority 1: Learning and Teaching). An audit of participation will be created and analysed to maximise engagement in the Professional Learning offering.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) Learners will experience higher quality lessons by motivated staff who are clear on their personal areas for improvement.	1. Evaluate the current PRD process to identify areas for development.	September 2023 A MacDougall and PL Team.	Baseline data established from initial evaluation of PRD in September.		
	2. Analysis of evidence and consideration given to appropriate actions to bring about change.	September 2023 A MacDougall and PL Team.	Evaluation of 'Preparation for PRD' sessions, supported by case studies of PRD conversations following the session.		
	3. Actions identified and Improvement Plan amended as required.	October 2023 September 2023 A MacDougall and PL Team.	Evaluation of PRD conversations from the viewpoint of the reviewer.		
	4. Professional Learning Team to work with Joyce Matthews to explore techniques to support teaching staff to establish a question about their practice which will form the basis of their PRD conversation. This will support improvement while other areas of the PRD process are considered.	September/October 2023 PL Team			
	5. Professional Learning Team to design a session entitled, 'Preparation for PRD' which is bespoke to Garnock Community Campus to support engagement in the PRD process.	Completed by December 2023 PL Team			
	6. Guidance to be produced to support PRD Reviewers to conduct discussions with staff following engagement in PL Sessions.	Completed by March 2024 A MacDougall			
	7. Evaluation of updated PRD conversations and preparation session.	April 2024 A MacDougall			

PRIORITY 3: Develop a coherent Curriculum Rationale/Design and Pathways process which improves outcomes for all learners.

Strategic Objective:
(i)   Establish a draft Curriculum Rationale and establish a working group of staff to evaluate this against Education Scotland guidance and consider the changes required for Garnock Community Campus.
(ii) Establish approaches to self-evaluate/analyse data around Pathway processes to inform operational changes required. These operational changes will be key to realising the strategic impact effective Pathway processes can create and lead to improvements in our approach to 'assertive coursing'.
(iii) Evaluate departmental data to identify where Level 6 SCQF courses could be implemented to increase our Pathways and raise attainment.
(iv) Further develop and expand the Pathways Google site to provide a more interactive means for learners to engage in exploring Pathway options.

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.

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

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

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
Decisions about the curriculum have been made at departmental level meaning greater consideration to the whole of the Campus has not been considered as effectively as it could. A Curriculum Rationale will provide this framework and guidance to support decision-making to improve outcomes for all learners. Furthermore, the Curriculum Rationale will need to evolve as we evolve to ensure that it reflects shifts in thinking and understanding about Campus working.

There is a need for greater ambition within the curriculum supporting learners to progress through levels, making level 6 accessible to as many learners as possible. This needs to be supported by our Pathway approach where there is greater emphasise on using data to inform option choices, and a coherent curriculum to support this. This will require us to ensure we are meeting the entitlements of the curriculum throughout the full scope of the BGE, develop coherent progressive pathways and introduce alternative offers at level 5 and 6 to meet the needs of all learners.

PRIORITY 3: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Learners will benefit from a coherent Curriculum Rationale which has improving outcomes for all learners at the centre.

Learners, staff and parents/carers will have a shared understanding of the Curriculum Rationale and contribute to it's design.

Learners will experience all curricular entitlements following exploration and analysis of current offering. | 1. Following consultation, a draft Curriculum Rationale was created by members of the SLT. During a Collegiate session, key components for the Curriculum Rationale were discussed at departmental level and feedback sought.

2. Departmental returns from this activity have been collated and will be considered against the draft Curriculum Rationale and amendments made.

3. Establish a short life working group to evaluate the updated Curriculum Rationale against Education Scotland's guidelines on expectations within a Curriculum Rationale. Amend the Curriculum Rationale to be in-line with this guidance document.

1. Working Group to consider the curriculum structure across the Campus and explore areas of the curriculum which require some attention in light of the content of the Curriculum Rationale. Action plan to be created and implemented to support the process of change. | June 2023 SLT

August 2023

Sept 2023 Working group led by O Scott

Nov Feb 2023 Working group led by O Scott | Increased attainment throughout the BGE and Senior Phase as a result of more coherent curriculum.

Pupil focus groups.

Completed Self-Evaluation of our Curriculum Rationale against the Education Scotland guidelines.

Amended version of the Curriculum Rationale in light of the evaluation activity above.

Minutes of meetings from Working Group focused on addressing issues. | | |

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) Evaluate the impact of the Pathways process for session 2022/23 to identify actions to further enhance the Pathways/Options process which has improving outcomes for all learners at the centre.	1. The following evaluations are required early in session 2023-24 to gauge the impact of the work done in the previous to inform actions required to enhance our Pathways work further: ▪ S3-S6 covering: a) impact of free choice in S5/6; b) role of the Pastoral Leader in Pathways; c) availability of data to inform choices; d) pupil awareness of Levels 3-7 and how they are connected. e) the quality of subject information offered; ▪ Parents will be invited to complete an evaluation covering the above and will also be specifically asked, how valuable was the Interview Evening held by Pastoral. ▪ Principal Teachers (Curricular and Pastoral) will also be asked to provide evaluations of the above areas.	September 2023 O. Scott	Data will exist on the developments that were done last session. This data will inform the development activities for the coming session.		
	2. New 'Key Measures' will be developed which show us how effective our Pathways Process are. This requires benchmark data to be captured yearly and compared. Thereafter supporting self-evaluation within this area of work.	December 2023 O. Scott	Reliable data will begin to form part of the narrative around pathways		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(iii) Pupils will have access to additional pathways will be available support attainment at level 6.	1. Analysis of departmental data to identify departments who would benefit from offering alternative SCQF courses at level 6.	September 2023 O.Scott	Results analysis following review meetings with HT.		
	2. Department staff will begin to develop the additional level 6 courses for next session and speak confidently to their current pupils about these before the pathways process begins in December.	December 2023 Faculty Leaders led by O. Scott	Evaluation of course plans and resource development. Additional courses will be in the timetable for session 2024-25.		
	3. Preparation of materials to inform parents/carers of alternative routes available within the Pathways process.	December 2023	New materials created following analysis of evaluations in priority (i) of this section of the plan.		
	4. Evaluation of process		Questionnaires to all stakeholders.		
	5. Evaluation of impact will not be available until August 2025.				
(iv) Pupils are better informed about the subjects they can choose through the use of a Google site which will provide a more interactive means of engaging in the Pathways process.	1. In light of the evaluation data above (i), we will focus on the further development of a Google site for S3 courses.	October 2023 O. Scott	Stakeholder questionnaires to evaluate the impact of this change.		
	2. In light of the evaluation data above (i), the site may be expanded to cover S5/6 courses.	January 2024 O. Scott			
	3. Measurements will be developed, showing the level of pupil engagement with the site over a period of time.	O. Scott	Establish what data can be extracted from the Google site to inform the picture of engagement around Pathways preparation.		

PRIORITY 4: Expand current DYW provision across the whole Campus and integrate Career Education Standard into Curriculum Design.

Strategic Objective:
(i)   Exploration and development of a skills-based framework to sit across the 2-18 curriculum supporting the implementation of the Career Standard.
(ii)   Enhanced tracking and monitoring procedures will support the identification of interventions to support learners to achieve their full potential.
(iii) Business links will continue to be forged to enhanced opportunities for learners and secure positive and sustained destinations.
(iv)   Establish a Positive Destinations Steering Group to support the strategic direction of career pathways for all and maximise positive and sustained destinations.

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

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

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

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

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)*

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.11 Nurturing care and support
1.12 1.2 Children are safe and protected
1.13 Play and learning
1.14 Family engagement
1.15 Effective transitions

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:

Please see Rationale for Change priority 3: Curriculum.

Within our Curriculum Rationale, our approach to DYW provides an important skills-based framework which brings the campus together to support the development of our children and young people and prepare them for life beyond the Campus. Collaboration by all stakeholders and partners is essential for the success of this strand of our work.

PRIORITY 4: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Pupils will have access to a greater variety of courses to meet their needs. We will provide more choice during the Pathway exercise with skill-based courses an option for all. This will happen throughout the Senior Phase	In-service day 3 will focus upon DWY activities, including Meta-Skills, CES and LMI Working group formed to establish skills framework across campus Group member will link with all departments to consider how skills are embedded within BGE Curriculum Departments determine how best to support skill-based course.	S. Duff & SDS Sept 2023 S. Duff & L. Allan September 2023 then on-going S. Duff, L. Allan, R. Nimmo On-going Whole Campus On-going through session	Course plans will include references to skills and how they are achieved through the curriculum. During the Pathways process, more SCQF options on offer to Senior Phase Students. Language of skills will become more apparent in lessons and observed through classroom observations.		
(ii) Learners will benefit from enhanced tracking and monitoring procedures which will lead to more effective interventions. Tracking and monitoring will be refined across Campus so that earlier and more meaningful interventions can happen and will lead to higher achievement for our young people.	Current T&M policy to be reviewed with the Campus at heart of the amended policy. Tracking reports to be described to parents/carers at Examination Preparation evening for parents/carers. Quality of action statements/ progress comments to be considered and improved Interventions to be defined and implemented	S. Duff October 2023 A. MacDougall & Year Heads S. Duff October 2023 S. Duff and J. Black On-going	Greater level of consistency applied to tracking reports, resulting in better dialogue with home and earlier opportunities for classroom teacher interventions.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) Business links will continue to be forged leading to positive engagement with employers to raise awareness of potential career pathways and opportunities for Senior Phase Pupils to enter into dialogue directly with potential employers.	Local businesses will be invited to take part in September In-Service Day and work alongside classroom practitioners. This will lead to direct links being made.

Campus Careers events to be coordinated. | S. Duff, L. Allan and R. Nimmo. September 2023

L. Allan, R. Nimmo & SDS. On-going | Data Analysis of engagements established.

Work Experience Data

Case Studies of success

Impact Statement | | |
| Establish a Positive Destination Steering Group with a clear Action Plan leading to career pathways for all. | Group to derive action plan for whole session. **(See Action Plan).**

16+ Tab will be utilised more to support curriculum design and positive destinations work. | PDG, led by A. MacDougall On-going

SD On-going | Leaver pathways are identified much earlier and no-one leaves school without a positive destination. The group will generate data to inform this.

16+ tab is utilised to identify patterns and shape curriculum choice for young people. | | |

PRIORITY 5: Establish a whole Campus approach to targeted support to improve outcomes for our children and young people.

Strategic Objective:
(i)   Devise a Communication Strategy for all stakeholders to ensure a collective responsibility for learners supported by our Extended Support Team.
(ii) Align Pastoral PTs with a DHT to increase communication and combined focus on groups of learners to improve outcomes.
(iii) Exclusions data shows a clear pattern. Consider actions that can be taken to address this situation.

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

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

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

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

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)*

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.16 Nurturing care and support
1.17 1.2 Children are safe and protected
1.18 Play and learning
1.19 Family engagement
1.20 Effective transitions

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:

With the introduction of our Integrated Support Team in session 2022/2023, it became apparent that there was a need to evaluate support across the Campus to consider how effectively we can have each component working collaboratively with the other, to meet the needs of all learners. This section of our Campus Improvement Plan outlines our approach to the next phase of this work.

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Through the information contained within the communication strategy pupils will benefit from well planned lessons which meet their needs. Case conferences provide opportunities for the team around the child (including the pupil) to discuss supports and appropriate interventions which will feed into the pupil's ISP and pupil profile. Wellbeing targets demonstrate the progress that our children and young people are making in terms of attainment and achievement.	Devise a Communication Strategy for all stakeholders to ensure a collective responsibility for learners supported by our Extended Support Team: 1. Evaluate approaches to communication which had greatest impact in session 22/23 eg. ISP, case conferences, pupil profiles, sharing of targets, caseload updates etc 2. Case conference structure and strategy to be considered in light of evaluation in step 1. 3. Meet with staff to present best practice from evaluation (see above) to determine how best to communicate information about our learners. 4. Devise a centralised system to store up to date pupil information which is secure and accessible. 5. Lesson observation model devised to allow evaluation of communication strategy by shadowing learners with additional support needs. 6. Trial communication strategy with IST pupils and evaluate impact. 7. Write the communication strategy. 8. Present strategy to staff and roll out. 9. Communication strategy reviewed and updated.	 Sept 2023 JH Sept 2023 JH/SG JH Sept 2023 Dec 2023 NF/ANO Term 3 JH/NF/ANO Term 4 NF/ANO/JH Aug 24 JH/NF/ANO NF/ANO May 24 Session 24/25 JH	Baseline information obtained through lesson observations (Learning and Teaching) Newly devised lesson observation model. Monitoring and tracking of wellbeing targets. Tracking and monitoring of pupil targets, through TAC/Review meetings/Wellbeing Plans. Boxall data MSSQ data		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) Pupils will experience a more consistent approach to supporting their needs based on thorough and regular review. Pupils will benefit from appropriate supports being identified, providing them with appropriate and timely interventions which will allow them to access learning, thus improve outcomes in attainment and attendance. Pupils will want to attend school and engage in their learning. Pupils will benefit from social and community experiences which will build resilience and prepare them for life beyond school. Pupils will be supported to access their education within Garnock Community Campus. Intervention periods for targeted children and young people enhances their learning experiences which in turn impacts on their levels of engagement. Pupils are supported to achieve a positive destination.	Align Pastoral PTs with a DHT to increase communication and combined focus on groups of learners to improve outcomes: 1. Work with SLT to determine the new structure. 2. Appoint a fifth PT Pastoral to help support the new structure. 3. Devise a timeline to support the implementation of the new structure. 4. Construct a Pastoral Handbook which details process to ensure that there is a consistent approach across all year groups. 5. Devise a calendar of quality assurance activity to ensure consistency and approach to improving outcomes. 6. Determine a clear and robust meeting structure to ensure that the needs of all our pupils are being met and relevant paperwork eg. STINT levels and pupil profiles are being kept up to date. 7. Determine robust quality assurance processes to monitor impact of the new structure. This should include baseline data eg. Attendance, late coming, loss of merits, referrals, exclusions etc. 8. Annual impact reports written per year group demonstrating impact of interventions/supports.	 May 2023 A MacDougall June 2023 A MacDougall/ J House May 2023 J House August 2023 J House August 2023 J House September 2023 A MacDougall/J House Sept 2023 J House/ S Still June 2023 PTs Pastoral/ Link DHT	Baseline: QI 2.4 evaluation completed in October 2023. Baseline data: attendance, latecoming, loss of merits, referrals, exclusions. Monitoring of effectiveness of interventions through impact reports (termly). SHINE data analysed. Summary shared with staff, pupils and parents/carers detailing high-level messages, strengths and next steps. Pupil, staff and parent/carer focus groups/workshops/questionnaires.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(iii) Pupils feel supported on return from exclusion through a comprehensive support package. Children and young people are less likely to be excluded again, following the initial exclusion, due to supports provided to re-integrate then back into school Pupils feel included within the Campus community.	Data shows that incidents of exclusion are as a result of verbal or physical abuse. 1. Identify pupils at risk of exclusion (including internal exclusions). 2. Communicate the consequence of actions through assemblies and PSE. 3. As part of PPR Review, Working Group established to look at alternatives to exclusion. (See Priority 7: Building Positive Relationships). 4. Explore NAC Building on Positive Relationships Programme and adapt aspects of this to support the return and prevention from exclusion. 5. Seek support from Educational Psychologist around the use of social stories to communicate effectively with learners. 6. Devise approach to deter exclusions. 7. Communicate approach to Campus community. 8. Monitor impact of above approach	 September 2023 JH/IM/JMacD October 2023 DHTs/PTs Pastoral September 2023 I Milne/J Black Term1 JMacD/AB/SMcN/ Ed Psych Term 1 J House/A MacD. February 2024 JH/IM/AMacD March 2024 A MacD/J House May 24 J House	Exclusion data Evaluation of process involving pupils, staff, parents/carers and Ed. Psych.		

PRIORITY 6: Improving the quality of parental engagement to enhance pupil outcomes.

Strategic Objective:
(i)   Supporting parents/carers of Senior Phase pupils to prepare effectively for certification in session 2023/24.
(ii)   Supporting Primary 1 parents/carers to understand our approaches to learning and teaching to allow them to engage and support their child to always learn.
(iii)   Introduce Community Assemblies in the Primary Department where parents/carers join us to find out more about learning within Garnock Community Campus, while building positive relationships with each other and our staff team.
(iv)   X (formerly known as Twitter) will be used as a 'live newsletter' to showcase the learning taking place within Garnock Community Campus.
(v)   Parents in Partnership Group will support the transition from P7 to S1 across the Cluster through showcasing Campus work.

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

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

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

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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.21 Nurturing care and support
1.22 1.2 Children are safe and protected
1.23 Play and learning
1.24 Family engagement
1.25 Effective transitions

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
Feedback from the Parent Council has outlined the need for different forms of communication from across the Campus to parents/carers. We have made changes to systems within the Campus to engage standard communication with parents/carers. However, we wish to build relationships with parents/carers that will lead to impact on learning. This section of the plan outlines how we intend to approach this work.

PRIORITY 6: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Senior Phase pupils will make greater use of study techniques. Senior Phase pupils will make greater use of online revision resources. The attainment of Senior Phase pupils (particularly those targeted) will increase. Parents/carers of Senior Phase pupils will feel more confident supporting their children at home.	1. Host an information session for the parents/carers of Senior Phase pupils to discuss expectations and actions to have success in senior school. 2. Identify Senior Phase pupils who require targeted support from enhanced tracking data available. 3. Use this information to send out invites to parents/carers and pupils who require to attend the targeted session of 'Supporting your Child to Achieve' Senior Phase Information Evening. 4. Faculty Leaders to prepare their input for the Senior Phase Information Evening. 5. 'Supporting your Child to Achieve' Senior Phase Information Evening held. 6. Evaluation of impact of Senior Phase Evening.	A. MacDougall, D. Gardner and J. House. September 2023 Following Feb. Tracking Data SLT and ELT End of Feb 2024 March 2024 March 2024 Following event and then post-examination results.	Targeted pupils will see their tracking grade improve. This will be monitored throughout the tracking periods. Data of pre and post study techniques and online revision resources used by pupils will be collated and analysed. Engagement in sessions through a spreadsheet-based system. This will be analysed and breakdowns in data shared. Quality of sessions delivered through the use of exit passes for parents/carers and pupils. The results of this will be reviewed following each session and utilised to bring about improvements in the next session. Further engagement to seek parent/carer views once results issued. Informal and formal views of staff (Faculty Leaders and Principal Teachers) used to plan for improvements with class teachers to support pupils in classes and in the next information sessions.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) The attainment of Primary 1 pupils (particularly those targeted) will increase. Parents/carers of Primary 1 pupils will feel more confident supporting their children at home.	1. P1 staff and Early Years Practitioner to prepare for 'Supporting your Child to Achieve' Literacy and Numeracy Information Sessions. 2. 'Supporting your Child to Achieve' Literacy and Numeracy sessions held for all P1 parents/carers. 3. Evaluation of 'Supporting your Child to Achieve' Information Sessions 4. Identify Primary 1 pupils who require targeted support. 5. Invite parents/carers of targeted pupils to additional 'Supporting your Child to Achieve' sessions 6. Run additional 'Supporting your Child to Achieve' sessions for parents/carers of targeted pupils. The content of these sessions will be informed by attainment data from latest tracking period. 7. Evaluation of each additional 'Supporting your Child to Achieve' session.	G McLaren and H Kilpartick G McLaren (SMcM to arrange cover) Sept 2023 SMcM/ G McLaren Oct 2023 G McLaren/ S McM/ Primary ELT During each tracking periods SMcM/ K Fraser Oct 23, Jan 24, Apr 24 G McLaren Nov 2023, Feb 2024, May 2024 After each session and at each tracking meeting attainment of targeted pupils will be reviewed. SMcM/ G McLaren/ Primary ELT	Targeted pupils will see their attainment improve. This will be monitored throughout the tracking periods. Data of pre and post confidence levels of P1 parents/carers supporting their child at home will be collated and analysed. Engagement in sessions through a spreadsheet based system. This will be analysed and breakdowns in data shared. Quality of sessions delivered through the use of a standardised exit pass for parents/carers. The results of this will be reviewed following each session and utilised to bring about improvements in the next session. Informal and formal views of staff will be used to plan for improvements in the next session.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(iii) Parents/carers will report that they have increased awareness of their child's learning in the Primary Department, which will in turn impact positively on pupil attainment.	1. Parents/carers informed of dates of Primary community assemblies throughout the session. 2. Community assemblies planned including opportunities for pupils to lead assemblies. 3. Community assemblies held. 4. Evaluation of community assemblies.	K Fraser (office) Aug 23 S. McM/A MacD. Termly S. McM/A MacD. Termly Following each assembly S. McM	Engagement in community assemblies through a spreadsheet based system. This will be analysed and breakdowns in data shared. Quality of community assemblies delivered through the use of a standardised exit pass for parents/carers. The results of this will be reviewed following each community assembly and utilised to bring about improvements in the next assembly. Each community assembly will have a different focus for parents/carers to support their child's learning while showcase pupil learning. An appropriate pre and post evaluation will be administered for parents/carers before and after each community assembly to evaluate how their learning from the assembly has been used to support their child at home.		
(iv) Parents/carers will report that they have increased awareness of events and achievements across the Campus, which will in turn impact positively on pupil attainment. Celebrating Success will be enhanced through use of Twitter.	1. Support departmental implementation of Twitter. 2. Monitor and gather data to share with staff to improve engagement. 3. Identify and implement improvements.	S. McM with FLs Aug/Sep 23 SMcM with FLs Oct-Dec 23 SMcM with FLs Jan – May 24	Twitter audit revisited to compare results from the baseline audit in session 2022/23 and identify improvements. Twitter use by departments to be monitored. Tweet engagements monitored on a monthly basis. Informal and formal views of staff used to plan for improvements. Parent/carer questionnaire used to collate and analyse their views on the impact of Twitter.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(v) Parents/carers will report that they have a better understanding of aspects of the S1 curriculum. New parents/carers of cluster P7 pupils will have an opportunity to see the Campus in action, which will in turn, enable them to support their child in the transition process.	1. Identify departments to take part in P7/S1 Parents in Partnership. 2. Communicate Parents in Partnership dates to cluster P7 and current S1 parents/carers. 3. Staff involved to plan Parent in Partnership sessions. 4. Run Parents in Partnership sessions. 5. Evaluate Parents in Partnership sessions.	SMcM with FLs Sep 23 SMcM K Fraser Oct 23 CTs/FLs/PTs involved in delivering sessions. Oct/Nov 23 CTs/FLs/PTs involved in delivering sessions Nov 23 After each session SMcM.	Engagement in sessions through a spreadsheet based system. This will be analysed and breakdowns in data shared, with comparison made to attendance in Parents in Partnership sessions during 2022/23. Quality of sessions delivered through the use of a standardised exit pass for parents/carers. The results of this will be reviewed following each session and utilised to bring about improvements in the next session.		

PRIORITY 7: Promoting Positive Relationships across the whole Campus.

Strategic Objective:

(i)   Learners will experience a more consistent approach to our Promoting Positive Relationships policy across the whole Campus.
(ii)   Establish Working Groups to take forward key aspects of our Promoting Positive Relationships work.
(iii)   Pupil Participation Strategy to be devised to encourage the role of pupil voice across the Campus.

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

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Language specific to HIGIOELC is in green

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1.5 Management of resources to promote equity

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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

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

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

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
Our evaluation around Promoting Positive Relationships was based on the following activity:

▪ SLT Observations of practice
▪ Staff Questionnaire which was designed on the principles of Neurological Levels of Change (Dilts) to allow us to gather views and look at these from a variety of perspectives.
▪ Data gathered from pupil workshops on Feeling Safe, Building Relationships and Classroom Behaviour.

This data was analysed and available on a spreadsheet showcasing the steps required to make improvements which are reflected in this plan.

PRIORITY 7: Action Plan					
Pupil Outcomes	**Implementation Plan**	**Timescales/ Responsibility**	**Measurement of Impact**	**Analysis & Evaluation of Progress**	
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	
(i) Learners will experience a more consistent approach to our Promoting Positive Relationships policy across the whole Campus.	1. Share and embed the language of Ready, Respectful and Engaged across the Campus, including Assemblies etc.	A. MacDougall May 2023 Implemented by teaching staff and supported by middle leaders.	Staff and pupil questionnaires to gather views on the language of Ready, Respectful, Engaged.		
	2. Discuss the Promoting Positive Relationships policy with all staff as part of the first In-Service Day.	J. House August 2023	Staff feedback from staff induction.		
	3. Promoting Positive Relationships Policy to be shared with all new/temporary members of staff through our new Staff Induction process.	D. McClelland As required throughout session.	Staff feedback from staff induction.		
	4. Embed the current visible consistencies. Start to identify the next areas of focus following the establishment of Promoting Positive Relationships Working Groups.	All Teaching Staff September – December 2023	SLT and departmental (middle leader) monitoring of Visible Consistencies.		
	5. Good practice evidence required from the ELT to share and promote a consistency of practice at departmental level. Shared through Promoting Positive Relationships Newsletter.	Middle Leaders At the end of each term.	Evaluation of good practice by middle leaders and senior leaders.		

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(ii) Establish Working Groups to take forward key aspects of our Promoting Positive Relationships work.	1. Working Group Leaders identified and strategy outlined to all leaders.	A. MacDougall June 2023	Review of professional actions taken by each Working Group. Self-evaluation activity will be adapted to suit the objectives identified.		
	2. Share evaluation data with whole school to inform of current picture with Promoting Positive Relationships.	A. MacDougall August In-Set 2023			
	3. Meeting with Group Leads to share data and rationale for their group. Strategic direction of this work will become apparent through the work of these groups.	A. MacD./J.House September 2023			
	4. Meetings take place. Following each meeting, there will be a meeting of the Promoting Positive Relationships Groups which will consist of all of the Group Leads to share findings and explore strategy moving forward.	Working Group Leads From October 2023			
	5. Newsletter produced to update school community on progress of the Working Groups.	A MacD/J House Following each round of meetings			
	6. Actions defined from each group and implemented as required.	As outlined by group			
	7. Review of impact of Working Groups	June 2024			

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	
(iii) Pupil Participation Strategy to be devised to encourage the role of pupil voice across the Campus.	1. Identify group members to support this work to move forward. 2. Explore examples of good practice and devise a strategy from there. Plan this over a 3-year implementation phase. 3. Implement strategy phase 1. 4. Evaluation.	A MacDougall September 2023 A MacDougall, S6 Leadership Team, Other interested staff/partners October 2023	Review of actions taken by each Implementation Group. Self-evaluation activity will be adapted to suit the objectives identified.		