



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

Garnock Community Campus

Improvement Plan

2024-2025



Vision, Values and Aims

Garnock Community Campus Opening Doors to the Future

through Kindness, Growth, Determination and Ambition

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.



NORTH AYRSHIRE COUNCIL: EDUCATION

Garnock Community Campus Improvement Plan 2024-25

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.



NORTH AYRSHIRE COUNCIL: EDUCATION

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Garnock Community Campus priorities align with the priorities of North Ayrshire Council in the following way:



Leading Change: Improvements in self-evaluation, strategic planning, professional learning & Pupil Participation

To open the door to the future for all learners, our focus must be on improving:

Our Learning Practices:

Learning & Teaching

Promoting Positive Relationships

Our Learning Practices

Ensuring the highest quality attainment for our learners through quality learning and teaching and positive relationships.

Our Curriculum:

Pathways

Developing the Young Workforce

Our Curriculum

Ensure 100% positive destinations through effective curricular pathways to develop the young workforce.

Meeting the Needs of all of Our Learners:

All needs including ASN

Meeting the Needs of all of Our Learners

Removing barriers to learning to allow everyone to achieve their potential and ensuring positive wellbeing for all learners.

Improving Outcomes for Children and Young People

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Leading Change and improvement in self-evaluation, strategic planning, professional learning & pupil participation across the Campus. (Links to NAC Priorities 1, 2, 3, 4 & 5.)

Strategic Objective:

- Embed the new revised Vision, Values and Aims into practice with all stakeholders, supporting understanding around our values in action, linking specifically with learning practices and strategies to promote positive relationships.
- Enhance self-evaluation and improvement planning processes across the whole campus to enhance strategic thinking at all levels to improve outcomes for all 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

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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
 - 2.2 Curriculum
 - 2.3 Learning, teaching & assessment
 - 2.4 Personalised Support
 - 2.5 Family Learning
 - 2.6 Transitions
 - 2.7 Partnerships
- 3.1 Ensuring wellbeing equality and inclusion
 - 3.2 Raising attainment & achievement (*Securing children's progress*)
 - 3.3 Increasing creativity and employability (*Developing creativity and skills for life and learning*)

NIF Drivers of Improvement

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities
- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources
- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

Evidence from 2022/23 demonstrates that the Campus lacks a clear Vision, Values and Aims. This has been developed throughout session 2023/24 and is ready for implementation in August 2024 following consultation with all stakeholders. An ambitious Vision, Values and Aims has been developed cooperatively which we hope will support us to drive improvements.

Almost all staff have commented that they engage in PRD and professional learning, but they do not hold evidence on how this impacts on classroom/leadership actions. Our enhanced approach to PRD throughout session 2023/24 has led to deeper thinking around PRD, but to maximise impact it is essential we focus on how this supports practice to develop. This will be modelled to staff through a whole campus practitioner enquiry model.

Self-Evaluation practices remain under review to ensure clear links between robust evidence and actions to be taken for improvement. This will also support the development of strategic thinking. There has been a greater emphasis on gathering pupil voice to inform change. However, we recognise that our learners would welcome the opportunity to be greater agents of change through the establishment of a Pupil Participation strategy to routinely involve learners in the change process.

For more details, please see 1.3 Campus Self-Evaluation Document.

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Overarching Priorities (Linking to NAC Priorities 1-5)					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Embed the new revised Vision, Values and Aims (VVA) into practice with all stakeholders, supporting understanding around our values in action, linking specifically with learning practices and strategies to promote positive relationships.</p> <p>OUTCOME: Vision, Values and Aims becomes a driver for key aspects of our work to improve outcomes for learners.</p>	<p>All Stakeholders: Produce a summary of VVA to share the journey and outcome of this collaborative work. Update school displays accordingly.</p> <p>PUPILS</p> <ol style="list-style-type: none"> 1. Establish a programme of assemblies focused on values in action to ensure clear expectations. 2. Ensure VVA is embedded in all discussions with pupils and policies are updated accordingly. <p>STAFF</p> <ol style="list-style-type: none"> 1. Launch refreshed VVA with all staff at August In-Service Day. 2. Departments produce a poster outlining how the work of their department underpins the VVA. These will be professional produced and shared across the Campus. 3. Staff will be involved in updated policies and practice to reflect the new VVA. <p>PARENTS/CARERS/STAKEHOLDERS;</p> <ol style="list-style-type: none"> 1. Establish a launch event for all stakeholders to share the key messages around our Vision, Values and Aims. 2. Regularly communicate the VVA through communication channels and at Campus events. 	<p>June 2024 A MacDougall</p> <p>August 2024 SLT(led by AM) Throughout Session</p> <p>August 2024 A MacDougall Sept 2024 In-Service Day</p> <p>Throughout Session</p> <p>Sept 2024 A MacDougall</p> <p>All Staff</p>	<p>Baseline data: Please see 1.3 Self-Evaluation Summary 2023/24.</p> <p>Gather: Evidence of:</p> <ol style="list-style-type: none"> 1. the extent to which our Campus community has ownership of our Vision, Values, and Aims. 2. How effective we have been in involving our whole Campus community on the ongoing review of our Vision, Values and Aims. 3. How well we use our Vision, Values and Aims when making decisions about future priorities. <p>Analyse: all of the evidence above.</p> <p>Evaluate: all evidence and include in our self-evaluation summary for session 2024/25.</p>		

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Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Enhance self-evaluation and improvement planning processes across the whole campus to improve strategic thinking at all levels.</p> <p>OUTCOME: Develop staff skills on strategic leadership and leading change to improve key areas of our work which impacts on outcomes for learners.</p>	<p>Lead the ELT through an Agile Leadership model in terms 1 and 2. This will follow the cycle outlined below:</p> <ol style="list-style-type: none"> 1. SLT meet with ELT to agree the area of improvement which will be the term focus. 2. ELT gather baseline data to support a deeper understanding of required change. 3. ELT devise a clear plan for change supported and challenged by their link DHT. 4. Change is implemented. 5. Analysis and evaluation of evidence. 6. Update of self-evaluation documentation at departmental and Campus level. 	<p>Cycle 1 runs from August - October as per Campus Calendar</p> <p>Cycle 2 runs from October – December as per Campus Calendar</p> <p>DHTs and ELT led by A MacDougall</p>	<p>Baseline data: Dept Imp Plans from session 2023/24, Dept and Campus self-evaluation evidence 2023/24.</p> <p>Gather: Short Dept Action Plans and evidence of impact of plans.</p> <p>Analyse: Consider evidence at dept level with link DHT and across the whole ELT to maximise learning.</p> <p>Evaluate: Establishing key strengths and areas for development and how this will be achieved.</p>		
<p>Embed self-evaluation processes around reviewing our curriculum in line with our newly established Curriculum Rationale.</p>	<ol style="list-style-type: none"> 1. Share the revised Curriculum Rationale with ELT to gather initial views. 2. Produce an audit tool which allows middle and senior leaders to audit the current curriculum against the Curriculum Rationale. 3. Devise an action plan on how to address areas for improvement identified by the audit document. 4. Beyond this work, establish, through discussion with ELT, an annual process for evaluating Curriculum Rationale. 	<p>September 2024 O Scott</p> <p>October 2024 O Scott</p> <p>November 2024 O Scott</p> <p>April 2025 O Scott</p>	<p>Baseline data: Subject uptake, retention rates, No. of Senior Phase (N5) students working together.</p> <p>Gather: Evidence within audit document, pupil, staff and parent views.</p> <p>Analyse: The gaps in the delivery of the Campus Rationale as identified by the audit document.</p> <p>Evaluate: Confirm key strengths in the Curriculum when compared to the Curriculum Rationale and areas for development and plan how this will be achieved.</p>		

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Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Implement a Pupil Participation Strategy to ensure pupil voice is an active part of Campus self-evaluation approaches supporting our learners to be agents of change.</p> <p>OUTCOME: Pupils have a clear voice in changes within the Campus developing their understanding and sense of belonging within the Campus.</p>	<ol style="list-style-type: none"> 1. Devise a clear strategy around Pupil Participation which supports learners to be involved in Campus Improvement, Rights Respecting Schools, a learning and teaching committee and Primary initiatives. 2. Establish groups and use HGIOURS to guide initial conversations to identify areas of focus, linking in with Campus staff as required. 3. Identify areas of focus. 4. Explore changes and involve the group in leading change. Consideration should be given to how clear messages are shared across the Campus. 5. Evaluate the impact of these changes. 	<p>Sept 2024</p> <p>Sept 2024</p> <p>Sept 2024 Throughout Sept 2024– April 2025</p> <p>April/May 2025</p> <p>Led by A MacDougall & L McGregor</p>	<p>Baseline data: Pupil Focus Group data, Pupil Involvement in Senior staff appointments.</p> <p>Gather: Evidence of participation and impact of this participation.</p> <p>Analyse: Analyse the data gathered from Pupil Participation groups, and wider learner forum to establish key messages.</p> <p>Evaluate: Evaluate impact of group and identify areas of focus for session 2025/26.</p>		
<p>Implement a whole Campus approach to Practitioner Enquiry to establish a clear link between PRD, professional learning and improved outcomes for children and young people.</p> <p>OUTCOME: Learners will experience more data/research informed teaching practice which will enhance their learning experience.</p>	<ol style="list-style-type: none"> 1. Garnock Practitioner Enquiry model was established and implemented last session. Review and change this model to fit new approach to implementation. 2. Practitioner Enquiry model will be delivered throughout 4 In-Service Days across the academic session. 3. Baseline Data, analyse of evidence and impact of intervention are all gathered as part of the model. 4. On completion, staff will then share findings at a sharing event and discuss impact on classroom practice as part of PRD process. 	<p>August 2024</p> <p>In-Service Days from Sept 2024.</p> <p>In-Service Days from Sept 2024.</p> <p>May/June 2024</p> <p>A MacDougall and Professional Learning Team.</p>	<p>Baseline data: Positive data demonstrating impact on practice from staff who engaged in this model throughout 2023/24.</p> <p>Gather: Evidence of engagement and impact throughout session.</p> <p>Analyse: Data as part of the Practitioner Enquiry model.</p> <p>Evaluate: Impact of individual enquiry. Evaluate the impact on PRD discussions.</p>		<p>£10,000</p>

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Garnock Community Campus Improvement Plan 2024-25

Our Learning Practices (Linked to NAC Priority 1)

Strategic Objective:

Ensuring the highest quality attainment for our learners through quality learning and teaching and positive relationships.

Highlight your KEY drivers for this improvement priority

Service Priorities

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

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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

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

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

NIF Drivers of Improvement

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

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

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

Rationale for Change

There is a disparity between the quality of Learning, Teaching and Assessment between the BGE and Senior Phase in the secondary. BGE teaching and learning requires to be reviewed to incorporate more engaging active learning experiences to motivate our learners, and better prepare them for the learning that will take place in the Senior Phase. Careful consideration needs to be given to parental engagement in this work too. Throughout session 2023/24, primary staff worked tirelessly to improve the quality of learning and teaching alongside planning and assessment tools. Throughout session 2024/25, embedding these practices will be the key focus.

Evaluation of QI 3.2 demonstrates a need for greater consistency in the use of data to inform improvement at all levels of the Campus. Existing practices will be built upon, but training is required to increase staff confidence. BGE tracking and monitoring processes are very inconsistent and require to be reviewed and considered against the evolving picture of ACEL collection from the Local Authority.

Our work on Promoting Positive Relationships (PPR) feels isolated from the Vision, Values and Aims and Learning and Teaching and lacks coherence across the Campus. This results in some inconsistent approaches, observed through practice. Data shows that staff have a clear understanding of the purpose of the PPR policy, but this is not aligned with practice. Some learners feel they lack a sense of belonging to our Campus. A more consistent approach, linking closely with our Vision, Values and Aims and based on relational practice will enhance this area of work. PEF spend will support this area of work.

For more details, please see 1.3, 2.3 and 3.2 Campus Self-Evaluation Document.

NORTH AYRSHIRE COUNCIL: EDUCATION

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Our Learning Practices (Linking to NAC Priority 1) ACTION PLAN:

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Staff will improve the delivery of lessons which will be planned around active learning experiences.</p> <p>Outcome: Pupils will be more engaged in lessons which will lead to enhanced performance in assessments, thus attainment.</p>	<ol style="list-style-type: none"> 1. Share findings of recent L&T focus groups with Campus staff and pinpoint clear themes and action points. 2. Ensure a shared initial understanding across Campus staff of the key components of active learning experiences. 3. Devise a consistent system to track the action points from pupil focus group findings via lesson observations. 4. Provide opportunities to share best practice and develop a variety of methodologies to enhance experiences for learners. Link this in with the work of the Professional Learning Team. 5. Build in mechanisms self-evaluate progress throughout the session and holistically towards the end of the session. 	<p>September 2024 D Gardner</p> <p>September 2024 D Gardner</p> <p>October 2024. D Gardner</p> <p>Throughout session D Gardner PL Team</p> <p>Throughout session/June 2025 D Gardner</p>	<p>Baseline data: Focus group feedback.</p> <p>Gather: Ongoing focus group feedback, minutes from DMs and link meetings, lesson observations and examples of staff sharing practice/ Professional Learning Team impact.</p> <p>Analyse: the data triangulation of all of the above including BGE attainment data.</p> <p>Evaluate: Identify strengths and areas for development and whole Campus and departmental level.</p>		

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Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Enhance current practice so all practitioners engage with the various aspects of attainment data to ensure interventions are appropriate and lead to improvement for all learners.</p> <p>Outcome: Learners have a greater understanding of how to improve because interventions are personalised and meaningful.</p> <p>Classroom practitioners have a greater understanding of how interventions impact upon subject/whole Campus attainment profiling.</p>	<ol style="list-style-type: none"> SLT and ELT determine and share good practice in the use of Data and Interventions. Establish Working Group to gather views from ELT and devise a strategic plan to implement across whole Campus. Working Group share plan with SLT and ELT for FLs to discuss and implement at departmental level. All practitioners conduct quality learner conversations based upon the wealth and richness of available data. 	<p>Aug / Sept 2024 SLT / ELT SLWG</p> <p>Sept 2024 ELT SLWG</p> <p>Sept 2024 SLWG ELT All classroom practitioners</p>	<p>Baseline data: Evaluation demonstrates that only SLT, ELT and some teachers who engage with data to inform strategies for improvement.</p> <p>Gather: Dept minutes will demonstrate where data has been discussed, evaluated and improvement strategies devised, conversations as part of attainment reviews.</p> <p>Analyse: Data and improvements as part of link DHT/FL meetings.</p> <p>Evaluate: ELT evaluate how engaging with data has led to better attainment outcomes for learners.</p>		
<p>Build upon BGE Tracking & Monitoring practices to compile a Campus system that provides a holistic overview of learner progress.</p> <p>Outcome: Interventions identified produce enhanced outcomes for learners.</p> <p>Pastoral staff will advise better pathway decisions rooted in robust and accurate data and pupils follow a pathway that is linked to achievement.</p>	<ol style="list-style-type: none"> DHTs work with link Departments to establish Tracking & Monitoring approaches in each department. Audit to be compiled and shared with ELT. Devise a strategic approach to integrating department tracking with whole school model. Whole School BGE Tracking & Monitoring processes implemented. Impact of process reviewed and evaluated 	<p>September 2024 Link DHT and FLs</p> <p>S Duff</p> <p>SLT/ELT</p> <p>All Classroom Practitioners May/June 2025 S Duff</p>	<p>Baseline data: Establish current practice across the whole Campus</p> <p>Gather: Audit will present current picture and point towards required actions.</p> <p>Analyse: SLT/ELT to determine progress made during implementation.</p> <p>Evaluate: SLT/ELT evaluate impact through BGE Data, progression and interventions.</p>		

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Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Enhance our approach to building positive relationships within the classroom and across the Campus through a focus on relational practice.</p> <p>OUTCOME: Relationships will be more positive across the Campus, and we see enhanced behaviour from our learners. Learner will also comment on a greater sense of belonging to our Campus.</p>	<ol style="list-style-type: none"> 1. Sign-up and explore the resources from 'When the Adults Change' programme. This is a change management programme. 2. Establish a Working Group of staff from across the Campus who would like to become part of a strategic group taking this work forward. 3. Engage in analysis of data to establish a clear baseline building on the evidence we already hold, as directed by the programme. 4. Establish an Action Plan with the Working Group to ensure collaborative actions to move forward. This will be supported by a communication plan to ensure everyone is fully engaged and updated on our work. 5. Engage in improvement work, as per the Action Plan. 6. Gather data around improvements. 	<p>June 2024 A MacDougall</p> <p>August 2024 A MacDougall & S Cooper</p> <p>Sept 2024 A MacDougall & S Cooper</p> <p>Sept 2024 A MacDougall & S Cooper</p> <p>Throughout session Working Group led by A MacDougall & S Cooper</p>	<p>Baseline data: PPR Evaluation, Observations, learner and staff views.</p> <p>Gather: Evidence of impact as directed by the changes we introduce.</p> <p>Analyse: Ongoing analysis of data as we plan and implement change.</p> <p>Evaluate: views from all stakeholders, observation and data. Compare our findings closely and through our Vision, Values and Aims.</p>		£5000.00
<p>Develop a sense of belonging within our Campus Community through increased levels of participation in Extra-Curricular activities.</p> <p>Outcome: The majority of learners feel included through the offer of an enhanced extra-curricular provision which is varied and tailored based upon the views of young people. Through increased participation, relationships and behaviour is improved.</p>	<ol style="list-style-type: none"> 1. Departments audit their current extra-curricular provision, Gaps identified and addressed. 2. Approaches to delivering extra-curricular to be considered. 3. Event established to promote/sign up to clubs. 4. Information sent to parents on available opportunities, importance of belonging and sign-up information. 5. A summative statement will be included in reports to involve parents/carers. 	<p>August 2024 J Black</p> <p>September 2024 J Black</p> <p>September 2024 J Black</p> <p>Throughout session</p>	<p>Baseline data: PPR observations, learner and staff views, registers for clubs and GMWP Data.</p> <p>Gather: Number of clubs offered, club registers and updated GMWP data.</p> <p>Analyse: GMWP data picture following intervention.</p> <p>Evaluate: Views from all stakeholders and data analysis.</p>		

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Our Curriculum (Linked to NAC Priority 3)

Strategic Objective:

Ensure 100% positive destinations through effective curricular pathways to develop the young workforce.

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
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9. Improvement in children & young people's health & wellbeing
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- 1.1 Self-evaluation for self-improvement
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- 3.1 Ensuring wellbeing, equality and inclusion
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(Securing children's progress)
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NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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

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

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

Rationale for Change

Whole Campus and departmental evaluation of attainment/outcomes, learners/parent/carer/staff views, and information from external partners all points to the importance of developing key skills in our learners to prepare them to the world of work. These themes emerged clearly in our engagement around our Vision, Values and Aims, leading to the motto, "Opening Doors to the Future" being established. Significantly, the development of a skills programme will be key in driving forward our vision for the Campus.

Our Curriculum Rationale demonstrates a desire to ensure we are blending the experiences and expertise available to us across the Campus to the benefit of all learners. Our updated Curriculum Rationale demonstrates this and outlines a blueprint to move forward. Greater focus on the analysis of practice when considered against the Curriculum Rationale will provide clear actions to move us forward. Furthermore, as we become more blended in our approach to curricular delivery, our focus must now be on the use of pedagogies across the Campus ensuring a coherent approach and learning from each other. This will start with looking at planning and assessment approaches through moderation activity.

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Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Introduce Skills for Work as a core subject for S1 pupils to support and develop their knowledge and implementation of meta-skills.</p> <p>OUTCOME (Learners): Regular reviews ensure that pupils can identify and apply their skills in a range of contexts.</p> <p>OUTCOME (Staff): Staff across the Campus have an increased understanding of meta-skills and devise experiences and interventions which improve learner outcomes.</p>	<ol style="list-style-type: none"> Determine the Garnock Community Campus meta-skills framework, in consultation with stakeholders (local employers) Devise a scheme of work for S1 Skills for Work which enables learners to identify, understand, discuss and implement meta-skills across all areas of the school curriculum. Liaise with local employers to participate in Skills in Action events at key points of the course to allow pupils to demonstrate their creativity and understanding of Skills for Work in real life contexts. Identify and deliver professional learning opportunities to staff across the Campus. Evaluate outcomes and plan for next session 	<p>June 2024 S Duff and J Eck</p> <p>June 2024 J Eck</p> <p>Session 2024/25 S Duff and J Eck</p> <p>Session 2024/25 J Eck</p> <p>May 2025 S Duff and J Eck</p>	<p>Baseline data: Initial questionnaire with stakeholders, including: Employers, Staff, Pupils, to determine current knowledge of meta-skills.</p> <p>Gather: Repeat questionnaires throughout the year and assessment data from Skills classes.</p> <p>Analyse: Assessments to identify supports and interventions required, compare initial and subsequent questionnaires.</p> <p>Evaluate: Measure the impact and plan next steps.</p>		£22,000
<p>All staff across the Campus to engage with the Learning, Teaching & Assessment Cycle (Moderation Cycle) to improve consistency around levels achieved across the Campus.</p> <p>OUTCOME: Learners will benefit from enhanced teacher understanding of levels to inform practice which will be more consistent across the Campus.</p>	<ol style="list-style-type: none"> Utilise analysis of Moderation Audit data to distil key messages to staff across the Campus. Lead the moderation cycle, guided by the audit of practice completed in session 2023/24. Support departments to gather data around improvements and develop next steps at departmental level for improvement. 	<p>September 2024 D Gardner and S McMillan</p> <p>Sept 24 – Apr 25 D Gardner and S McMillan</p> <p>Apr/ May 2025 D Gardner and S McMillan</p>	<p>Baseline data: Audit document, Learner and staff views</p> <p>Gather: Department evidence of assessment and moderation activities.</p> <p>Analyse: Link DHT meeting minutes, lesson observations, moderation.</p> <p>Evaluate: BGE data, staff consistency or standards. Plan next steps.</p>		

NORTH AYRSHIRE COUNCIL: EDUCATION

Garnock Community Campus Improvement Plan 2024-25

Meeting the needs of all of our learners (Linked to NAC Priorities 2,4 and 5)

Strategic Objective:

Removing the barriers to learning to allow all learners to achieve their potential and ensure positive wellbeing for all learners.

Highlight your KEY drivers for this improvement priority

Service Priorities

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

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

HGIOSO & HGIOS ELC

Language specific to HIGIOELC is in green

- | | |
|-------------------------------------|--|
| 2.1 Safeguarding & Child Protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 2.2 Curriculum | 3.2 Raising attainment & achievement
<i>(Securing children's progress)</i> |
| 2.3 Learning, teaching & assessment | 3.3 Increasing creativity and employability
<i>(Developing creativity and skills for life and learning)</i> |
| 2.4 Personalised Support | |
| 2.5 Family Learning | |
| 2.6 Transitions | |
| 2.7 Partnerships | |

NIF Drivers of Improvement

13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

- 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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- | | | |
|--|--|--|
| 2.1 Quality of the session for care, play and learning | 3.1 Quality assurance and improvement are led well | 4.1 Staff skills, knowledge and values |
| 2.2 Children's experience high quality facilities | 3.2 Leadership of play and learning | 4.2 Staff recruitment |
| | 3.3 Leadership and management of staff and resources | 4.3 Staff deployment |

Rationale for Change

Evidence demonstrates that there is a lack of understanding around wellbeing as a Responsibility for All and how this should permeate across the curriculum and the Campus. The Campus would benefit from a clear strategy around how we improve wellbeing outcomes through robust monitoring and tracking of wellbeing.

Parents/carers tell us that the Campus is safe and prioritises learner wellbeing. However, our learners often comment around feelings of lack of safety and sense of belonging. This is further compounded with a lack of correlation between the evidence from the Glasgow Motivation and Wellbeing Profile (GMWP) and SHANARRI indicators. Therefore, a clear strategy around MVP, supported by robust monitoring and evaluation will support improvements in this area.

For more details, please see 3.1 Campus Self-Evaluation Document.

NORTH AYRSHIRE COUNCIL: EDUCATION

Garnock Community Campus Improvement Plan 2024-25

Priorities around Meeting the Needs of all of Our Learners (Linked to NAC Priorities 2,4 & 5)					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
<p>Improve our approach to wellbeing across the Campus by raising the awareness of wellbeing indicators and tracking wellbeing effectively.</p> <p>OUTCOME: Staff across the Campus have an increased understanding of the wellbeing indicators and devise experiences and interventions which improve outcomes for learners.</p>	<p>PUPILS</p> <ol style="list-style-type: none"> Devise an assembly programme to raise awareness of SHANARRI indicators. Gather data during PSE lessons around the focused wellbeing indicator. Analyse and correlate the data gathered with the GMWP data. Plan and implement interventions. Evaluate interventions. <p>STAFF</p> <ol style="list-style-type: none"> Establish a Working Group of staff across the Campus consisting of one member of staff from each department. The purpose of the group is to support the Responsibility of All regarding Wellbeing by raising awareness and sharing strategies for middle leaders and teaching staff. Devise an Action Plan for the Working Group which will be shared across the Campus. Implement actions Evaluate actions and plan next steps. <p>PARENTS/CARERS</p> <ol style="list-style-type: none"> Produce a Wellbeing at Garnock Community Campus communication which is issued to parents/carers prior to each focused indicator with the purpose of informing parents/carers. Explore other means to engage parents/carers in this area of work. 	<p>Throughout session. First indicator ready for September 2024.</p> <p>DHTs and Pastoral Team led by S Cooper.</p> <p>Throughout session. First meeting takes place September 2024.</p> <p>S Cooper</p> <p>Timing aligned with pupil assemblies.</p> <p>S Cooper</p>	<p>Baseline data: GMWP (May '24) Gather: Wellbeing Indicator data and correlate with GMWP. Analyse: to identify supports and interventions. Evaluate: Measure the impact of interventions and plan next steps.</p> <p>Baseline data: Self-Evaluation Departmental Summary, GMWP and staff survey responses (May 2024). Gather: Evidence of impact from Working Group Action Plan. Analyse: Triangulate evidence. Evaluate: Measure the impact of the actions and plan next steps.</p> <p>Baseline data: Parent/Carer Questionnaires Gather: parents/carers views on how well the Campus supports wellbeing. Analyse: Triangulate evidence with pupils and staff. Evaluate: Plan next steps.</p>		

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Garnock Community Campus Improvement Plan 2024-25

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<p>Introduce Wellbeing Impact Forums to identify interventions to support attendance, reduce exclusions and improve learner wellbeing.</p> <p>OUTCOME: Regular review of pupil intervention ensures we are maximising impact on outcomes for learners.</p>	<ol style="list-style-type: none"> 1. Determine the membership of the WIF. 2. Formulate a clear rationale, structure, procedures, recording tools and calendar. 3. Establish the Forum. 4. Evaluate by December 2024. 5. Re-establish the Forum with modifications following evaluation. 6. Evaluate by May 2025. 	<p>August 2024 September 2024</p> <p>October 2024 December 2024 January 2025</p> <p>May 2025</p> <p>S Cooper</p>	<p>Baseline data: Attendance data, exclusion data and modified timetable data.</p> <p>Gather: Evidence of processes and outcomes of the WIF.</p> <p>Analyse: new evidence and compare to baseline data.</p> <p>Evaluate: Measure the impact of the WIF and plan next steps.</p>		
<p>Implement a whole Campus approach to Mentors in Violence Prevention to support safety and wellbeing across the Campus.</p> <p>OUTCOME: Improved feeling of safety and belonging for all learners.</p>	<ol style="list-style-type: none"> 1. Establish an MVP Working Group. 2. Determine an MVP Action Plan including a clear strategy for whole Campus engagement including parents/carers. 3. Professional Learning for staff. 4. Launch MVP in PSE lessons and in primary 6/7. 5. Evaluate impact of MVP Lessons to inform the next steps in the MVP Action Plan. 6. Update MVP Action Plan and implement. 7. Evaluate the impact of the MVP Action Plan. 	<p>Sept 2024 October 2024</p> <p>October 2024 October 2024 January 2025</p> <p>January 2025 May 2025</p> <p>G. O'Hare</p>	<p>Baseline data: Exclusion data and pre-MVP questionnaires.</p> <p>Gather: Evidence of impact of MVP Lessons through post-MVP questionnaires.</p> <p>Analyse: Compare pre/post questionnaires. Update the exclusion analysis and monitoring document.</p> <p>Evaluate: Measure the impact of the MVP Action Plan and plan next steps.</p>		

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Garnock Community Campus Improvement Plan 2024-25

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:		Alan MacDougall	
Carry forward:		Total Allocation:	£122,040.00
			Total:

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?
Attainment gap specifically in learners within SIMD 1 and 2.	Learners will experience targeted support to meet their needs.	Improved achievement of a level data for learners.	Throughout session and monitored and evaluated at tacking periods in October, December, March and June. Led by Scott McMillan.	Additional Pupil Support Assistant to support primary learners	Baseline data: Current attainment and tracking data for identified learners. Gather: Evidence. Analyse: Build a case study of these learners at each tracking period. Evaluate: the impact of all actions and intervention through tracking meetings.	
Leadership across the Campus.	Learners will benefit from more focused work from the Senior Leadership Team to improve outcomes as per this Improvement Plan.	The role of Senior EBA has been developed in Garnock Community Campus to support Office staff and SLT. The development of this role is ongoing.	Throughout Session. Led by Alan MacDougall and Danielle McClelland.	Senior Educational Business Assistant	Baseline data: Analysis of the use of SLT time in running a Campus. Gather: Evidence of impact on a range of initiatives including data, views and observations. Analyse: Analyse all data. Evaluate: Gather a clear picture of improvement.	

NORTH AYRSHIRE COUNCIL: EDUCATION

Garnock Community Campus Improvement Plan 2024-25

Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Attainment and wellbeing gaps.	Pupils will experience enhanced Pastoral Support to improve attainment and wellbeing.	This work is ongoing from last session. New Pastoral PT has been appointed and is making a positive impact on outcomes for learners.	Throughout session.	PT Pastoral Enhancement	Please see Pastoral Improvement Plan	