



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

Garnock Community Campus

Improvement Plan

2025-2026



Opening Doors to the Future

Kindness ■ Growth ■ Determination ■ Ambition



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.



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Garnock Community Campus Improvement Plan 2025-26

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

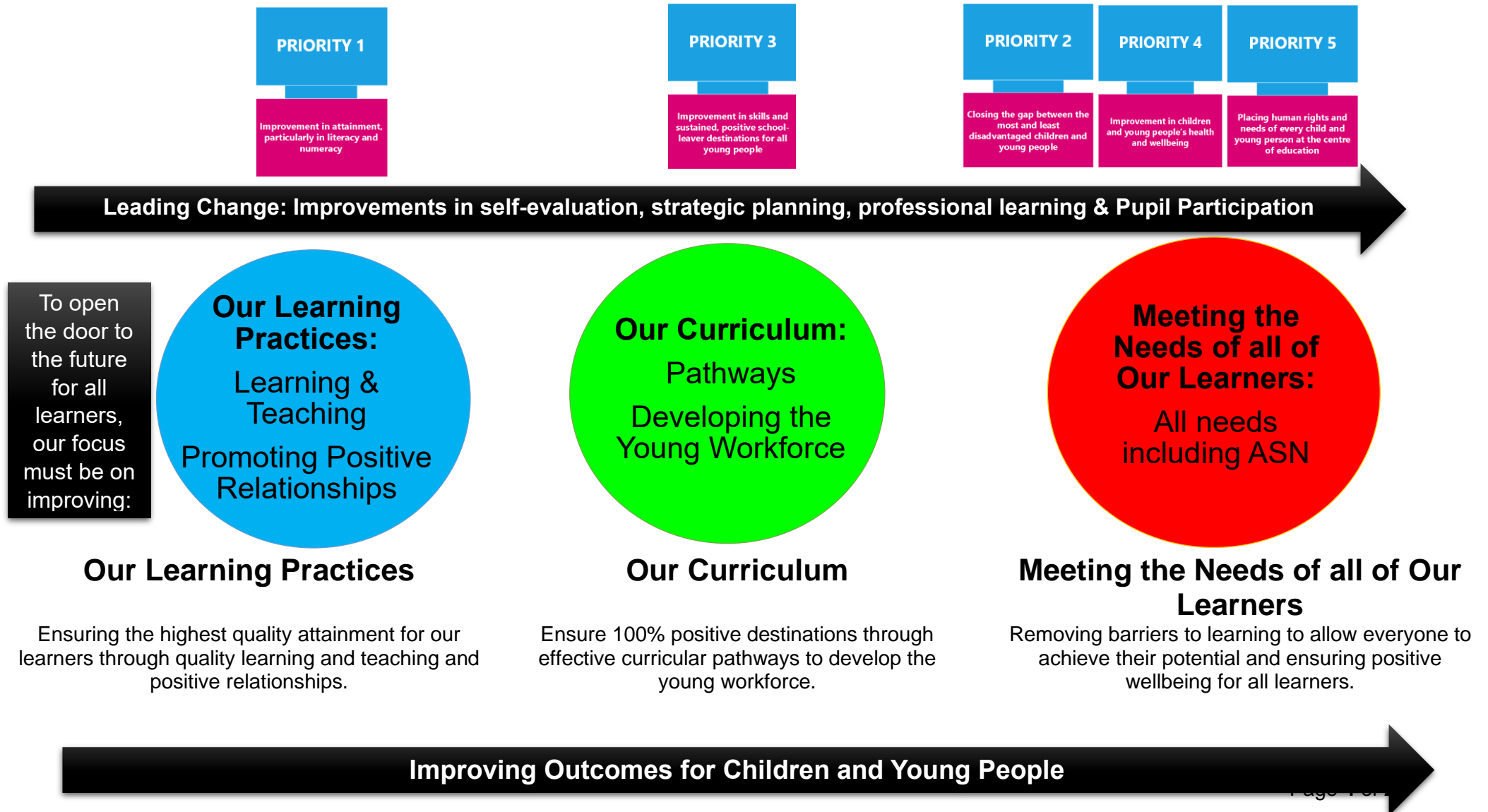
The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in 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.



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



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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.

Select the KEY drivers for this improvement priority

| <u>Education Service Priority</u> <i>Please select the relevant service priorities</i> | <u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i> | <u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i> | <u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i> |
|---|--|--|--|
| 1. Improvement in attainment, particularly literacy and numeracy 3. Improvement in skills and sustained, positive school-leaver destinations | 1. School & ELC leadership 2. Teaching and practitioner professionalism 6. Performance information | 1.3 Leadership of change 1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement | 1.1 Leadership and management of staff and resources 1.3 Leadership of continuous improvement 4.3 Children's progress |

Rationale for Change

We have made positive progress in developing a more inclusive and participative culture, with early-stage structures in place to promote pupil voice and leadership. Our shared Vision, Values and Aims (VVA) provide a strong foundation for engaging learners in Campus life, and various leadership roles – including the S6 Leadership Team, Mentors in Violence Prevention, Music Ambassadors, and Young Sports Leaders – are helping young people contribute meaningfully to the ethos and improvement of the Campus. However, current evidence highlights the need for a more strategic, consistent, and impactful approach to pupil voice across the 2–18 setting:

- While most young people recognise opportunities to express their views, **they are less confident that their voices influence decisions** or lead to visible change.
- Learner focus groups and departmental engagement have increased, but **approaches vary in quality and depth**, with limited evidence of these being embedded in strategic self-evaluation or planning processes. The **Learner Improvement Group** (Participation) has been established and is beginning to shape a pupil strategy. However, this work is still in its early stages and needs clearer structures, guidance, and visibility to realise its full potential.

This suggests that while the conditions for pupil voice are improving, there is a need to shift from consultation to genuine participation where learners are active partners in improvement, and where their insights are valued, acted upon, and seen to shape the Campus experience.

To do this, we must:

- Build staff capacity to **facilitate meaningful learner conversations** and gather feedback that informs change.
- Create a **systematic, Campus-wide approach to learner voice**, ensuring consistency, quality, and inclusion.
- Establish **mechanisms for learners to see the impact of their voice**, building trust, respect, and motivation.

This next phase of our work will align with our value of **Ambition**, ensuring all learners are empowered as agents of change in a Campus that listens, acts, and improves with them, not just for them.

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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> |
| Learner Participation/Voice Outcomes: Pupils feel meaningfully involved in shaping their school and learning experience. There is a consistent and inclusive approach to pupil voice across all departments and stages. Middle and Senior Leaders develop their practice as facilitators of participation. Pupils influence decision-making and improvement at all levels of the Campus. Participation supports a culture of respect, ambition, and partnership. | <p><i>This plan will be implemented at Senior and Middle Leader level. C Shedden will lead at Middle Leader Level and A MacDougall will lead a Senior Leader Level.</i></p> <ol style="list-style-type: none"> 1. Establish pupil participation as a core function of Campus leadership through formalised roles, responsibilities, and expectations for Middle and Senior Leaders. 2. Use the Pupil Participation Framework to audit current practices and support departments to embed structured, equitable voice mechanisms. 3. Deliver professional learning and peer support using the Garnock Pupil Participation Paper to guide values-driven, rights-based approaches. 4. Embed pupil participation into improvement planning cycles, policy reviews, and self-evaluation activity. 5. Celebrate and share impact of pupil participation across the Campus and with wider community (e.g. newsletters, displays, digital platforms). | <p>C Shedden (Lead), SLT and Middle Leaders Aug – Oct 2025</p> <p>C Shedden & Middle, Leaders Oct – Dec 2025</p> <p>C Shedden and PL Team Sept '25 – Feb '26</p> <p>C Shedden and SLT Ongoing – integrated into QA calendars</p> <p>C Shedden, Middle Leaders & Pupil Voice Teams From Nov 2025</p> | <ul style="list-style-type: none"> Leadership calendars reflect planned participation activity. Pupil voice recognises visible leadership engagement. Audit completed and used to shape next steps. Improved consistency of practice evident in QA Staff feedback shows increased confidence; QA evidence shows improved pupil engagement in planning and evaluation. Planning and evaluations include evidence of pupil involvement. Change reflects learner perspectives. Increased visibility of pupil contributions. Positive culture shift noted in stakeholder feedback. | | £0 |

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| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|--|--|--|---|-----------------------------------|---------------|
| <p>Professional Learning Outcomes:</p> <p>Learners benefit from more consistent, evidence-informed practice across the Campus as learning experiences improve as staff engage in relevant, collaborative professional learning.</p> <p>Staff are supported to engage in meaningful practitioner enquiry that impacts on outcomes for learners. Staff at all levels lead and share effective practice across the Campus.</p> | <ol style="list-style-type: none"> 1. Develop a Campus Professional Learning (PL) overview that aligns with identified strategic priorities and supports the implementation of the Learning and Teaching Strategy. 2. Coordinate and lead key PL inputs during In-Service Days, focusing on the implementation of Campus strategies and practitioner enquiry. 3. Implement a clear practitioner enquiry model, supported by the PL Team, with opportunities for staff to share and reflect on enquiry at key points. 4. Enhance the role of the PL Team in gathering staff voice and using PRD outcomes to shape future PL planning. 5. Create opportunities for staff to lead PL sessions or showcase enquiry during In-Service Days and Campus Learning events. | <p>Prof. Learn Team Aug – Sept 2025</p> <p>Prof. Learn Team Ongoing throughout session 2025/26</p> <p>Prof. Learn Team Sept – May 2026</p> <p>Prof. Learn Team Throughout 2025/26 session</p> <p>Prof. Learn Team Throughout 2025/26 session</p> | <ul style="list-style-type: none"> ▪ PL overview published and shared; links to Campus priorities and evaluated for uptake and relevance. ▪ Staff evaluations and feedback show relevance and impact of In-Service inputs on classroom practice. ▪ Staff engage with enquiry process; presentations or sharing events show evolving impact on learning and teaching. ▪ PL sessions reflect staff need; alignment with PRD evident in planning and participation data. Increased number of staff leading/sharing; positive evaluations from peers; culture of collaborative leadership strengthened. | | |

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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

Select the KEY drivers for this improvement priority

| <u>Education Service Priority</u> <i>Please select the relevant service priorities</i> | <u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i> | <u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i> | <u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i> |
|---|--|---|--|
| 1. Improvement in attainment, particularly literacy and numeracy 3. Improvement in skills and sustained, positive school-leaver destinations | 1. School & ELC leadership 2. Teaching and practitioner professionalism 6. Performance information | 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change | 3.1 Play and learning 3.1 Plan and learning Choose an item. |

Rationale for Change:

To further improve attainment and open doors to the future, we are committed to strengthening classroom practice through full implementation of our Campus-wide Learning and Teaching Strategy. This strategic approach is designed to improve learner outcomes and experiences through consistently high-quality teaching that reflects our school values. Campus self-evaluation and external scrutiny, including Trio visits and the North Ayrshire Council Review, have highlighted a **lack of consistency in learning and teaching across sectors**. While examples of strong practice exist, they are not embedded throughout the Campus. A shared strategy is needed to ensure all young people benefit from effective and equitable learning experiences.

We have made significant progress in establishing baseline data for BGE Tracking and Monitoring, but there is not yet a whole-Campus procedure for using this data consistently and meaningfully. This is especially important around transition points. In line with our value of Ambition, we must use data to set clear, aspirational targets for learners and practitioners to drive continuous improvement.

In terms of relationships and behaviour, learners have indicated uncertainty around our school rules, often confusing them with our values. Our current behaviour policy has been perceived by pupils as overly punitive and not reflective of the value of Kindness. The NAC Review also noted that our behaviour approaches were not sufficiently relational and jarred with our VVA. This is linked to our Learning and Teaching strategy where the first phase focuses on **connection** between staff and learners, learners and one another, and learners and their learning. Staff and learners in the secondary phase have raised concerns about the effectiveness and relevance of our current consequence model. Pupils feel disconnected from sanctions that lack relational follow-up and have requested the opportunity to speak directly with the member of staff involved. Staff feedback reveals a divide between those who support restorative approaches and those who prefer traditional, punitive systems. This inconsistency limits the impact of our values and work is required to move us forward collaboratively.

Data from parent/carer questionnaires from across the Campus (Primary – S6) consistently show that the following 3 statements have less parents strongly agreeing/agreeing:

I receive regular feedback about how my child is learning and developing – percentage of parents strongly agree/agree: Primary = S2 = 75% S3 = 72.9% S4 = 81.1% S5 & 6 = 87.7%
information I receive about how my child is doing reaches me at the right time – percentage of parents strongly agree/agree: Primary = S2 = 85% S3 = 70.8% S4=70.3% S5 & 6 = 89%
The school gives me advice on how to support my child's learning at home- percentage of parents strongly agree/agree: Primary = S2 = 85% S3 = 68.8% S4 = 81.1% S5 & 6 = 80.8%
As a result of this data, our Parental Engagement focus will be on supporting parents/carers to support their child's learning.

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| Our Learning Practices (Linked to NAC Priority 1) | | | | | |
|--|--|--|---|---|---|
| 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> |
| Learners will increasingly experience high quality learning & teaching, aligned with our Connect, Learn, Check, Reflect strategy leading to improved outcomes. | <p>1. Professional Learning to fully support the implement the Learning & Teaching strategy took place between May – June. This work will be ongoing (See section 1 for improvement plan on Professional Learning.)</p> <p>2. Staff will implement strategy in learning areas.</p> <p>3. Strategy to inform the Learning and Teaching policy which will be created and shared with all staff.</p> <p>4. Develop and pilot a lesson observation programme to support individuals/ departments/Faculties in self-evaluating their work to inform next steps and future professional learning.</p> <p>5. Further develop practitioner skill and confidence in direct-instruction and maximum participation in response to feedback and quality assurance.</p> <p>6. Throughout this work, share monthly Campus Updates with clear messages and sharing of good practice.</p> | <p>D Gardner/S McMillan Middle Leaders June 2025</p> <p>All Staff August 2025</p> <p>D Gardner September 2025</p> <p>D Gardner and Middle Leaders Sept 2025-June 2026</p> <p>D Gardner February 2026</p> <p>D Gardner Throughout session</p> | <p>Ongoing dialogue around learning and teaching through:</p> <ul style="list-style-type: none"> Observation and individual discussion/feedback; Departmental evaluative summary; Learning walk high level messages. <p>Data to be gathered:</p> <ul style="list-style-type: none"> Observation feedback; Department Summary Reports; Monthly Campus- wide update; Department/Faculty Improvement Plans with ongoing evaluation; Pupil focus group feedback. | | £0 |

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| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|--|---|--|---|--------------------------------------|---------------|
| <p>Practitioners actively use a variety of data sources to set ambitious targets for learners, utilising effective intervention strategies where required to support pupils to remain on track.</p> <p>Outcome: Learners discuss targets with practitioners to ensure they understand how these have been set and what action(s) are required to reach each target.</p> | <p>Target Setting used in Senior Phase:</p> <ol style="list-style-type: none"> 1. Use predictive data (BGE Levels, CAT Tests, Previous SQA Attainment, SQA Progression Stats) to set ambitious targets that class teachers and learners have access to. 2. Targets to be compiled and issued prior to Tracking Period 1. 3. Class teachers will conduct learning conversations* ensuring targets are central to this. 4. Year Head / Pastoral meet with learners to discuss target/working grades. 5. Ambitious targets will be continually reviewed throughout session to remain relevant. | <p>S Duff/Pastoral Support Team/ Middle Leaders Ongoing from August 2025</p> <p>S Duff September 2025</p> <p>Class Teachers</p> <p>S Duff and Pastoral Support Team At key points in calendar</p> <p>S Duff Throughout session</p> | <ul style="list-style-type: none"> ▪ Evaluation of Learner Conversations* (See Learning Conversations Area of the Campus Imp Plan). ▪ Analysis of Tracking and Monitoring data by DHT with comparisons made to previous years. ▪ Attainment meetings for Middle Leaders with SLT will highlight correlation between Target and Working grade and effectiveness of target setting. | | £0 |
| <p>Outcome: Learners/parents and carers will be aware of the revised Presentation Policy that reflects a more ambitious stance including work undertaken within BGE. As a result of the implementation of this policy, learners will achieve a wider variety of qualifications.</p> | <p>Updated Presentation Policy:</p> <ol style="list-style-type: none"> 1. Update the Campus Presentation Policy to reflect school values, particularly Ambition. Policy will reference BGE and how learning within S3 plays a role within Senior Phase. 2. Share policy widely with all Stakeholders. 3. Evaluate each departments practice against the policy to support compliance. | <p>S Duff September 2025</p> <p>S Duff October 2025</p> <p>S Duff April 2025</p> | <ul style="list-style-type: none"> ▪ Gather data demonstrating if more learners receive more qualifications. ▪ Evaluation of each departments practice against the policy will be conducted. | | £0 |

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|---|--|---|--|--------------------------------------|---------------|
| Learning Conversations Outcomes: Learners are better able to articulate their progress, strengths, and next steps in learning and experience greater ownership and engagement in their learning. (Ambition) Learner conversations become a consistent part of classroom practice and target setting. Staff confidence in leading and responding to learner conversations increases. | 1. Develop a Campus-wide approach to learner conversations, aligned to our Vision, Values and Aims. 2. Create exemplars and prompts for high-quality learner conversations across BGE and Senior Phase, including modelled examples. 3. Provide professional learning and collaborative opportunities to explore learner voice, feedback, and metacognition. 4. Introduce scheduled learner conversation checkpoints within tracking, reporting, and target-setting cycles. 5. Use insights from learner conversations to inform interventions and tracking and monitoring practices. | D Reid (Lead) with SLT August – Sept 2025 D Reid (Lead) with ELT Oct – Dec 2025 D Reid (Lead) with PL Team. Sept 2025 – Feb 2026 D Reid Termly – aligned with school calendar SLT and ELT Ongoing – built into QA and CIP processes | <ul style="list-style-type: none"> Staff focus Groups: feedback indicates increased confidence. Learner Focus Groups: Learners report greater understanding of progress. Evidence of impact in tracking discussions and reports. More impactful interventions are run throughout the Campus. | | £0 |
| Retrieval Homework Outcomes: Learners consolidate knowledge and improve long-term retention through effective homework practice through engaging with homework that reinforces classroom learning. Staff confidence in designing and using retrieval tasks improves. Homework becomes more purposeful, valued, and equitable. Homework approaches support value of Ambition. | 1. Establish a whole-Campus vision for retrieval-based homework. 2. Support Middle Leaders to develop retrieval homework models across departments, with a bank of strategies and exemplars aligned to principles. 3. Deliver professional learning on retrieval practice and spaced repetition strategies, drawing on existing research and internal expertise. 4. Gather pupil and parent/carers views on homework experiences before and after implementation of new approaches. 5. Embed homework and retrieval expectations into learning visits and improvement planning cycles. | D Cook (Lead) SLT Aug – Oct 2025 D Cook, Middle Leaders, Faculty Teams Oct – Dec 2025 D Cook & PL Team Sept 2025 – Feb 2026 D Cook & Parents/Carers Baseline: Sept 2025 Follow-up: Feb 2026 D Cook & SLT Ongoing: monitored through Dept QA calendars | <ul style="list-style-type: none"> Examples of retrieval-based tasks evident in homework planners and classroom feedback are available. Staff Focus Groups/Evaluations: show increased confidence and practical use. Reflected in QA visits and learner feedback. Parent/Carer Feedback: Improved engagement and satisfaction with homework reported by pupils and families. Data: Homework practices observed to align with agreed strategy. Increased use of retrieval in class and at home. | | |

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|---|---|---|--|--------------------------------------|---------------|
| <p>Review and enhance the current approach to behaviour management with a greater focus on repair through restorative approaches.</p> <p>Outcome: Learners will benefit from a connected environment where relationships are valued and restorative approaches are embedded in practice.</p> | <p>With Staff</p> <ol style="list-style-type: none"> 1. Deliver a Nurture training input for all staff focused on consistent use of language. 2. Evaluate practice across the Campus to identify where restorative practice is embedded to consider where training needs are required. 3. Provide training to groups of staff in response to audit data. 4. Cycle of evaluation and training is repeated in light of data gathered. 5. Ongoing reflection of emerging data to inform the behaviour policy and procedures. <p>Learners</p> <ol style="list-style-type: none"> 1. Explain that Reflection time will be introduced to support facilitation of restorative conversations when things go wrong in class. 2. SLT to lead the implementation of this approach. 3. Gradually invite staff to be involved in this where SLT will model the approach. | <p>S Barlow/R Millar In-Set Aug 2025</p> <p>S Barlow September 2025</p> <p>S Barlow September 2025</p> <p>S Barlow January 2026</p> <p>S Barlow Ongoing</p> <p>SLT Ongoing from August 2025</p> <p>SLT Ongoing from August 2025</p> <p>SLT Ongoing from August 2025</p> | <p>Baseline data: Detention log highlighting current situation</p> <p>Gather Evidence of:</p> <ul style="list-style-type: none"> ▪ Departmental audit to evaluate the use of language/ phrases through observations; ▪ Analysis of staff self-reflection tool; ▪ Audit of Reflection Time Log throughout used for comparison; ▪ Analysis following Middle Leader Focus Group; ▪ Evaluate training sessions through questionnaires; ▪ Updated procedures and a newly formed policy. <p>Baseline data:</p> <ul style="list-style-type: none"> ▪ See focus group evaluation in 3.1 evidence folder <p>Gather Evidence of:</p> <ul style="list-style-type: none"> ▪ Pupil Focus Group: <i>Reflection Time</i> evaluation. ▪ Audit of <i>Reflection</i> data and key messages. ▪ Evaluate all evidence and establish next steps to embed restorative practice into classroom behaviour management systems. | | £0 |

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| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
|---|--|---|--|--------------------------------------|---------------|
| <p>% parents/carers who strongly agree/agree that they receive regular feedback about how their child is learning and developing will increase.</p> <p>% parents/carers who strongly agree/agree that information reaches them at the right time will increase.</p> <p>% parents/carers who strongly agree/agree that the school gives advice on how to support their child's learning at home will increase.</p> | <p>Parental Engagement Activities</p> <ol style="list-style-type: none"> 1. Parent engagement co-ordinator to be appointed across the campus. 2. Parent/Carer survey to gather views on the events and delivery method they would find useful. 3. Attend Parent Council Meeting to gather views. 4. Calendar of parental engagement events across the Campus to be established. More focus on events which support parents/carers with their child's learning. 5. Website updated with parental engagement information. 6. System to be established for website so information reaches parents in a timely manner. | <p>S McMillan Aug 2025</p> <p>Co-ordinator/ Middle Leaders August/Sept 2025</p> <p>M Campbell/A MacD/ Co-ordinator September 2025- May 26</p> | <ul style="list-style-type: none"> ▪ Spreadsheet system will allow for analysis of attendance at parental engagement events. ▪ Exit passes/questionnaires will be used at each parental engagement event to provide parent/carers voice. ▪ Audit responses to analyse parent views, especially around if the event supported them with their child's learning and was at the correct time. ▪ Analyse Campus parent questionnaire responses to support the creation of the parental engagement calendar, responding to their needs. ▪ Analyse Parent Night questionnaires in 2025/26 to establish improvements and next steps. | | £0 |
| <p>Community events to be established across the Campus where parents are welcomed.</p> <p>Parent volunteers across the Campus to be established.</p> <p>Outcome: Learners benefit from having parents/carers more actively involved in the life of the Campus.</p> | <p>Community Events</p> <ul style="list-style-type: none"> ▪ Review current Campus events and consider where parental engagement can play a bigger role. Consider end of term awards within this; ▪ Gather stakeholder views on Community Events which could be established to support parental engagement; ▪ Connect with Parent Council to consider community events and work in partnership. ▪ Establish and share a calendar of community events; ▪ Evaluate each event and plan for next session. <p>Parent Volunteers</p> <ul style="list-style-type: none"> ▪ Explore the position with volunteers. ▪ Map activities and design recruitment. | <p>S McMillan/A MacD. August 2025</p> <p>S McMillan/Coord. September 2025</p> <p>S McMillan/Coord. October 2025</p> <p>S McMillan/Coord. October 2025</p> <p>S McMillan/Coord. Throughout session/ June 2026</p> <p>S McMillan/Coord. August 2025</p> | <p>Baseline Data:</p> <ul style="list-style-type: none"> ▪ Current Parental Engagement events; <p>Evidence to gather:</p> <ul style="list-style-type: none"> ▪ Analysis of stakeholder views; ▪ Views of Parent Council; ▪ Evaluation of each event on completion. ▪ Comparison with baseline data. <p>Baseline Data:</p> <ul style="list-style-type: none"> ▪ Current data on volunteers; <p>Evidence to gather:</p> <ul style="list-style-type: none"> ▪ No. of volunteers and activities supported. | | £0 |

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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.

Select the KEY drivers for this improvement priority

| Education Service Priority <i>Please select the relevant service priorities</i> | NIF Drivers of Improvement <i>Please select up to three NIF drivers</i> | How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i> | Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i> |
|--|---|--|--|
| 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people | 4. Curriculum and assessment 6. Performance information Choose an item. | 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability | 3.2 Curriculum 3.3 Learning, teaching and assessment Choose an item. |

Rationale for Change

We made strong progress last session in the development and initial implementation of our Campus Skills Framework, which is firmly aligned to our Vision, Values, and Aims. This has created a foundation for embedding meaningful skills development across the 2–18 learner journey. While early work has been effective, the Campus Strategic Review identified that:

- Work is still required to embed skills across the curriculum;
- Further alignment is needed between pupil activity, SDS input, and employer engagement to make the skills agenda more coherent and sustainable.

Our evaluation has shown that skills need to be consistently built into all aspects of our curriculum, with teachers routinely signposting them in lessons and clearly linking learning to the world of work. Our learners have been key drivers of this work, and this needs to be further strengthened by ensuring they have regular opportunities to recognise, reflect on, and record their skills, achievements, and attainment in a way that follows them through their school journey. As such, we will now implement skills profiling as a key priority for next session, making stronger links between the work in Skills Development and Personal and Social Education across the Campus.

In the senior phase, curriculum diversification remains a priority. There is a need to evaluate the impact of current course changes (e.g., Level 6 NPAs vs. Highers), and to develop a strategic approach to SCQF course planning across departments. Staff voice and learner feedback will inform this process. In addition, the possibility of dual certification models will be explored in preparation for pilot activity in session 2025–26.

At the primary level, strategies are being developed to integrate skills profiling into classroom practice to ensure consistency and progression across the Campus. Launching and embedding the Garnock Community Campus Skills Framework with all sectors, including Primary, BGE, and Senior Phase, will support a shared language of skills and a clearer connection between learning and future pathways.

This work aligns directly with our Campus commitment to **Ambition** and **Growth**, ensuring every learner has access to a curriculum that supports their interests, strengths, and aspirations in a changing world.

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| Our Curriculum (Linked to NAC Priority 3) | | | | | |
|---|---|--|---|---|---|
| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
| <i>Specifically, what will change for our learners?</i> | <i>How will we achieve this? What do we plan to do?</i> | <i>What are our timescales? Who will lead?</i> | <i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i> | <i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i> | <i>Please enter the cost to the nearest £</i> |
| <p>Skills for work programme to be expanded into S2 and upper primary following successful pilot in S1. The focus will move towards Career Education, with a particular focus upon the Ayrshire Growth Deal.</p> <p>Outcome: Pupils will engage with external partners raising awareness of potential career pathways linked to the Ayrshire Growth Deal, highlighting local employment opportunities.</p> | <p>Skills for work into S2</p> <ol style="list-style-type: none"> 1. Compile new SfW curriculum that follows on from Skills awareness in S1 and moves towards Career Education, particularly the Ayrshire Growth Deal. 2. Implement new skills lessons and evaluate as required. 3. Collaborate with external partners and find opportunities for employers to participate in lessons/activities that widen the experiences of young people and their knowledge of potential career pathways. 4. Clear link between Skills Development, pathways and future careers is made. | <p>J Eck supported by Skills for work (SfW) Team. From Aug 25, but ongoing throughout session.</p> | <ul style="list-style-type: none"> ▪ Pupil focus groups to determine how effective course content is. ▪ Employer groups provide feedback, making suggestions on how we can adapt content ensuring relevant and current. ▪ Analysis of pupil feedback from pathways discussions to evaluate impact of skills work in supporting this process. | | £12,000.00 |
| <p>Integrate the new Skills Development Scotland (SDS) Skills Profiling tool into all stages in Secondary and upper Primary.</p> <p>Outcome: Pupils will be able to track skills / achievement / attainment and determine where gaps appear and find opportunities to fill these. Pastoral / Year Head's will have an overview of all learners.</p> | <p>Skills Profiling Tool</p> <ol style="list-style-type: none"> 1. S1 & S2 pupils will learn how to use the tool and update their profile through Skills for Work classes. 2. S3-S6 classes will have regular inputs through PSE lessons. 3. Profile will be incorporated into lessons P5-P7. 4. All learners will regularly update their profile. 5. Pupils reflect on where they need to improve their skills through engagement with the teacher. | <p>S Duff, S Barlow, J Eck, P5-P7 teachers and Pastoral Staff. Aug 25 but work will be on-going.</p> | <ul style="list-style-type: none"> ▪ Pupil Focus Groups to gather views on effectiveness of profiling tools; ▪ Questions around skills to be incorporated into pathways interviews and reflection on the effectiveness of responses to be considered. | | £0 |

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| Pupil Outcomes | Implementation Plan | Timescales/ Responsibility | Measurement of Impact | Analysis & Evaluation of Progress | Cost (PEF) |
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| <p>Departments engage the process of integrating the Garnock Community Campus Skills Framework into lessons, through explicit teaching/reference to the skills being undertaken.</p> <p>Outcome Pupils clearly understand where skills are being used within lessons and can articulate these within their skills profile understanding how skills are transferrable across the curriculum</p> | <p>Skills across the Curriculum</p> <ol style="list-style-type: none"> 1. Established extended SfW group will lead this work; 2. Meetings will be coordinated to establish clear skills frameworks which will be implemented at departmental level. This rollout will initially begin in Primary – S2. 3. Monitor the implementation of this approach. 4. Support departments to self-evaluate the impact and departmental level and consider this against the whole campus evaluation which will be gathered simultaneously. | <p>Extended SfW group</p> <p>August 2025 but work will be on-going</p> <p>S Duff and Middle Leaders across the Campus.</p> | <ul style="list-style-type: none"> ▪ Learners will be able to discuss what skills are being used in lessons and where they occur. This will be gathered through focus groups. ▪ Pupils understand how skills relate to the world of work, gathered through focus groups. ▪ Middle Leaders to gather evidence of impact at departmental level, while DHT gathered evidence at Campus level. This will be evaluated together to ensure a clear narrative. | | £0 |
| <p>National 5 Study Skills classes to incorporate more qualifications to raise attainment for groups of learners.</p> <p>Outcome: Learners will undertake additional certification in Leadership/ Volunteering as well as bring more focus to subject studies, thus supporting them to boost their attainment.</p> | <ol style="list-style-type: none"> 1. Identify learners who will undertake each additional qualification. 2. Plan who/what/when/where of the delivery of these qualifications. Craft a carefully considered assessment plan. 3. Align this work with the qualification work taking place in PSE to ensure no overlap. 4. Engage with Secondary Middle Leaders to establish clear approaches to study that they wish us to undertake. 5. DHT to establish study skills resources to teach study skills in study classes. | <p>O Scott August 2025</p> <p>O Scott August 2025</p> <p>O Scott/ PT Pastoral September 2025</p> <p>O Scott/ Curr. PTs September 2025</p> <p>D. Gardner September 2025</p> | <ul style="list-style-type: none"> ▪ Data gathering of additional qualifications achieved. ▪ Pupil views gathered on the effectiveness of study techniques taught. ▪ Staff focus group to establish if study classes impact positively on learner attainment/focus in class. | | £0 |

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| <p>Finalise and widely share the Curriculum Rationale Document and Pathways website.</p> <p>Outcome: All Stakeholders will have a clearer understanding of the context of our curriculum and through more effective information sharing.</p> | <ol style="list-style-type: none"> 1. Complete amendments to the Curriculum Rationale following staff feedback at the end of session 2024/25. 2. Engage in further adaptation following curriculum activity from session 2025/26 to ensure Curriculum Rationale accurately represents progress. 3. Finalise Pathways website to ensure information accurately represents curricular developments. | <p>O Scott August 2025</p> <p>O Scott/L McGregor December 2025</p> <p>C Smith From Aug-Nov 2025</p> | <ul style="list-style-type: none"> Stakeholder engagement of usefulness of Rationale and website. | | £0 |
| <p>Creation of a bespoke programme for learners leaving at Christmas.</p> <p>Outcome: S5 Christmas leavers are supported to make a positive, sustained transition to a post-school destination.</p> <p>S5 Christmas leavers have access to bespoke advice, skills development, and pathways planning.</p> | <ol style="list-style-type: none"> 1. Identify all potential S5 Christmas leavers early in the session through pastoral and data systems. 2. Create a targeted programme of support including: Individualised career guidance (SDS), College taster sessions or short courses, Employability workshops (CVs, applications, interviews), Skills profiling and reflection using GCC Skills Framework. 3. Arrange mock interviews and connect pupils to employer partners or voluntary opportunities. 4. Invite parents/carers to a short info session outlining next steps and supports. 5. Establish a leavers' celebration breakfast or assembly to mark departure and reinforce positive relationships. | <p>O Scott/F Watson August 2025</p> <p>O Scott/F Watson DYW Coordinator Aug-Nov 2025</p> <p>O Scott/F Watson Nov 2025</p> <p>O Scott/F Watson Dec 2025</p> <p>O Scott/F Watson Dec 2025</p> | <ul style="list-style-type: none"> Engagement levels tracked (attendance at sessions) Feedback collected from learner. Exit questionnaires indicate increased confidence and clarity. Parent/carer feedback to gather views on satisfaction with support provided. Pupil voice reflects a sense of belonging. | | £0 |

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

Strategic Objective:

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

Select the KEY drivers for this improvement priority

| <u>Education Service Priority</u> <i>Please select the relevant service priorities</i> | <u>NIF Drivers of Improvement</u> <i>Please select up to three NIF drivers</i> | <u>How Good Is Our School 4</u> <i>Please select up to three quality indicators for this priority</i> | <u>Quality Improvement Framework for ELC settings</u> <i>Please select up to three quality indicators for this priority</i> |
|--|---|---|---|
| 2. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in children and young people's health and wellbeing | 1. School & ELC leadership 2. Teaching and practitioner professionalism 5. School & ELC improvement | 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 2.1 Safeguarding and child protection | 4.2 Wellbeing, inclusion and equality 4.1 Nurturing care and support 4.4 Safeguarding and child protection |

Rationale for Change

Wellbeing, equity and inclusion are central to our values and aspirations at Garnock Community Campus. While a wide range of supports are in place, evidence from self-evaluation activities, staff and pupil voice highlights that our current approach lacks the consistency and strategic oversight needed to fully meet the needs of all learners.

This session has seen a notable rise in both the level and complexity of need, particularly in the early years of secondary. Staff have reported fragmented communication and a lack of clarity in how support is coordinated across departments and teams. A dedicated facilitation event confirmed the need for a clearer, more joined-up framework that ensures timely, effective, and equitable interventions.

Early developments, such as a revised tutorial model and plans for Campus-wide TAC (Team Around the Child) meeting days, signal progress, but these must now be embedded within a coherent, strategic approach that ensures alignment across the Campus. Although various wellbeing and inclusion initiatives are active, there is currently limited systems for effective evaluation of their impact or ensuring consistency of experience. As a result, it is difficult to be totally confident whether we are effectively identifying and meeting the needs of our most vulnerable learners as well as we possible could. To address this, we now require a more strategic and integrated overview of QI 3.1, one that embeds our vision and values into all aspects of provision, promotes equity of experience, and drives measurable improvement in outcomes.

Analysis of attendance figures show an increase of 2% when compared with statistics from June 2024. Although this is a marginal gain, it demonstrates that this is moving in the right direction. However, we have become aware that attendance of neurodivergent learners is an area of concern. As a result of this, we want to look closer at the Campus experience from a neurodivergent perspective and make changes to support greater inclusion of all learners.

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| Meeting the needs of all of our learners (Linked to NAC Priorities 2,4 and 5) | | | | | |
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| <p>Strategic priorities lined to the value of Kindness.</p> <p>Outcome: Learners will feel safer in their environment and confident to report incidents where other pupils are unkind both physically and emotionally.</p> | <p>LEARNERS:</p> <ol style="list-style-type: none"> Complete Mentors in Violence Prevention (MVP) Ambassador training with S5/6 pupils. Ambassadors deliver key training/messages to learners at other stages. Delivery of Equally Safe/MVP to campus through assemblies <p>STAFF:</p> <ol style="list-style-type: none"> Establish the Equally Safe steering group. Train all staff in Trauma informed parenting. Staff to complete Equally safe training modules throughout the year with the initial training taking place on the Inservice day. Devise a strategic approach to reporting bullying incidents that will tie into the Anti bullying policy. Communicate with staff the journey of embedding Equally Safe within the Campus, including Professional Learning opportunities. | <p>G O'Hare/ C Duffy August 2025</p> <p>SLT Ongoing from Aug. See Assembly calendar</p> <p>G O'Hare September 2025</p> <p>S Barlow September In-Set</p> <p>G O'Hare to Lead September 2025</p> <p>G O'Hare/ S Barlow October 2025</p> <p>G O'Hare December 2025</p> | <p>Baseline: The 2025 Glasgow Motivation & Wellbeing Profile (GMWP) data from May.</p> <p>Gather:</p> <ul style="list-style-type: none"> GMWP survey (2x per year) Monitor Bullying incidents record. Complete Pupil Focus Groups to gather views on the impact of the delivery of lessons and assembly messages. <p>Evaluate: We will evaluate the delivery of lessons and assembly inputs to see their impact and how we can develop the program next session.</p> | | £0 |

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| <p>Neurodivergent Learners Outcomes:</p> <p>Neurodivergent learners feel recognised, understood, and meaningfully included in all aspects of Campus life.</p> <p>Staff confidence and capability in supporting neurodivergent learners improves through targeted professional learning and shared practice.</p> <p>Campus planning, environments, and systems are shaped by the lived experience of neurodivergent learners, reducing barriers and promoting equity.</p> | <ol style="list-style-type: none"> 1. Establish a Steering Group of learners and staff to support this work 2. Undertake a learner journey review involving neurodivergent pupils from Primary through Senior Phase, capturing key experiences and challenges. 3. Map the physical, sensory, social and learning environment across the Campus from a neurodivergent perspective. 4. Provide targeted CLPL opportunities co-delivered with learners and external experts on neurodivergence and inclusive practice. 5. Develop visual and sensory supports (e.g. calm spaces, signage, quiet zones), informed by pupil voice. 6. Include neurodivergent learner perspectives in Campus-wide planning and evaluations (e.g. QA visits, policy reviews, pupil groups). | <p>N Fleming August 2025</p> <p>N Fleming (Lead) & Steering Group Sept – Nov 2025</p> <p>N Fleming & Steering Group Oct – Dec 2025</p> <p>N Fleming & PL Team Nov 2025 – March 2026</p> <p>N Fleming & Steering Group Jan – April 2026</p> <p>N Fleming and SLT Ongoing – built into Campus QA calendar</p> | <p>Learn Voice Groups: Neurodivergent learner voice is visibly influencing change; inclusive practice is embedded in evaluations.</p> <p>Audit completed with clear action points; priorities built into Campus planning.</p> <p>Learner feedback and changes are evaluated (observations/ data/ focus groups) indicate improved comfort, reduced stress, and greater sense of belonging.</p> | | £0 |

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| <p>Strategic priorities aligned to the value of Growth.</p> <p>Outcome: Learners will benefit from a connected environment where relationships are valued, and staff understand their responsibility in creating a safe and inclusive learning environment.</p> | <ol style="list-style-type: none"> Whole school nurture training input for all staff focused on consistent use of language to support the creation of an ideal learning environment. Establish a core team who will take responsibility of leading the use of the circle audit across the Campus, supporting middle leader knowledge and understanding. Implement a cycle of Circle audits within each department. | <p>S Barlow/ R Millar In-Set Aug 2025</p> <p>S Barlow/ N Fleming Throughout Term 1</p> <p>S Barlow/ N Fleming with Middle Leaders</p> | <p>Baseline: The review highlighted that a more nurturing approach was required to support learners.</p> <p>Gather: Evidence will be gathered from each department to identify strengths and areas for improvement to provide an inclusive environment through the Circle audit programme. Lesson Observations will provide evidence to support the language of nurture.</p> <p>Evaluate: Feedback from staff with observations of pupil engagement.</p> | | £0 |
| <p>Strategic priorities aligned to the value of Determination. (Mobile Phone Policy)</p> <p>Outcomes Learners experience calmer, more focused learning environments that support wellbeing and concentration.</p> <p>Learners understand and accept the rationale behind the policy, supporting a shared culture of respect.</p> <p>Parents and carers are engaged and informed about the policy and its impact.</p> <p>Staff apply the policy consistently and feel supported in doing so.</p> <p>Policy impact is clearly understood and informs next steps.</p> | <ol style="list-style-type: none"> Gather baseline data through staff and pupil surveys on classroom engagement and atmosphere post-policy implementation. Conduct focus groups with learners to explore their understanding and experiences of the new policy. Distribute a follow-up questionnaire to parents/carers and gather comments at Parent Council and information events. Monitor consistency of practice through learning visits, staff feedback, and policy check-ins. Gather data of phone related incidents from August 2025. Produce a formal evaluation report drawing on qualitative and quantitative data gathered from all stakeholders. Amend policy as required. | <p>SLT, PTs, Learners, August – Sept 2025</p> <p>SLT, PT Pastoral, Learners Sept – Oct 2025</p> <p>A MacDougall, Parent Council and Parents/Carers. Oct – Nov 2025</p> <p>SLT reported at termly QA meetings</p> <p>SLT By December '25/ May '26</p> <p>A MacDougall May 2026</p> <p>A MacDougall May 2026</p> | <ul style="list-style-type: none"> Comparison of data from session 2024/25 with data from 2025/26. Analysis and triangulation of all information gathered. Evaluation report shared with stakeholders; informs next phase of mobile phone strategy. | | £11,500 |

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| <p>Strategic priorities aligned to the value of Ambition.</p> <p>Targeted support to support pupil transitions and learner ability to engage meaningfully in school.</p> <p>Outcome: Learners will benefit from a greater sense of belonging and feel supported to achieve in class.</p> | <ol style="list-style-type: none"> 1. Introduce Boosted Reading in the primary department. See Primary improvement plan. 2. Introduction of ARC reading to target early level readers in S1. See IST Improvement plan. 3. Establish Numeracy and Literacy workshops that run parallel to our early/first level Maths and English classes. See Pupil Support Improvement plan. 4. The introduction of an early/ first level curriculum for S1 in Maths and English which will be team taught, working in partnership with primary practitioners. | <p>F Sim to lead S6. Throughout session.</p> <p>N Fleming/ F Sim December 2025</p> <p>I Milne to lead Throughout the year</p> <p>E Newton/ D Cook to oversee building the curriculum throughout the session</p> | <p>Baseline: Pupils were identified using data from a range of sources including our associated primaries. Each intervention will have their own assessments to gather their baseline data.</p> <p>Evidence: Data from assessments that taken place throughout the session.</p> <p>Analysis:</p> <ol style="list-style-type: none"> 1. Regular meetings throughout the year will allow the supports to be monitored and identify pupils that need further support or who have progressed to a stage that support can be withdrawn. 2. Individual data from each department. <p>Evaluate:</p> <ul style="list-style-type: none"> ▪ Data from assessment to monitor impact. ▪ Pupil and staff surveys to evaluate the impact that the enhanced support has had. ▪ Identifying the supports that have shown impact and any changes that are needed to progress others | | |