



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service
Largs Academy
Improvement Plan
2026-2027



Vision, Values and Aims

At Largs Academy, our mission is simple: Care and Flourish.

We believe that young people achieve their best when they feel safe, valued and supported within a school community built on strong relationships and high expectations. Our mission reflects our commitment to ensuring that every learner is cared for and empowered to flourish in their learning, wellbeing and future aspirations.

Our CARE values underpin everything we do:

Community – fostering a sense of belonging where everyone feels connected, supported and valued.

Ambition – encouraging all young people to aim high, embrace opportunities and realise their potential.

Respect – treating ourselves, others and our environment with kindness, dignity and consideration.

Equity – ensuring that every learner receives the support, opportunities and encouragement they need to succeed.

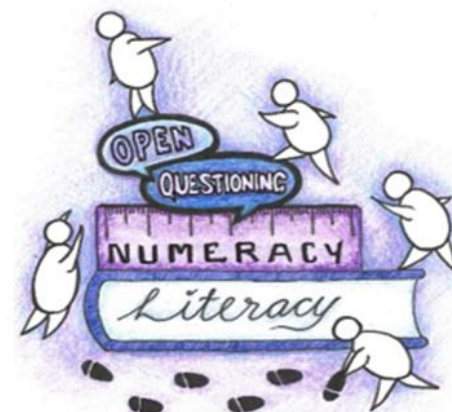
Together, our mission and values shape a culture where young people are inspired to learn, supported to overcome challenges and equipped with the knowledge, skills and confidence to flourish and thrive in learning, life and work.

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue show the thematic areas under each priority which the service intends to focus on in the year ahead.



LARGS ACADEMY SCHOOL IMPROVEMENT PLAN



WELLBEING, EQUALITY and INCLUSION

Priority: Review and update our Relationships Policy and approaches to anti-bullying.

CURRICULUM

Priority: Support the implementation of the Curriculum Improvement Cycle.



LEARNING AND TEACHING

Priority: Embed our trusted techniques and work on lesson structure.



RAISING ATTAINMENT

Priority: Establish positive year-on-year trends across our key attainment measures and address any areas of underperformance.

VALUES

Priority: Embed our updated school vision and CARE values.



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School/EYC Improvement Plan 2026-27

<u>Learning & Teaching</u>	<u>Raising Attainment</u>	<u>Curriculum & Skills</u>	<u>Relationships & Behaviour</u>	<u>Wellbeing, Equality & Rights of the Child</u>	<u>Quality Improvement & Professional Learning</u>
Embed our trusted techniques and work on lesson structure. Develop our pedagogy to meet the diverse range of learner needs in the classroom. Coordinate our approaches to learner conversations.	Introduce a whole school literacy strategy and common approaches to improve the quality of reading and writing. Moderate Writing across our Cluster. Establish positive year-on-year trends across our key attainment measures and address any areas of underperformance.	Support the implementation of the Curriculum Improvement Cycle. Evaluate our approaches to developing personal achievement and ethos through the curriculum. Align NAC's digital framework with our approaches to create a Largs Academy digital policy.	Review and update our Relationships Policy and approaches to anti-bullying to align with "Supporting Relationships in North Ayrshire". Create a clear approach to manage corridor behaviour and time out of class.	Embed our updated school vision and CARE values. Introduce the North Ayrshire Attendance tracker and our off-site programme to support attendance. Work towards achieving our Gold Rights Respecting School accreditation.	Develop our whole school and Faculty approaches to gathering high quality evidence. Work with our trio schools to improve our approaches to Wellbeing, Inclusion and Equality.

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School/EYC Improvement Plan 2026-27

PRIORITY 1: Improving learning outcomes for all

Strategic Objective:

Through this priority area, we aim to improve learning outcomes for all young people by ensuring that high-quality learning, teaching and assessment are consistently experienced across the school. We will strengthen learner experiences, raise attainment and reduce variation in outcomes through a culture of continuous improvement, collaboration and evidence-informed practice. We will also continue to develop an inclusive, ambitious and future-focused curriculum that equips young people with the knowledge, skills and attributes required for success in learning, life and work.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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 2. Closing the attainment gap between the most and least disadvantaged children and young people	2. Teaching and practitioner professionalism 4. Curriculum and assessment 6. Performance information	1.3 Leadership of change 2.3 Learning, teaching and assessment 2.2 Curriculum	Choose an item. Choose an item. Choose an item.

Rationale for Change:

Learning and Teaching: Feedback from our Staff SIP Consultation (March 2026) identified two key priorities for professional learning linked to L&T: continuing to focus on and embed the Trusted Techniques, and providing further support in meeting the diverse range of learner needs within the classroom. This aligns with Senior Leadership Team classroom observations and Faculty Quality Assurance activities, which have demonstrated positive adoption of new pedagogical approaches and lesson structures, while highlighting the need for further time and support to embed these consistently. The profile of learners with recognised support needs continues to rise nationally, locally and within Largs Academy, with 40% of learners currently identified as requiring additional support. As a result, staff require continued professional learning to ensure all learners are appropriately supported and challenged. Furthermore, pupil feedback from May 2026 focus groups on the Learner Conversations pilot in Science and Social Subjects indicated that the formalised approach supported target-setting and planning next steps. However, pupils reported inconsistency in practice and limited understanding of the purpose of Learner Conversations, highlighting the need for a coherent whole-school approach.

Raising Attainment: Feedback from the HMIE Literacy and English thematic review highlighted the potential benefits of a strategic whole-school approach to literacy in improving both staff confidence and learner attainment. This aligns with findings from a literacy audit, which identified persistent literacy challenges impacting learner progress across the school. In addition, S3 ACEL literacy performance at Level 4 decreased from 80% in 2024/25 to 76% in 2025/26. Initial work undertaken during 2025/26 included a whole-staff workshop focused on reading strategies. This will be built upon in 2026/27 through a focus on writing, complemented by cluster moderation activities to strengthen consistency and standards across schools.

Curriculum and Skills: National expectations arising from the Curriculum Improvement Cycle make curriculum review and development a key priority for 2026/27. This is supported by feedback from the Staff SIP Consultation (March 2026), which identified Curriculum Improvement Cycle implementation planning as a significant priority for collegiate time. In addition, self-evaluation against Quality Indicator 3.2 and feedback received at the HMIE SLS National Conference highlighted that our systems and processes for monitoring and improving attainment are considerably stronger than those for recognising and developing achievement. Finally, while initial work has been undertaken to audit digital learning across the school and engage with North Ayrshire Council's digital framework, there is a need to develop a bespoke Largs Academy digital policy. This will provide greater consistency in learners' digital experiences and support staff professional learning in this increasingly important area.

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School/EYC Improvement Plan 2026-27

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? 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>
Embed our trusted techniques and work on lesson structure.	In August, HM will launch our approach to lesson structure (5 Ps). This will be supported by 2 x Teaching Sprints (Sept and March) linked to structure and trusted techniques. A L&T working group will develop a new format for collating our work on L&T (padlet?) and update our existing resources and visuals by May 2026.	QA of L&T (Learning Walks, Faculty QA visits and NAC Review) will evidence almost all lessons following our agreed structure and including trusted techniques.		
Develop our pedagogy to meet the diverse range of learner needs in the classroom.	In Sept, Bruce Robertson will lead a workshop on adaptive teaching supporting staff to meet the needs of all learners in the classroom. This will be supported by Teaching Sprints (Sept and Mar) and our L&T working group who will synthesise the workshop into our L&T framework.	QA of L&T (Learning Walks, Faculty QA visits and NAC Review) will evidence almost all lessons using adaptive techniques. Our YLL will also feedback on reciprocal visits between Largs and Auchenhavrie on adaptive teaching (Oct).		£3632 (Bruce Robertson and IDL licenses)
Coordinate our approaches to learner conversations.	During session 25/26, Science and Social Subjects piloted the use of proforma tag sheets for Senior Phase learner conversations. We will roll this out this approach in 26/27 across all Senior Phase pupils (term 3) alongside an S1 LC window (term 4). This will be supported with a staff input in Nov 2026 and pupil assemblies at the same time.	HM will gather staff and pupil feedback on this coordinated approach in June 2027. This will focus on quality of completion; ability to articulate targets and workload implications.		£1000 (Tag sheets)
Introduce a whole school literacy strategy and common approaches to improve the quality of reading and writing.	During session 25/26, NC was appointed as Literacy Lead and led a literacy working group exploring common literacy issues across the school. This culminated in a staff workshop in May 2026 focused on Reading. This will be further developed with a staff	Our BGE literacy data at level 4 will improve year-on-year and return to 80%+ by end of S3.		£2911 (Literacy lead) £500 (Cluster)

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School/EYC Improvement Plan 2026-27

	workshop on Writing in Nov 2026 and the creation of individual faculty approaches to raising attainment in literacy by June 2027. We will enhance this with moderation of writing across the cluster in term 3.	Our Senior Phase literacy data will continue to be above the VC at levels 3-6.		
Establish positive year-on-year trends across our key attainment measures and address any areas of underperformance.	Our 26/27 QS results show positive year on year trends in B&D in most measures. JD will continue to lead, monitor and evaluate our PEF interventions programme launched with our INSIGHT update in Sept. Staff will then use their own data to identify at-risk young people and target interventions and resources accordingly.	We will sit in-line or above the VC in almost all of our INSIGHT measures – B&D; attainment over time and literacy and numeracy.		£32,774 (PT RA and PEF interventions)
Support the implementation of the Curriculum Improvement Cycle.	BW will continue to lead on the implementation of the CIC. In Sept we will evaluate the national picture at our staff meeting and May Inservice (alongside discussion of 2 additional days) has been set aside for development work in this area. Our phased intervention will include updated and consistent planning approaches across the school.	By June 2027, all subject areas will have engaged in our new approach to S1 curricular planning and submitted their plans. These will be quality assured and reflect the priorities outlined in the refreshed curriculum.		£5500 (additionality for curriculum development)
Evaluate our approaches to developing personal achievement and ethos through the curriculum.	BW will continue to lead on the auditing and mapping of our achievement curriculum. This will be supported by a school working group and follow-up work by our Year Teams for pupils at-risk of non-participation. By June 2027, we will have an overview of our achievement curriculum opportunities (S1-S6) and have tightened our approaches to mapping and celebrating achievement. This will be supported by our SDS Profiling Tool.	% of pupils not involved in curricular or extra-curricular achievement curriculum will decrease. % of pupils completing SDS profile will increase year on year. Almost all pupils will continue to report that our school offers them opportunities to be involved in wider life of the school (currently 92%).		£2911 (Achievement Lead) £1321 (Support achievement opportunities)
Align NAC's digital framework with our approaches to create a Largs Academy digital policy.	HM will support RN to complete our digital learning policy by end of June 2027. This rollout of the policy will be built into next year's SIP.	Curriculum audit will clarify the what/where digital skills are being taught from 3-18 across the cluster which will support wider roll out in 27/28.		

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School/EYC Improvement Plan 2026-27

PRIORITY 2: Supporting needs, wellbeing, equality and inclusion

Strategic Objective:

Through this priority area, we aim to foster a positive, inclusive and respectful school culture where all young people feel safe, valued and supported to flourish and thrive. We will strengthen relationships, improve engagement and attendance, and promote high standards through clear, consistent and restorative approaches. By embedding our updated vision/values and further developing our commitment to children's rights, wellbeing and equity, we will create an environment where every learner experiences a strong sense of belonging and is empowered to participate, achieve and succeed.

Select the KEY drivers for this improvement priority

<u>National Improvement Framework</u> <i>Please select the relevant NIF priority</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>
4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement	1.5 Management of resources to promote equity 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion	Choose an item. Choose an item. Choose an item.

Rationale for Change:

Relationships and Behaviour: Feedback from our Staff SIP Consultation (March 2026) identified two key priorities for professional learning linked to relationships: *spend collegiate time exploring the new NAC Positive Behaviour Policy (New Authority)* and *Create a clearer approach to manage corridor behaviour*. In addition, both our pupil and parent evaluations in March revealed that most pupils (84%) and most parents (88%) felt that their child(ren) are treated respectfully by staff whilst almost all pupils and parents responded positively to the majority of other Qs. Across NAC, the roll out of the updated Relationships Policy allows us the chance to explore our own policy which hasn't been updated or explored in collegiate time for 3 years. Whilst almost all staff report that young people are well behaved (90%) there has been an increase of young people using the toilets to avoid classes.

Wellbeing, Equality and the Rights of the Child: Throughout session 25/26, a staff working group; the pupil leadership team and the parent council worked on updating our school's vision (mission statement) and values. We have now agreed upon a mission statement of Care and Flourish and updated our Values to CARE (Community Ambition Respect and Equity). These now need introduced across the school community. In addition, our year-on-year attendance continues to be stagnant with no positive trend of improvement. Alongside this, NAC have introduced an attendance tracker that we intend to introduce through our Year Teams. Lastly, we achieved our RRS Silver accreditation in 2023/4. It is now time to pull together the work we have completed in this area and seek our Gold accreditation.

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School/EYC Improvement Plan 2026-27

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do? 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>
Review and update our Relationships Policy and approaches to anti-bullying to align with "Supporting Relationships in North Ayrshire".	AM and SG will engage with the NAC PL on Relationships and Behaviour. They will work with JD and a staff working group to explore our current relationships policy and update accordingly. During our Feb INSET we will explore the New Authority approaches with staff.		Feedback from the staff Inservice Day should show increase in confidence in adopting new approaches. Behaviour and referral data will continue to be analysed month by month with the aim in a reduction in referrals.		
Create a clear approach to manage corridor behaviour and time out of class.	BW and MM will introduce a pilot dashboard monitoring pupils out of class and mobile phone misuse from June – Sept 26. This information will then be analysed to inform our next steps in term 2. Year Teams will engage with the dashboard weekly for information and interventions.		Reduction in pupils requesting out of class. Increase in staff and ELT knowledge of those persistently asking with follow up supports for these pupils.		
Embed our updated school vision and CARE values.	JD will continue to lead a working group; Pupil Leadership Team and Parent Council to introduce and embed our updated vision and values. This will be supported by high level posters; an assembly programme (term 1); staff workshop (Sept) and through CIC curricular planning (June 2027).		By Trios and School Review (Nov 2026) almost all pupils will be able to talk about our updated vision and values. In each case, key stakeholders will be able to articulate how the creation and implementation has been a shared task.		
Introduce the North Ayrshire Attendance tracker and our off-site programme to support attendance.	CF will lead the introduction and implementation of the NAC attendance tracker with all staff within our Year Teams. This will be introduced in May and supported with Pastoral inputs in Aug and monthly reminders for Year Teams. Throughout the session, CF will analyse our attendance data and support staff with the implantation.		Attendance process will be stronger with clearer Year Team evidence of monthly interventions. Increase in attendances. S4 pupils at-risk of not achieving 5@3 will be more closely supported throughout the year and the term 4 drive		£11,621 (1 x PT Pastoral) £1500 (Brooksby resourcing)

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	HM will lead on our off-site S4 attendance intervention at Brooksby Medical Centre. From August, pupils will be timetabled to work with their Year Team on Wed pm.	to support them will not be as pronounced.		
Work towards achieving our Gold Rights Respecting School accreditation.	CM and the PLT will work with CF and JD to audit our whole school approaches to RRS. This will be paired with a staff workshop in Sept connecting RRS to our school vision and values. Our PLT and RRS leads will work together to gather the evidence required for a term 3 accreditation visit from UNICEF.	Increase in staff, pupils and parents able to articulate their KU of Rights and their confidence to work in an RRS school. Decrease in % of pupils reporting bullying.		£2911 (RRS lead)

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PRIORITY 3: Building a self-improving service

Strategic Objective:

Through this priority area, we aim to strengthen our culture of continuous improvement by developing robust approaches to self-evaluation, evidence gathering and professional learning. We will enhance our ability to identify strengths, areas for development and the impact of our improvement activity, ensuring that decision-making is informed by high-quality evidence. Through collaboration within our school and across our partnership schools, we will build professional expertise and improve outcomes for young people, particularly in relation to wellbeing, inclusion and equality.

Select the KEY drivers for this improvement priority

National Improvement Framework <i>Please select the relevant NIF priority</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 4. Improvement in children and young people's health and wellbeing	5. School & ELC improvement 2. Teaching and practitioner professionalism 3. Parent/carer involvement and engagement	1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships	Choose an item. Choose an item. Choose an item.

Rationale for Change

Quality Improvement and Professional Learning: Feedback from FLs and peer schools who have recently been inspected evidences a requirement to start focusing on the collation of high quality evidence of impact across our whole school and faculty work. This aligns with our Faculty reviews where the quality of evidence provided across faculty areas is inconsistent.

During our 25/26 Trios with St Matthew's Academy and Greenwood Academy, a number of areas for exploration were included within our feedback. This included discussion points linked to our school's vision and values; the rationale for our PSE programme; our approaches to Child Protection and the ability of our school partners to talk meaningfully about the impact of their work. It has been agreed in 26/27 that we will explore the progress we have made in these areas.

Lastly, our North Ayrshire School Review in November 2026, will allow us the opportunity to self evaluate against the HGIOS Quality Indicators and engage in robust self evaluation with an external team.

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School/EYC Improvement Plan 2026-27

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do? 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>
Develop our whole school and Faculty approaches to gathering high quality evidence.	JD will lead this work across the ELT, using ELT meetings to gather faculty and QI evidence across session 26/27. Staff will bring new and relevant evidence to each meeting for discussion. This process should identify whole school and faculty strengths and gaps and allow us to plan accordingly. Folders will be reviewed at our May Collaboratives in 2027.		FLs and SLT will report increased confidence in the quality of their evidence. Areas lacking evidence of impact can be addressed and feed into ongoing improvement and next year's SIP.		
Work with our trio schools to improve our approaches to Wellbeing, Inclusion and Equality.	In term 2, we will restart the trios process exploring: Child Protection processes; evidence of partnerships and their impact; introduction of new vision and values. We will also seek feedback on our Brooksby intervention and RRS work. We will then visit both St Matthew's and Greenwood to evaluate their progress and gain insight into their development work which may inform our future planning.		Trios feedback will show progress in the areas for development identified in Nov 2025. Feedback from our authority review will triangulate with our trios feedback.		

PEF contact - HT or DHT with responsibility for the plan:		J Doherty			
Carry forward:	7181	Total Allocation:	59400	Total:	66581