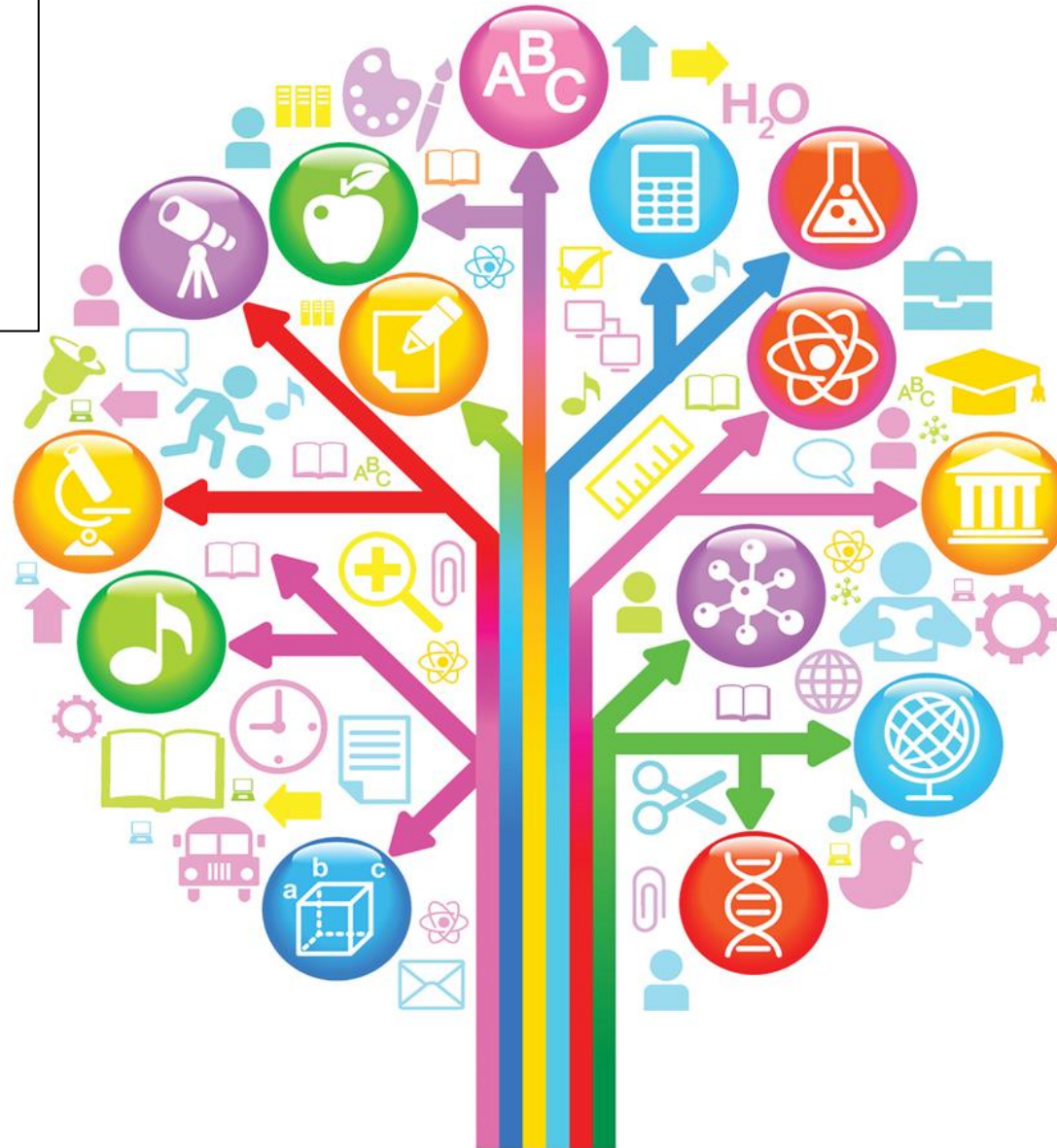East Ayrshire Council

Standards and Quality Report

2021 - 2022

Doon Academy

Establishment Context

About the School

Doon Academy is a non-denominational school which serves Dalmellington, Rankinston, Patna and the surrounding rural area: the roll is currently 250. The catchment served by the school includes some of the most deprived areas in Scotland. 83% of the school population resides in SIMD 1 and 2 and 36% are entitled to free school meals. The school has a Supported Learning Centre (SLC) and Inclusion Hub which provide for young people who have a range of additional support needs. The centre serves the south of East Ayrshire. The current SLC roll is 24 including pupils from S1 to S6.

Our shared values are clearly stated and set the standard by which we aim to thrive. As a community, we work best as a team when showing our determination to uphold the principles underpinning:

- Respectful
- Resilient
- Ready

As a school we take pride in the strong links we have with our partner agencies ranging from Health and Social Care to Ayrshire College and the Chamber of Commerce—putting our young people, their families and communities at the heart of all that we do. As a result, our curriculum and courses are built around both the principles of Curriculum for Excellence and the aspirations and needs of our students. We believe that this will help us to create in our pupils the confident individuals, effective contributors, responsible citizens and successful learners so vital if they are to both seize the opportunities and meet the challenges of living and working in the 21st Century. The journey ahead for Doon Academy is an exciting one and we have identified certain key challenges and opportunities that seem particularly relevant to our young people and their communities:

- We are continually developing the Values of this school so that all our pupils are prepared for the world of work and become responsible and effective contributors as parents and citizens.
- We are ready to support any initiatives which improve the employment prospects of our young people in a community which has again been devastated by the open-cast closures.
- We have to demonstrate our respect for the traditional values and standards of the communities we serve and who support us generously.
- We are well aware of the potential for damage, hurt and serious harm that exists through new technologies such as Facebook and Twitter; however, we also have to harness the positive benefits of the internet, smart phones and tablets in our curriculum over the coming years.
- Many Scottish school pupils are pressured to deal with issues that even adults should not have to face. These pressures affect the wellbeing of young people and require them to be supported by teachers.
- We are pleased to be involved in the Mentors in Violence Prevention programme which is led by the Government's Violence Reduction Unit. In Scotland, as in England, the US and other developed countries, we acknowledge that our societies are too ready to allow disagreements to escalate to acts of violence. Our students will be amongst the first to

lead the change in attitudes and behaviours that will help to address this serious issue.
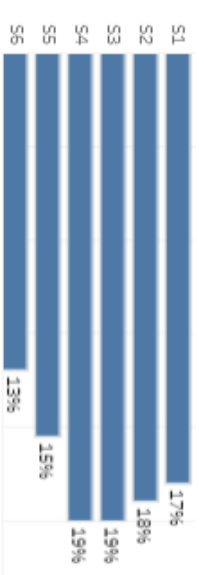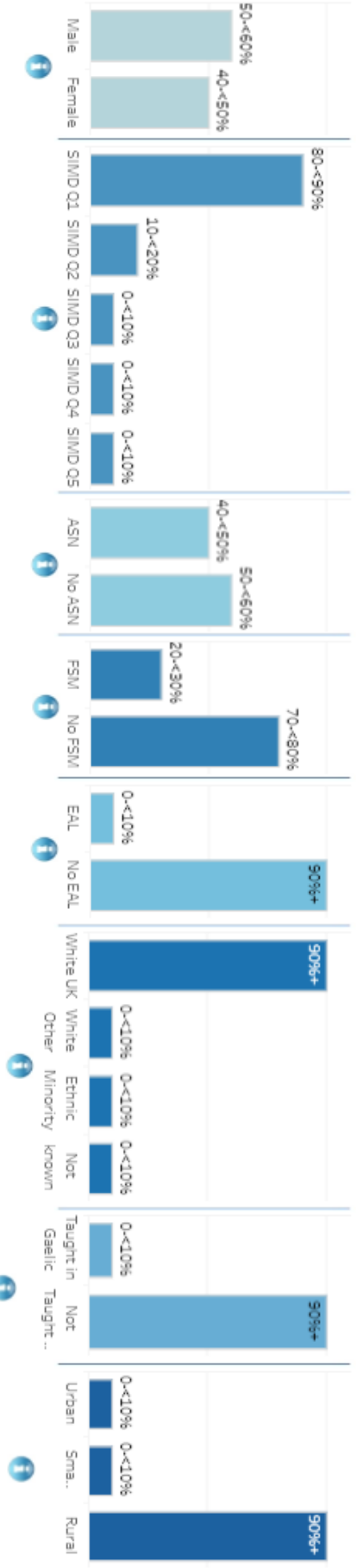
School Name: Doon Academy
Seedcode: 8244138
Local Authority / Area: East Ayrshire
Denomination: Non-denominational
Pupil Numbers: 269
Teacher Numbers (FTE): 37.0
Pupil Teacher Ratio: 7.3

Address: Ayr Road, KA6 7SJ
Telephone: 01292 550521
Email: kenny.reilly@east-ayrshire.gov.uk
Local Authority / Area website: Click here
ParentZone Scotland page: Click here

© Mapbox © OSM

86.2% attendance

COVID-19 Message

school condition: B

meeting the PE target?: ✓

smarter
scotland
SCOTTISH GOVERNMENT

Select a stage
S3 ▾

Select a year
2018/19 ▾

■ Percentage of pupils achieving
CfE 3rd level or better

Reading
80% - <90%
80% - <90%

Writing
80% - <90%
70% - <80%

Listening & Talking
90%+

Numeracy
90%+

Pupils by stage, 2020

S6 — 13%
S5 — 15%
S4 — 19%
S3 — 19%
S2 — 18%
S1 — 17%

Pupil Characteristics - September 2020

Male — 50-<60%
Female — 40-<50%

SIMD Q1 — 80-<90%
SIMD Q2 — 10-<20%
SIMD Q3 — 0-<10%
SIMD Q4 — 0-<10%
SIMD Q5 — 0-<10%

ASN — 40-<50%
No ASN — 50-<60%

FSM — 20-30%
No FSM — 70-<80%

EAL — 0-<10%
No EAL — 90%+

White UK — 90%+
White Other — 0-<10%
Ethnic Minority — 0-<10%
Not known — 0-<10%

Taught in Gaelic — 0-<10%
Not Taught... — 90%+

Urban — 0-<10%
Sma... Rural — 0-<10%

The school has a clear shared vision and associated values that have been agreed following extensive consultation with pupils, parents, staff and other partners across the Doon valley:

As a school we are committed to continuing to improve performance and experiences; meeting needs; and working creatively to enable the pupils of Doon Academy to be successful, confident, responsible and effective.

Every aspect of life at Doon is built on our core values:

Small School. Thinks Big. Aims High

Inspiring the young people of the Doon Valley and **helping** them become everything they can be. **Developing** a love of learning that will help them to grow as individuals throughout their life. **Nurturing** their skills and talents within an atmosphere of high expectations.   **Creating** ambitious, successful and responsible young people.   **Building** everything we do around the values that help us be clear about *who* we are and *what* we are about. **Working** together as a team that is:

Respectful

Resilient

Ready

Our Plan

At Doon Academy we worked together to develop an improvement for the school that was taken forward by all the partners involved in supporting the young people at the school and the adults who support them.

The following were identified as areas upon which we wished to focus:

Improvement in attainment, particularly in literacy and numeracy:

To ensure that our approaches in terms of curriculum and pedagogy support raising attainment as we move beyond the Recovery phase and into Renewal.

Closing the attainment gap between the most and least disadvantaged children:

To make sure that we wrap support around our most disadvantaged learners and their families as they look to rebuild after lockdown.

Improvement in children and young people's health and well-being:

To continue exploring the Neurosequential Model in Education (NME) as a vehicle for supporting Recovery and Renewal: consolidating and extending our journey with regards to RRS, Pivotal and Restorative Approaches across the school.

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

To ensure that we fully comply with the Career Education Standard (CES) and Work Experience Standard with effective School/Employer Partnerships and that our learners are fully prepared for a post-lockdown Industry 4.0 employment landscape.

Review of Progress 2021 – 2022

Session 2021 – 2022 proved to be another exceptional year as the continuing Covid 19 pandemic led to significant disruption to learning and teaching across the session – particularly with regards to staff and pupil absence and the changing position with regards to SQA.

Thorough and rigorous evaluation of the impact of last session's improvement plan remained *problematic* as we met the challenges posed by the unpredictability of the school year.

Certain aspects of the improvement plan were put on hold as significant and necessary mitigations continued; certain aspects remained crucial as we looked to support digital learning.

This report will in many ways simultaneously record, acknowledge and celebrate the exceptional work done by staff to support our young people and their families during a time of national emergency and the factors that led us to believe our R4L provision in the school needed to be established quickly to meet the health and wellbeing needs of our learners.

Please note the following key has been applied:

Green = Very good progress made with clear evidence of impact

Amber = Good progress made with limited and/or incomplete evidence of impact because of the pandemic and disruption caused by lockdowns

Red = Limited progress not yet impacting on outcomes for learners arising from the pandemic and disruption caused by lockdowns

Improvement Priority	To ensure that our approaches in terms of curriculum and pedagogy support raising attainment as we move beyond the Recovery phase and into Renewal.	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners)		*Evidence from various sources has confirmed that the gaps we were addressing previously will be different after the second lockdown and revised approaches will be needed to both identify and close gaps in learning.*
NIF Priorities	**NIF Driver**	**HGIOS/ HGIOSELCC QI's for self-evaluation**
Improvement in attainment, particularly in literacy and numeracy	Teacher Professionalism	*1.1, 1.2, 2.3, 2.4, 3.2*

Progress and Impact	We will continue to engage with the *Leading Learning: Improving Pedagogy* initiative:
	
	• Working with the PLC to establish a calendar for focussing on effective feedback.
	• Supporting all colleagues in critical analysis of feedback leading to individualised faculty plans on using feedback effectively to raise attainment and achievement with a particular focus on equity and inclusion.
	
	And also by:
	
	• Putting into place a coherent curricular structure that focusses on supporting the core skills of numeracy and literacy together with a sharp focus on supporting the HWB of all.
	• Working with parents to be clear about how we will seek to close gaps in learning that have resulted from lockdown.
	• Establishing schools of Literacy and Numeracy and Health and Wellbeing and making sure that BGE curricular frameworks are in place to ensure progression and/or maximise attainment in each.
	    o Numeracy
	    o Literacy
	    o Health and Wellbeing
	• Auditing our approaches to Inclusive Practice across the school and planning for Silver Award accreditation with a particular focus on differentiation in the BGE.
	
	Impact against outcomes for learners
	
	• High quality feedback being provided for all learners leading to targets being overtaken at individual, class and faculty level.

	- All pupils experiencing a consistent and coherent approach to core skills in the areas of Literacy, Numeracy and Health and Wellbeing. - Almost all parents/carers aware of how they can support post-lockdown learning and actively engaged in learning at home. - All learners in the BGE benefitting from a range of differentiated and inclusive approaches. - Monitoring and Tracking information shows most young people (75 – 90%) on course to achieve or surpass targets and benefitting from targeted interventions. - Evidence of attainment and achievement moving ahead of our comparator schools in both the BGE and the Senior Phase with a particular focus on at least 85% of leavers outwith the specialist provision attaining Level 4 in both Literacy and Numeracy.
Next Steps	We believe that this priority is still largely relevant to the school and should be continued into Session 2022 – 2023 with a tighter focus on what is most likely to be needed in order to support Recovery and Renewal. Our priority for next session will be: ***All learners will benefit from approaches in terms of curriculum and pedagogy that support raising attainment and achievement as we enter our post-pandemic renewal phase.*** This will be built around exploring how we can build a curricular structure that provides maximum flexibility as well as taking forward tightly focussed aspects of pedagogy.

Improvement Priority	*To continue exploring the Neurosequential Model in Education (NME) as a vehicle for supporting Recovery and Renewal: consolidating and extending our journey with regards to RRS, Pivotal and Restorative Approaches across the school.*	**Rationale for improvement priority based on evidence**
(Expressed as outcomes for learners)		*We have been on a journey as a school with regards to developing a culture that supports the HWB of all. Exclusions have significantly reduced as have referrals but we need to ensure clarity and consistency of approach across the school.*
NIF Priorities Improvement in children and young people's health and wellbeing	**NIF Driver** School improvement	**HGIOS/ HGIOSELCC QI's for self-evaluation** *1.1, 1.2, 1.4, 2.4, 3.1, 3.2*
Progress and Impact	We will: • Using our Relationships Policy to inform approaches in all areas of the school. • Empowering our NME champions to support staff across the school by providing support and guidance when required and facilitating our Ready for Learning space. • Demonstrating achievement of LGBT Bronze Award Criteria Impact against outcomes for learners • All pupils experiencing common approaches with regards to Relationships across the school resulting in a reduction in significant disruptions to learning and teaching and in particular a reduction in young people experiencing multiple referrals and/or exclusions. • Increased awareness of NME approaches leading to fewer instances of pupils needing to access the Ready for Learning space. • Most pupils successfully accessing mainstream classes as appropriate to their needs. • All pupils are educated in a culture that demonstrates the requirements of LGBT Bronze Level accreditation.	
Next Steps	We believe that we need to continue monitoring and refreshing our relationships based approaches at Doon with a clear focus on how we ensure excellent learning and teaching across the school. Next session our priority will be: *Making sure that all learners have the opportunity to achieve success by returning to the Neurosequential Model in Education (NME) as a basis for supporting Renewal as well as consolidating and extending our journey with regards to RRS, Pivotal and*	

	Restorative Approaches across the school. This will be built around exploring how we can further improve the culture of the school and its role at the centre of both promoting and supporting Health and Wellbeing across the Doon Valley. It will also look to bring together a number of different initiatives into a clear statement with regards to how we build and sustain positive relationships across the school.

Improvement Priority	To make sure that we wrap support around our most disadvantaged learners and their families as they look to rebuild after lockdown.	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners)		*Reduction in referrals and exclusions indicates progress made in this area but staff and pupils clearly indicate continuing issues with regards to engagement in learning*
NIF Priorities	**NIF Driver**	**HGIOS/ HGIOSELCC QI's for self-evaluation**
Closing the attainment gap between the most and least disadvantaged children	School improvement	*1.1, 2.3, 3.1, 3.2*
Progress and Impact	We will continue to focus on delivering equality, equity and inclusion by: • Offering a residential Leadership Academy programme in conjunction with Columba 1400 (PEF £6,000) • Allocating 1.27 FTE (35.51 hours) of clerical time to supporting all PEF related activities but with a particular focus on supporting attendance and latecoming. (PEF £9,215) • Poverty proofing the school day by establishing a School Store with school uniform, general supplies and stationery to make sure learners are fully equipped and ready to learn (PEF £3,600) • Supporting early and first level Numeracy across S1 and S2 by recruiting 0.6 FTE specialised staffing (PEF £20,693.59) • Providing and supporting our learners with the opportunity to learn beyond the classroom and having the opportunity to access trips and educational experiences without financial restrictions (PEF £1,000) Impact against outcomes for learners • All admin for PEF related activities is being completed and Quality Assured in accordance with authority guidelines. PEF is improving attendance for our young people which will result in higher attainment – evidenced via Monitoring and Tracking and Insight of pupils in SIMD 1 and/or entitled to FME. • Improve outcomes for pupils who are identified at early and first level maths/numeracy. To implement intervention and ensure pupils are able to access the 3rd level curriculum. • Provide leadership opportunities for learners to develop self-esteem, self-worth, confidence and resilience. Identified through the use of SHANARRI indicators, wellbeing assessments and pupil voice feedback. • Ensure all learners have access to materials to enable them to be "Ready to Learn".	
Next Steps	The impact of this spend needs to be carefully monitored over the course of Session 2022 – 2023 and in particular the way in which pupil agency and leadership is strengthened at Doon. The investment in staffing showed great promise but was severely impacted by issues	

	relating to staff absence and cover.
	Next session we will have the following priority:
	To make sure that our most disadvantaged learners and their families have partnership support wrapped around them which helps to build self-esteem, resilience and achievement.
	This will be built around providing high quality support and mentoring for young people and families who are most in need.

Improvement Priority *(Expressed as outcomes for learners)*	*To ensure that we fully comply with the Career Education Standard and Work Experience Standard with effective School/Employer Partnerships and that our learners are fully prepared for an Industry 4.0 employment landscape*	Rationale for improvement priority based on evidence *We are far ahead in this regard and our positive destinations tend to be above the VC. Embedding DYW experiences as part of wider curriculum is needed to move towards fuller implementation of DYW aims.*
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver School improvement	HGIOS/ HGIOSELCC QI's for self-evaluation *1.1, 1.5, 2.3, 2.7, 3.3*
Progress and Impact	We will continue the digital revolution that began during lockdown by: - Making sure that we have a Digital Learning Policy in place and which is used to ensure a consistent digital learning experience across the school. - Using Teams and One Drive as the main source of delivery for all areas of the curriculum and for all Year Groups. - Auditing all curricular areas against the requirements of the CES and taking action to share good practice and address development needs. - Using the agreed Industry 4.0 skills as a way to scaffold skills-based discussions across the school with every faculty providing one opportunity in each course for pupils to learn in one of the contexts for learning outside the classroom Impact against outcomes for learners - Coherent Whole School Approach to Digital Literacy in place with a core skills element for all staff and pupils leading to an increasingly rich digital curriculum for all pupils delivered via skilled use of Teams and Glow. - All learners experiencing a rich digital curriculum in every area of the school through skilled use of Teams and Glow. - Structures remain in place to support blended learning and reduced capacity if required. - All pupils benefitting from planned high quality DYW experiences in all areas of the Senior Phase curriculum. - All pupils have a Skills Profile that is completed in Mentor and contributed to by experiences in all curricular areas and the other contexts for learning.
Next Steps	We believe that further embedding of DYW into curricular structures was severely impeded by the impact of the pandemic and that this

	priority is still relevant to the school and should be continued into Session 2022 - 2023 with a focus on the impact partnership working to ensure positive destinations for all. Next session we will have the following priority: ***To make sure that our learners are fully prepared for the current employment landscape by ensuring that we fully comply with the Career Education Standard (CES) and Work Experience Standard with effective School/Employer Partnerships.*** This will be built around establishing strong partnership working with a range of agencies and employers across the Doon Valley and beyond.

Pupil Equity Fund: Aims and Impact	
Columba 1400 Programme and Residential (PEF £12,000)	• *Columba 1400 programme focussed on 15 S2 pupils aiming to develop self-confidence, self-belief and leadership skills.* • *Pupils attended sessions in school as well as the residential experience to support them to "be the change that they want to see" in the world. Long-term aim to create foster leadership across the school as they implement their values-based vision based on their work at Columba.* • *Pre-residential and residential sessions were a success and all young people have shown potential for sustained impact and growth. Young people who exhibited challenging behaviours and lacked connection to learning were part of the programme. Before partaking in the programme some were in the top 5 referred pupils by staff in the school. Since return there appear to be improvements including a reduction in behaviour referrals. A significant number of the Columba cohort have applied to be part of the BGE Leadership Team.*
Allocating 21 hours of clerical to maximise attendance (PEF £13,056.71)	• *Worked closely with the Pupil Support team with a focus on raising attendance with targeted pupils and reducing latecoming.* • *Facilitated closer tracking and monitoring of identified FSM pupils and measured impact of interventions put in place.* • *There was a measureable reduction in absences and overall pupil latecoming.*
Opening the 'Doon Tae Business' School Shop to assist in poverty proofing the school day (PEF £3,473.92)	• *All learners were guaranteed a range of supplies and equipment to ensure equitable access to learning.* • *Most learners benefitted in some way from the school supplies provided to support pupil equity.*
Numeracy 0.4 Teaching Post to support the attainment gap in numeracy (PEF £11,032.56)	• *Teacher of support in the numeracy department to help close the attainment gap in the BGE.* • *Small group tutorials, 1-1 sessions and extra support were provided to identified young people using transition data and data accumulated from their Doon Academy experience.* • *The positive impact of this was undoubtedly hindered due to cover implications during the session, related to Covid absence.*
Accelerated Reader programme to support	• *Accelerated Reader programme used to*

literacy and help close the attainment gap (PEF £2082.60)	*support young people in the school to improve their literacy levels.* • *Most young people's test scores improved after partaking the programme to 'At/Above benchmark'.*
CLPL Professional Reading Purchase (PEF £2075.05)	• *Staff chose literature in relation to their own CLPL needs and targets and focussed on ensuring equity.* • *This was then the platform for the initiation of a professional reading group* • *Impactful as professional reading became more visible in the culture of the school. A professional reading library was created with these purchases and housed in the staff room for central access.*

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	*4*
Quality Indicator 2.3 Learning, Teaching and Assessment	*4*
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	*5*
Quality Indicator 3.2 Raising Attainment and Achievement	*5*

Establishment Capacity for Improvement

Self-Evaluation for Self-Improvement

All teaching colleagues in the school take part in a structured programme of self-evaluation activities.

The QIs are split over a three-year cycle and each will be a focus for both SLT and faculties across the school.

Our absolute commitment to GIRFEC is shown by our focus on 2.1 Safeguarding every year. The core QIs that are a focus for Education Scotland during school inspection will also be examined every year:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring Wellbeing, Equality and Inclusion

In addition to this QIs will be grouped together in themes with account taken both for months with extended holidays and the need for both Staff and Partnership voice in the process:

- 1.3 Leadership of Change is extended over a period of two months.
- Staff and Partnership voice will determine the focus for January and February. This may not look at a particular QI but instead a topic that Staff/Partners would like to examine.

QI Groupings

	Year 1	Year 2	Year 3
Aug	2.1 Safeguarding will always be a focus for this month.		
Sep	3.2 Attainment will always be a focus for this month focussed around September Insight.		
Oct	The focus for this month will be our curricular vision and how we translate that into classrooms.		
Nov	The focus for this month will be on how we support HWB at individual level and especially during transitions		
Dec	The focus for this month will be on how we use self-evaluation to guide leadership across the school.		
Jan	The focus for this month will be decided by staff.		

Feb	The focus for this month will be decided by partners.	
Mar **Apr**	The focus for these months will be how effectively we lead change.	
May **Jun**	The focus for these months will be learning, teaching and assessment.	

QI Calendar

	Year 1	Year 2	Year 3
Aug	2.1 Safeguarding	2.1 Safeguarding	2.1 Safeguarding
Sep	3.2 Attainment	3.2 Attainment	3.2 Attainment
Oct	1.2 Leadership of Learning	1.5 Management of Resources	2.2 Curriculum
Nov	3.1 Wellbeing and Inclusion	2.4 Personalised Support	2.6 Transitions
Dec	1.1 Self Evaluation	1.4 Leadership and Management of Staff	1.3 Leadership of Learning
Jan	Staff Voice	Staff Voice	Staff Voice
Feb	Partnership Voice - Pupils/Parents/Partners	Partnership Voice - Pupils/Parents/Partners	Partnership Voice - Pupils/Parents/Partners
Mar **Apr**	1.3 Leadership of Change	1.3 Leadership of Change	1.3 Leadership of Change
May	2.7 Partnerships	2.5 Family Learning	3.3 Creativity & Employability
Jun	2.3 Learning, Teaching & Assessment	2.3 Learning, Teaching & Assessment	2.3 Learning, Teaching & Assessment

The following guidelines should help to inform leadership of this initiative at faculty level:

- A copy of all materials will be published in Teams – All Staff – Self-Evaluation for Self-Improvement for the sake of both clarity and transparency.
- The first DM of each month is used to look at the QIs that will be the focus of the self-evaluation block and explore the range of things that could be used to provide triangulation.
- All staff will be encouraged to consider examples that would help to illustrate departmental/faculty practice. This should arise primarily from naturally occurring activities associated with learning and teaching so that workload implications are minimal.
- iAbacus will be completed by the end of the month with a focus on concise evaluative comments aimed at identifying good practice and areas for development together with initial idea for securing improvement.

With a view to minimising both workload and bureaucracy the information entered in iAbacus will form the Standards and Quality report for the faculty and be central to developing the Faculty Improvement Plan for the following session.

Last session we also carried out a major self-evaluation activity focussed on gathering the views of young people in the school.

Celebrating @DoonAcad on Social Media!

Tweet 1

Doon Academy
@DoonAcad

Christmas really did come to Doon Academy yesterday... Christmas lunch, staff book deliveries AND #ChristmasJumperDay, S6 definitely took the lead with the best festive wear, special mention to @Ceilidhj for her fabulous Rudolph nose and Mr Reilly for his festive suit! #TeamDoon

17:53 · 18/12/2021 · Twitter for iPhone

10 Likes

Tweet 2

Doon Academy
@DoonAcad

After a fantastic #GoPurple2021 day yesterday, teddy wants to remind everyone that it's back to school uniform on Monday. Our fab guidance team will be doing uniform spot checks in PSE next week. Don't forget merits in mentor for uniform! #TeamDoon #SchoolUniform #Ready2Learn

Tweet 3

Doon Academy
@DoonAcad

Mr Reilly (HT) with Katie (Captain) and Aidan (VC) were delighted to accept the participatory budget cheque following recent pupil voting. Stay tuned for updates from the successful project bids over the next few weeks! #TeamDoon #Community #PupilVoice

20:09 · 02/11/2021 · Twitter for iPhone

Tweet 4

Doon Academy
@DoonAcad

Christmas comes but once a year, and Mrs Telfer spread plenty of Christmas cheer at our virtual Colours Assemblies - recognising the achievements of our young people over a tough term. You are all amazing. Like and retweet to see Mr Kelly recreate his impromptu dance routine 😀

14:54 · 17/12/2021 · Twitter for iPhone

6 Retweets 2 Quote Tweets 13 Likes

Tweet 5

Doon Academy
@DoonAcad

Remember it's ok not to be ok! Reach out for support and let's look after each other ❤️

Sunday 10th October is...

WORLD MENTAL HEALTH DAY

Tweet 6

Doon Academy
@DoonAcad

Ms Bradshaw's S2 English class have been learning about Scottish myths and legends, some outstanding efforts from pupils yesterday after designing their own mythical creatures. #Culture

Quality Indicator 1.3 Leadership of Change

How well are we doing?

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners

Themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Developing a shared vision, values and aims relevant to the school and its community

The vision and values of the school have been established through extensive consultation with stakeholders within the school and have been reviewed in light of Doon Academy's journey over several years. This work has resulted in the school receiving the RRS Bronze Award which has provided a strong foundation for the ethos within the school and is supported by the school leadership team. The refreshed school values include a focus on three core values – Respectful, Resilient and Ready and were introduced in 2018-19.   The values are closely linked to our aspiration to support a growth mindset within not only the school, but the wider Doon Valley community. The refreshed school times in 2019-20, placed a greater emphasis on being ready for learning, with mentoring in the morning being extended to 10 minutes every day. With smaller mentor groups, teaching staff are able to ensure that almost all learners are equipped with the necessary tools and equipment to be successful throughout the school day. Increased resilience amongst learners has led to improved outcomes, such as raised attainment and transition to positive destinations beyond school.

The school is continuing on our journey towards the Silver Right's Respecting Schools Award. Although the School Charter is prominently displayed in every classroom, there is varying evidence of how integrated they are within day to day lessons and this was a key catalyst in moving towards a more values based approach as a school community. Positive Noticing was introduced as part of our relationships approach, with the focus of this linked to the school values. Termly Colours Assemblies allow for the celebrating of pupils' achievements linked to school values.

Through year group assemblies, staff collegiate times and through working with external partners, the school continues its Rights Respecting journey and - whilst this has been impacted by Covid-19 disruptions - staff and pupils are committed to this journey. Staff are well educated regarding the significant social and economic challenges that the students face and take cognisance of this when planning and delivering the curriculum. Almost all pupils themselves state that they feel supported and cared for by the staff of the school.

Strategic planning for continuous improvement

The school improvement plan is built around the four priorities of the National Improvement Framework with a clear focus on securing improvements in literacy, numeracy and health and wellbeing. Staff at all levels are consulted on the direction of the School Improvement Plan and are given the opportunity to lead aspects of this with coaching and mentoring from the Senior Leadership Team.

The school has seen a steadily improving pattern in literacy and numeracy. The percentage of candidates achieving Literacy and Numeracy at SCQF 4 is now greater than the virtual comparator and performance at SCQF 5 continues to improve. Both currently stand at their highest level for 5 years.

There is a clear commitment across the school to ensuring equity. There is significant work already being done in order to deliver appropriate alternative curricular options and this is being further enhanced by our Inclusion Hub. There is an ever increasing variety of wider achievement opportunities on offer to the students which has resulted in the average tariff points of both the lowest 20%, middle 60% and highest 20% all being greater than the virtual comparator for the first time ever. The school recognises that there is a need for work to be done to continue raising attainment within the middle 60% and the work of our Attainment Champions is already having an impact in this regard.

iAbacus is embedded into almost all faculty departmental meetings and is used as a key tool for self-evaluation at all levels. This is the driving force behind strategic planning and planning for improvement.

Implementing improvement and change

Head Teacher/Senior Leadership Team

The Head Teacher is committed to developing and driving forward the vision for the school. He has high expectations of staff and encourages them to undertake leadership opportunities within the school. This not only enhances the leadership capacity of the staff but also enables staff to have ownership of aspects of the school improvement plan. He facilitates regular in depth professional discussions with staff at all levels, which provides a platform for creative thinking as well as encouraging staff to be reflective practitioners. There is clear structure within the senior leadership team that enables a coherent and structured approach to implementing change. The senior leadership team remits are shared with all staff to ensure transparency.

Teaching Staff

There are also a number of principal teacher and class teachers that have volunteered to help with the implementation of specific areas of school improvement. The staff, at all levels, have demonstrated their commitment to continuous improvement. Staff have been provided with regular mentoring and coaching from the Senior Leadership Team to support them with their chosen area of school improvement. Each staff member has had an active role in the implementation of the school improvement plan through their work in their chosen Action Research Group. Significant work has been undertaken by these groups, however the long term

impact needs to be carefully assessed.

Students / Curricular Structure

Leadership opportunities for students are embedded throughout the curriculum. Within the BGE, all students are involved in the Junior Leadership Academy. Higher Leadership and Sports Leadership are offered within the senior option choice structure. There has been an increased focus on structured leadership in the senior school with an emphasis on increasing the role and impact of the house captains, prefects and senior cabinet. S6 students are fulfilling leadership roles by assisting teachers and students within selected junior classes or activities within departments. This has allowed pupils to enhance their college, university and job applications as well as gaining valuable additional accreditation for their efforts and contributions towards the school community.

How do we know? Evidence of Impact?

iAbacus is our main source of triangulated data to evidence performance and impact in this area.

Other Evidence: School values displayed in classrooms, learners discussing school values in mentoring and other classes, Insight data (leaver destinations and attainment), dialogue with pupils, parents and staff, minutes from meetings.

Next steps:

How can we make sure that change processes lead to sustained cultural change within the school?
How can we use Monitoring and Tracking data in the BGE to plan effective interventions?
How can we continue to facilitate and support collegiate discussion with regards to the quality of learning and teaching within the school?
How can we ensure a SIP/DIP alignment that is focussed on improving outcomes for learners?

Establishment self-evaluation (using 1-6 scale):

4 (Good)

Quality Indicator 2.3 Learning, Teaching and Assessment
How well are we doing?

This indicator focuses on ensuring high quality learning experiences for all young people. It

highlights the importance of highly skilled staff who work with young people and others to ensure leaning is motivating and meaningful. Effective use of assessment by staff and learners ensures young people maximise their successes and achievements. The themes are:

- Learning and engaging
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Learning and engaging

- The ethos and culture of the school reflects a commitment to young people's rights. In most cases relationships are positive and respectful. The school received Rights Respecting School status in 2015. The implementation of the Rights Respecting Relationships policy was widely consulted on and there is evidence to support learner, staff, parental and community consultation. There is evidence to suggest most staff and most learners are engaged with the RRR policy. We have invested in Restorative Approaches training for all staff and are currently working with Pivotal to further improve our learning environment.

- Young people's learning is enhanced through the appropriate use of digital technology in all areas. We achieved accreditation in the form of the Digital Schools Award in June '22. There is a commitment to increasing the independence and resilience of young people though this has not been fully realised which can be seen in CANI coaching, the Attainment Champion programme, Routes to Success and targeted interventions to address any issues with behaviour, homework and effort.

- Most young people contribute to the life of the school at key stages in the BGE through Junior Leadership Academy and in S6 through the Senior Leadership Academy. Some young people contribute throughout their school career through opportunities such as parents' events, careers events, celebrations, performances, clubs and extra-curricular activities. We have an established Senior Cabinet and prefect system that allows senior pupils to take leadership roles within the school.

Quality of teaching

- Overall the quality of teaching is good. Most staff create a positive learning environment and intervene skilfully to build positive relationships. This is evidenced by good or very good results in the Senior Phase in some areas. Support and challenge is offered to areas of the curriculum in a variety of ways set out within the Learning from Each Other policy.

- The school observes learners closely and offers assessment-based interventions to support learning. The school is improving in this area through close collaboration with the educational psychology team and our Wellbeing Tracker shows our commitment to meeting the needs of all pupils.

- Higher order thinking skills are evident in some lessons. Explanations, demonstrations and instructions are clear and this is evidenced in classroom observations with a formalised process for observations in place for 2022-23.

Effective use of assessment

- A variety of assessment techniques are used to allow learners to demonstrate their learning and progress. On the whole, assessment evidence is valid and based on the school's Moderation and Verification policy. External verifications have upheld teacher judgements in almost all areas and have drawn attention to aspects of national best practice in some. We have shared expectations and standards across our Education Group at whole staff events. More robust arrangements should be put in place to ensure consistency in moderation across the school and with colleagues from other schools.

- Evidence to support the identification and provision of special assessment arrangements for learners where appropriate is very good.

- The school is committed to a having a strong pedagogical focus in a planned way and over a number of years as a result of our involvement in the Tapestry programme. Staff have volunteered to participate in this programme and have established an Action Research Group in the school. All teaching colleagues have been involved in looking critically at learning intentions and success criteria. Last session focussed primarily on the effective use of feedback as a result of Tapestry involvement.

Planning, tracking and monitoring

- Young people facing additional challenges such as young carers, looked after young people and those living with financial hardship have support needs which are monitored and addressed. School investment in human and other resources through Pupil Equity Funding and the Scottish Attainment Challenge should focus on these young people.

- Planning within departments to ensure entitlement to the experiences and outcomes is achieved takes place. Further development needed within the BGE across curricular areas to ensure all Es and Os are being met and to make better use of opportunities for interdisciplinary learning.

- There is evidence of learners engaged in significant planning of aspects of their learning and of parental involvement in this. Option evenings provide evidence from S3 to S6. DYW and work experiences provide further opportunities.

- Monitoring and tracking data is gathered regularly. The analysis of this data is leading to more effective interventions across all areas of the school.

How do we know? Evidence of Impact?

iAbacus is our main source of triangulated data to evidence performance and impact in this area.

Next steps:

- How well do we fully involve learners in planning learning?
- How do we ensure pupils are fully engaged, resilient, highly-motivated and interact well

during activities?
- How can we make sure learning is enriched by effective use of digital technologies?

Establishment self-evaluation (using 1-6 scale):

4 (Good)

Quality Indicator 3.1 Ensuring wellbeing, equity and inclusion

How well are we doing?

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

- The school community has a shared understanding of wellbeing and in the dignity and worth of each individual. There is a shared understanding of GIRFEC and the school is committed to the implementation of the Ayrshire GIRFEC pathway. This is centred on the Team Around the Child (TAC) approach which makes sure that young people receive support at the right time, from the right people. This model is based on staged intervention and underpinned by high quality assessment. We work closely with our Educational Psychologist and Scottish Attainment Challenge colleagues to plan targeted interventions where they are required.

- The school provides strong personalised support to young people via the Pupil Support team who know their caseload on an individual basis. They hold an overview of pupil progress and have strong relationships with parents and carers supported by the work of 1.5 home link workers. This team includes Support for Learning, Guidance, Supported Learning Centre and Inclusion Hub staff. Fortnightly meetings allow for the sharing of information to support planning for learners.

- The Ayrshire wide GIRFEC pathway was launched in school clarifying the links between GIRFEC and the UNCRC. These are displayed around the building to support practitioners. All practitioners are aware of how to access information regarding children's additional support needs via Child's Plans and ILPs and staff continue to upskill themselves to meet the needs of all.

- Some departments accredit Wellbeing. For example, the Wellbeing Award will be offered via senior phase core PE and some Mental Health and Wellbeing Award units will be offered in PSE.

- This session the school began its journey to the Silver LGBT Charter Award from LGBT Youth Scotland. An Action Research Group of staff drove forward the initiative supported by an Equalities Group of staff and pupils who met weekly. We have made some fantastic progress to date hosting very successful initiatives including our first annual Football v Homophobia event, Wear It Purple Days, Aids Awareness Day, Inclusion Walk, as well as informative LGBT lessons throughout our PSE curriculum. A revised anti-bullying policy is being created and we are currently looking at 'Safe Spaces' around the school. We have already built up a plethora of evidence to support our journey.

- HWB was a strong focus during lockdown and is also one of the current Action Research Groups within the school. This has a firm focus on supporting staff and has led to a number of initiatives including the Buddy scheme. The dedicated HWB channel and Staff Shout Out channels are further evidence of a culture aimed at supporting staff across the building.

- A team of pupil Mental Wellbeing Champions has been established following authority training and supported by a key member of staff. They meet frequently, act as buddies to junior pupils and raise concerns about young people.

- The School Counselling Service is now well established within the school with a current provision of one day per week. Pupil Support staff have developed a close working relationship with the school counsellor and young people have been supported by him in Session 2021/22. Group session around issues such as exam stress have been delivered as well as input with every year group via PSE classes to support mental health and wellbeing.

Fulfilment of Statutory Duties

- Learners with identified Additional Support Needs are well supported by Pupil Support through staged intervention processes. This support is underpinned by the Additional Support Needs Act (2009) to ensure that statutory duties are met. Learner needs and support strategies are shared with all staff via the ASN log which is kept up to date on SEEMIS. Staff have secure access to Child's Plan and ILPs which assists in planning interventions including SQA examination concessions.

- The school's safeguarding policies and procedures are well grounded in current legislation.

- The school's Child Protection Officer is clearly identified via SLT remits. All young people with additional support needs have up-to-date Child's Plans and Individualised Learning Plans where required. The school invited the East Ayrshire GIRFEC Manager to quality assure a sample of Child's Plans to ensure the school fully meets its statutory duties in relation to the additional support for learning act. Child's plans have been amended accordingly and were up to date by the end of the session.

Inclusion and Equality

- The school shows a commitment to UNICEF's Rights Respecting Schools initiative and

is currently working towards Silver accreditation. All school policies are underpinned by the United Nations Convention of the Rights of the Child and the school's Rights Respecting Relationships policy places pupil wellbeing at the centre, with a focus on restorative approaches.

- The school works with multiple agencies to support young people dependent upon need. Examples include Educational Psychology, Social Work, Skills Development Scotland, Ayrshire College, Action for Children, Barnardos, Women' Aid, Children First and Vibrant Communities to name a few.

- The number of exclusions at the school has declined significantly over the last 5 years and this has been achieved in conjunction with improving patterns of attainment and achievement. Almost all pupils report feeling well-supported by staff and treated in a fair manner. During session 2019/20, 9 pupils were excluded compared to 15 in the previous session.

- Young people in S6 provide service by modelling positive relationships through peer tutoring in enrichment periods, the MVP programme and other leadership opportunities which arise throughout the school year.

- The Inclusion Hub has been funded through the Scottish Attainment Challenge and throughout the session has continued to meet the needs of learners with social emotional and behavioural needs who are identified as potentially requiring access to an outwith provision. The hub has successfully supported a range of learners with improvements in wellbeing and inclusion across the session. We are working with a range of partner providers including Vibrant Communities, Ayrshire College and Children First to provide support for young people and support family resilience. This is funded through a mixture of Scottish Attainment Challenge and PEF allocation. The Inclusion Hub provides a full- time timetable where pupils also have the opportunity to join mainstream classes. This has had a positive impact on attainment for learners and hence positive destinations. This session, Inclusion Hub staff have participated in a book study based on the Bruce Perry and Oprah Winfrey book, 'What Happened to You?' to deepen their understanding of the effects of trauma on young people.

- Nurture has become embedded into mainstream provision, the Inclusion Hub and the SLC. Boxall profiles are utilised where appropriate to establish a baseline for improvement for each young person entering our nurturing provision. This provides us with data to measure the impact of such interventions.

- This session we launched our new Relationships Policy following extensive consultation. This policy brings together some of the most current strategies to support learners such as Restorative Approaches, the Neurosequential Model of Education and Diadetic Developmental Therapy. Concerted efforts to encourage staff to use these approaches and strategies to promote positive behaviour are taking place. A close working relationship with Educational Psychologists has been developed and is supporting this. Across the school, pupil-teacher relationships are positive but there are still some young people who feel that some members of staff do not always treat them with respect.

- The introduction of positive noticing strategies such as wristbands, postcards, positive phone calls home and colours assemblies have had a positive impact on pupil

engagement and motivation. During this session, across 3 virtual assemblies, 675 colours badges were awarded to pupils from departments across the school for displaying the school values.

- Our R4L (Ready for Learning) room has been launched offering Nurture and Literacy and Numeracy interventions for young people identified within mainstream who require intensive support with mental health, wellbeing and improving resilience in order to access their learning.

How do we know? Evidence of Impact?

iAbacus is our main source of triangulated data to evidence performance and impact in this area.

Next steps:

- How can we make sure our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people?

- How can we make sure that all staff and partners feel valued and supported?

- How can we make sure that our learners benefit from the high-quality education which we provide for all children and young people?

- How can we make sure that targeted support is having an impact on the attainment and wellbeing of those young people who access it?

Establishment self-evaluation (using 1-6 scale):

5

Quality Indicator 3.2 Raising attainment and achievement / Securing Children's Progress

How well are we doing?

This indicator focuses on the school's successes in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and skills ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time as a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for learners

Attainment in literacy and numeracy in BGE

The following points should be noted with regards to pupils studying at Doon in Session 2019 – 2020:

- Our total number of leavers was 59: S4 5; S5 20; S6 34.
- 5.1% of the cohort were SLC pupils
- 8.5% of the cohort were Hub pupils
- 13.6% of the cohort required a highly individualised curriculum: 3 SLC; 5 Inclusion Hub.

The picture for literacy and numeracy across the school at Doon is as follows:

Leavers Data

Literacy & Numeracy Combined

- Almost all learners achieve at least Level 3 in this area. The school now exceeds the Virtual Comparator (VA), East Ayrshire (EA), South West Collaborative (SW) and National Establishment (NE). We have outperformed the VC in 4 out of the last 5 years and this session's data is the strongest in the last 5 years.

- Most learners achieved a minimum of Level 4 and this exceeds the VC by 3%. There has been a steady pattern of improvement over the last 4 years.

- Less than half of our learners achieved Level 5. The figure is consistently below that of our VC and progress is slow despite the strongest performance in the last 5 years. The gap between Doon and the VC is at its widest.

Literacy

- Outperformed the VC at Levels 3 and 4. Steadily improving pattern at Level 4 over the last 4 years.
- Variable pattern of learners achieving Level 5 and consistently below VA for the last 3 years.

Numeracy

- Outperformed the VC at Levels 3 and 4. Strong performance at Level 3 and steadily improving pattern at Level 4 over the last 4 years.
- Variable pattern of learners achieving Level 5 and consistently below VA. However, this session's figures at their highest for 5 years.

Attainment over time/Quality of learners' achievements

Leavers Data

20% lowest attaining

- There has been a steady pattern of improvement over the last 4 years and we have equalled our strongest performance from 5 years ago. The gap between Doon and the VC is both positive and the widest it has ever been.
- Girls performed significantly better than boys with 289 average tariff points compared to

71. Interestingly – girls outperformed VC, EA, SW and NE comparators.
- Pupils with ASN achieved an average of 60 points (outperforming VC and EA) compared to 480 for other pupils (outperforming VC, EA, SW and NE).
- Pupils claiming FSM achieved an average of 68 points which is above both the VC and EA; pupils not claiming achieved 161 points and significantly above the VC.

60% middle attaining

- This is by far the school's strongest performance in 5 years and we are significantly above the VC and with a smaller gap with EA and NE figures. There is also a 3 year pattern of improvement. Girls outperformed VC and EA averages.
- Pupils with ASN achieved an average of 409 points compared to 1102 for other pupils. The figure for others was above VC, EA and SW averages.
- Pupils claiming FSM achieved an average of 472 points which is below VC but above EA averages. The figure for others was 883 and above the VC for the second consecutive year.

20% highest attaining

- This is by far the school's strongest performance in 5 years and the second time we have surpassed both the VC and EA. It is the first time we have surpassed the SW and NE averages. It is also the second time this has been identified as positive and significant – "much greater". There is a steady pattern of improvement over the last 3 years. We have outperformed the VC significantly for the last 2 years and this year the gap is the biggest it has ever been with Doon 318 points ahead of the VC.
- Boys performed less well than girls with 1798 average tariff points compared to 2111. Both were above the VC and EA averages.
- Pupils with ASN achieved an average of 1621 points compared to 2189 for other pupils and were significantly above VC, EA and SW figures.
- Pupils claiming FSM achieved an average of 1239 points which is below that of the VC, EA and the National Establishment; pupils not claiming achieved 2174 points and were well above the VC, EA, SW and NE.

Equity for all learners

Attainment has been scrutinised with regards to Attainment vs Deprivation compared to the Virtual comparator:

Virtual

- Learners at Doon in SIMD 1 and 2 performed better than the virtual comparator.
  - In SIMD 1 average tariff points at Doon were 281 above the VC.
  - In SIMD 2 average tariff points at Doon were 106 above the VC.
- This is the first time that learners at Doon have outperformed the VC in both of these deciles.

How do we know? Evidence of Impact?

iAbacus is our main source of triangulated data to evidence performance and impact in this area.

Next steps:

- How can we make sure that we have effective systems in place to promote equity of success and achievement for all our children and young people (BGE focus)?
- How can we make sure that as they move through their learning pathways pupils take increasing responsibility for ensuring they continue to add value to their achievements?

Establishment self-evaluation (using 1-6 scale):

5 (Very Good)

As part of our Standards and Quality we like to choose one cases study that stood out as a result of the very significant impact it had on the community at Doo n Academy.

The following was compiled by Ceilidh Johnstone PT Inclusion at Doon Academy.

"Scotland's 'needs led' and rights based educational system is designed to be and inclusive one for all children and young people in Scottish schools." – Education Scotland - Embedding inclusion, wellbeing and equality

Background

Doon Academy started their NME (Neurosequential Model in Education) journey at the beginning of academic year 20/21. Mrs Elder (DHT) and the Pupil Support team worked closely with our Educational Psychology colleagues, alongside an identified group of early adopters from our teaching and support staff. We established a working group and a calendar of collegiate sessions to gain a deeper understanding of the young people at Doon Academy. We explored what young people need from the adults and the learning environment to be able to engage fully with their learning. This was particularly pertinent to young people who have experienced or those who are living with developmental trauma. Within this programme of study we learned about the 'R4L' approach. The R4L Approach is based on helping all children and young people to regulate – or 'manage' – their brains at times of stress to help them feel safe, settled and 'ready to learn'. The approach is about using the best practice from Attachment Theory, Nurture Principles, Trauma-Informed Approaches and Neurosequential Model to help children and young people become the best learners they can be – the key task of all educators. The R4L Approach should support the structure and delivery of the curriculum so that children can be the best learners they can, and achieve the best possible outcomes.
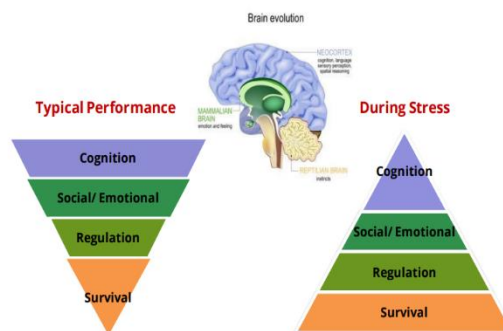
After a period of lock down, home learning and phased return, we quickly recognised that there were a number of our learners who needed a more holistic support in school. Our SLT and Pupil Support team worked collegiately to identify supports. We have an established Inclusion Hub within Doon Academy for learners with significant Social, Emotional and Behavioural Needs, however, we recognised that this resource would also need intensive support after returning and it would not be appropriate to add any additional young people to the existing cohort. This led to a period of consultation with staff and became the focus of the NME early adopters group.

In previous years, we have trialled a Restore and Repair Room in the additional English Room. This worked for some young people, however it became a place to escape and hide as opposed to equipping young people with the skills and strategies to overcome their barriers and challenges. Although this resource was brought to a close, there was a number of positives that we could build on. It is from here, that we established our R4L

room to coincide with our NME journey and provide safety, structure and supervision for our most vulnerable pupils, most at risk of exclusion or school refusal.

<u>Implementation</u>

The implementation of the R4L room became a focus within the School Improvement Plan and it was important that the emphasis of the work that took place within the room was based on the key drivers of the SIP. With this is mind, SLT and Pupil Support decided to concentrate on improving attainment and achievement in Literacy, Numeracy and Wellbeing. An additional focus for the R4L room would be for BGE pupils in light of the extended period of absence they had from the school building due to Covid 19 regulations.

The Principal Teacher Inclusion carried out a period of consultation with staff in the English and Maths department, highlighting any pupils they felt would benefit from what the R4L approach. A S2 Maths group, a S3 Maths group and a S3 English were identified and timetabled. Principal Teacher Inclusion then met with the PT English and PT Maths to discuss curricular structure and planning for each age and stage. In addition to this, Principal Teacher Inclusion and Principal Teacher Pupil Support (Shelley Telfer) met to agree on a cohort of S1, S2 & S3 pupils to be part of a Nurture Group. This would be led by both PT Inclusion and PT Pupil Support to uphold the principles of Nurture (with the exception of two periods a week where this was led by one member of staff).

Once all young people had been identified, a further period of assessment was carried out to make sure that any change to their mainstream timetable was indeed Getting It Right For Every Child. A significant piece of assessment that was completed was a Boxall for every child. This would allow SLT and Pupil Support to have tangible evidence of any areas of concern and in return any improvements with their Developmental Strands and Diagnostic Profiles. An information pack was sent to young people and their parents/ carers who were identified for the Nurture Group. This provided further information about the Nurture Programme itself and an opportunity to discuss any details further with PT Inclusion or PT Pupil Support. Finally, permission was sought from all parents/ carers of young people who would access R4L.

In order to create safety, structure and supervision, it was imperative that each lesson would be officially timetabled alongside mainstream classes to ensure consistency and continuity for all learners. Learners would follow schemes of work that mirrored their mainstream peers to fully support transition back to mainstream when 'Readiness for Learning' was achieved.

<u>Evidence and Impact</u>

Initially, it was proposed that young people would access R4L in blocks of learning from 6-12 weeks depending on their needs and programme of study that was being taught. However, after the first period of time had lapsed, it was clear that most of the young people were not ready to transition back to class and would benefit from an extended period support that the R4L room provided for them.

It is clear from the feedback of Staff and young people that R4L was a success. It has supported not only young people accessing the space but staff, peers and family relationships with the school. Staff and young people were able to implement, understand and adopt the Sequence of Engagement – Regulate, Relate & Reason as outlined by the NME Programme. This supports young people who are dysregulated to recognise when they are 'triggered', know what strategies support them to regulate, return to a state of calm and go on to engage with their learning.
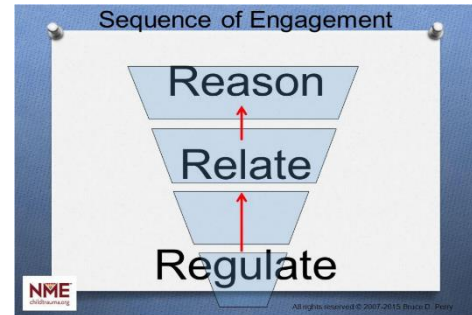
Below are some of examples of the positive impact that R4L has had on both young people, staff and parents/carers.

- Reduced referrals & reduction in exclusions

- Increased engagement & achievement in Literacy and Numeracy – transition support to return to mainstream or access Inclusion Hub Maths Class (NAT3)

- Improved relationships across the school – connecting with staff & departments through Nurture activities

- Improved attendance for school refusers

- Identified Targeted Support – Inclusion Hub, Barnardos, Star Centre, SL33

- Understanding of the brain, how it works and how experiences can impact the way we think, feel and behave – Window of Tolerance, Flip the Lid,

- Identified strategies to support regulation - individualised resources, strategies & safe places