


East
Ayrshire
Council
Education
Service

Establishment: Doon Academy




Establishment
Improvement
Plan
2025-26

Head Teacher	Martin Robertson
Date Submitted	Submitted to Chief Education Officer on : 12 June 2025

<p>School / Centre Vision and Values</p>	<div data-bbox="584 279 2022 1257"> <h2 style="text-align: center;">Our Vision</h2> <p style="text-align: center;">To inspire young people to be ambitious in all that they strive to achieve, to respect themselves and others and to demonstrate the ethos of an inclusive community in and beyond school.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="584 576 1115 962"> <h3 style="text-align: center;">Our Values</h3> <ul style="list-style-type: none"> Ambition Respect Inclusion </div> <div data-bbox="1120 576 1456 962">  </div> <div data-bbox="1460 576 2022 962"> <h3 style="text-align: center;">Our Aim</h3> <p style="text-align: center;">To be: The best wee school in Scotland.</p> </div> </div> <div data-bbox="584 965 2022 1257"> <h3 style="text-align: center;">How we will achieve this:</h3> <p style="text-align: center;">Deliver a curriculum which will engage all pupils and support them to achieve their potential.</p> <p style="text-align: center;">Provide excellent learning and teaching to encourage ambition, develop respectful attitudes and challenge pupils to develop the skills to succeed in an ever changing world.</p> <p style="text-align: center;">Include all young people in the Doon Valley communities and support them to grow, develop and succeed.</p> </div> </div>
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	✓	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	✓
Parent Council and Forum	✓	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	✓
Teachers, practitioners and ALL school/centre staff	✓	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
Head Teacher / Head of Centre Signature: 		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓

Pupil and parental strategic involvement

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
<ul style="list-style-type: none">• School Improvement Plan consultation exercise. Feedback will be used to direct the work of School Improvement Groups.• Pupil Council will lead on all consultation exercises, staff appointments and school refurbishment.• Pupil feedback from observed lessons when appointing staff.• Pupil focus groups for leadership appointments.• Pupil voice directing improvements in learning and teaching, planning next steps in learning.• Pupil consultation on the use of the PEF Budget.• All pupils involved in Participatory Budgeting to plan PEF spending.	<ul style="list-style-type: none">• School Improvement Plan consultation exercise. Feedback from parents will result in the production of the Pupil/Parent/Partner Improvement Plan.• Parent consultation on the use of the PEF Budget.• Parent consultation on school refurbishment.• All parents invited to be involved in Participatory Budgeting to plan PEF spending.• Parent Council to lead on and support Family Learning and Parental Engagement initiatives.

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement Framework:

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

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	Priorities for 2023-26: <ol style="list-style-type: none"> 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving 	Outcomes: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

Our Leadership: Improvement priority: Develop the leadership capacity of all members of our school community

Rationale – Our self-evaluation activities have identified the need to develop the skills of pupils and staff to become leaders of learning at all levels. These skills will allow staff and pupils to lead improvements in learning and teaching, attendance and raising attainment for all.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		School & ELC improvement		
HGIOS4 QIs:	1.2	1.3	1.4		2.3	3.2	
ESIP key priorities:	N Teaching & Learning				N Our Wellbeing		N Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
Pupil Council members will develop the confidence and skills to deliver school improvement initiatives	Deliver a training programme to develop the leadership skills of Pupil Council members Develop a School Improvement Plan to be delivered by the Pupil Council		✓	DHT Pupil Council	Pupil council members leading class consultations (PC Report on Activities) Feedback from Pupil Council leading to school improvement (PC - SIP) Pupil Council leading school improvement activities (PC – SIP Review)		Termly review by DHT and Pupil Council Progress reports at SLT meetings
Pupils will show improved leadership skills which will enable them to become more confident leaders of learning	Develop and deliver outdoor learning experiences for all year groups focussing on the development of leadership skills		✓	Lead Teacher SIG	Number of pupils participating in outdoor learning/leadership activities (Participation statistics) Evidence of improved pupil leadership skills (Pupil evaluations of activities)		Termly review by DHT and SIG Progress reports at SLT meetings
Staff will be better prepared to lead learning and school improvement activities	Implement a CLPL group for staff aspiring to a promoted post and deliver appropriate leadership training Create leadership opportunities for staff at all levels			DHT	Staff completing leadership CLPL then using their skills to lead whole school activities (SIP and CLPL records) Staff appointed to promoted posts (Staffing Review)		Termly review by DHT and staff group Progress reports at SLT meetings

Teaching and Learning Together: Improvement priority: Improve learning, teaching and assessment across the curriculum to ensure that we meet the needs and improve outcomes for all learners

Rationale – Our self-evaluation shows a need to foster greater pupil ownership and motivation in their learning. By targeting these areas, we aim to create an environment where pupils become ambitious leaders of their own learning, ensuring improved attainment and achievement for all.

NIF key drivers:	Curriculum & assessment		Parent/carer involvement & engagement		School & ELC improvement			
HGIOS4 QIs:	2.3		2.5		3.2		3.3	
ESIP key priorities:	N Our Leadership					N Our Wellbeing		N Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures		Review/milestones
Learning, teaching and assessment will continue to improve, with staff delivering consistent implementation of the 5 elements of an effective lesson in all classes	Continue to embed and improve the delivery of the five components of an effective lesson focussing on effective feedback, adaptive teaching and review and recall Explore new Digital Learning opportunities for the curriculum and implement them in classes to improve learning and teaching				DHT SIG	Consistent development and improvement of the 5 components of an effective lesson (Lesson observations, staff self-evaluation) No of lessons featuring new digital learning (Lesson observations) Increased pupil engagement and enjoyment (Pupil voice, lesson observations)		QA by Faculty PT's in line with calendar. QA by SLT in line with calendar.
A consistent approach to homework will be implemented across the school which will feature personalisation and choice and parental involvement	Create a whole school Homework Plan which will deliver personalisation and choice, focussed Senior Phase activities and study supports (Achieve), activities for pupils and parents/carers to complete together and mentoring/assembly inserts				DHT SIG	Increased engagement of pupils in completing homework activities – (Pupil engagement, homework data, parent/pupil survey)		Monthly review by PT's. Termly review by DHT.
All pupils will have access to ICT devices that they require when they are needed	Implement a whole school device plan ensuring all learners within the school have access to ICT.				DHT	Increased use and access to ICT across the school (Staff survey, pupil voice)		Termly review DHT.

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Families will be engaged in learning together in school and at home	Develop a Family Learning Programme in school delivered by school staff and partners.	✓	DHT HLW SIG	Expand family links, create a culture of lifelong learning and increase parental empowerment – (Engagement and uptake data pupil/ parental voice, survey)	Termly review DHT End of planned block review.
A learning programme will be developed and delivered to support pupils who require a flexible curriculum to improve engagement, attainment and attendance	Further develop our Flexible curriculum offer to ensure that it supports young people to improve engagement, attainment and attendance in school	✓	S Elder A Wood HLW	No of pupils being supported by a flexible curriculum (Flexible learners log) Engagement, attainment and attendance of pupils following a flexible curriculum (Flexible learners log)	Termly review by DHT and PT SFL Progress reports at SLT meetings

Our Wellbeing and Belonging: Improvement priority: What is going to be the focus of this priority?						
Rationale – Our statistics show a 3% increase in attendance compared to last session, however, we continue to be 2% below the national average. The number of incidents recorded in the Bullying & Equalities log have risen from 9 to 15 last session and a range of GMWP average scores have indicated that pupils would like to feel a greater connection to our school.						
NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism			
HGIOS4 QIs:	3.1	2.2	2.4			
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
All staff will have a shared understanding of HWB Responsibility of All.	<p>Audit HWB E's and Os across the curriculum.</p> <p>Whole staff training on HWB Responsibility of All incorporating GMWP.</p> <p>Launch GMWP as part of the mentoring programme.</p> <p>Explore the use of the Education Scotland Cycle of Wellbeing across the school to support improvements in the wellbeing of all members of the school community.</p> <p>Plan a test of change programme of supervision for staff facilitated by EP to support practitioners with their daily practice and creating time and space to reflect.</p> <p>Establish a Staff Wellbeing Champion to support wellbeing activities for all staff.</p>			<p>S Elder</p> <p>Pupil Support Staff</p> <p>Mentor Staff</p> <p>S Elder EP</p>	<p>Completed CFE Machine audit (collation of E's & O's)</p> <p>Staff CLPL completed (staff CLPL records)</p> <p>GMWP mentor programme launch and implementation (GMWP data analysis)</p> <p>Programme of wellbeing activities for staff participation (Staff CLPL records)</p> <p>Staff completion of modules within CYMPH Professional Learning resource for all school staff (Staff CLPL records)</p>	<p>Termly review by DHT</p> <p>Monthly review of DIPs</p> <p>Progress reports at SLT meetings</p>

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Our Care Experienced learners will be supported to improve attendance, engagement and attainment.	Continue the work of Care Experienced Lead Teacher. Support and challenge staff to embed the Promise in their daily practice and compile evidence for Keeping the Promise Award L3.		S Elder S Mann	Number of Promise Keepers trained. (Training Record) Attendance, attainment and engagement levels (CE Tracker – match whole school levels)	Monthly review of CE tracker by DHT Termly review of tracker with C O’Neil
All staff will make use of Child’s Plans to plan to provide effective support for all young people with an ASN.	Audit of current number of Child’s Plans Develop the use of the Getting to Know Our Learners Tool to allow staff to access and review the needs and support strategies for ASN pupils.		S Elder SIG	Number of child’s plans in place (ASN Log) Staff providing effective supports for young people with ASN in classes (Lesson observations)	Audit of Plans by Sept 2025 New Child’s Plan format in use by Oct 2025
All members of the school community will be aware of and work towards a reduction in gender-based violence	Develop a whole school approach to the reduction of gender-based violence using the ESAS model.		S Elder ESAS Group	Staff trained in ESAS e-learning module (Staff CLPL records) Reduced number of entries in the SEEMIS Bullying and Equalities module. (SEEMIS custom report) ESAS insert within each curricular area (Curriculum plans)	Termly review by DHT and Pupil Support Team
All members of the school community will have a deep understanding and knowledge of children’s rights and they form the basis of our work with young people	Deepen our understanding of rights respecting practice and global citizenship in all areas of the curriculum		S Elder L Nicol RRSA Group	Achieve the Doon Gold Standard for Understanding and Implementing Children’s Rights (Measured against RRSA Gold Award)	Termly review by DHT Monthly update to SLT meeting Gold award achieved by June 2026

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Targeted young people will show improved attendance, engagement and attainment	<p>Continue to implement the Attendance Framework</p> <p>Identify a target cohort for more bespoke support</p> <p>Target the months of November and December when attendance is lowest on average.</p>	✓	S Elder PTGs	<p>Attendance tracker (2% increase to meet national average)</p> <p>Review attendance framework following its implementation for 1 year and make changes as necessary. (Guidance DM minutes)</p> <p>Incentives for increased attendance in November and December. (Rewards offered, house points, 100% attendance certificates)</p>	<p>Weekly update of attendance tracker monitored by PTs Guidance</p> <p>Fortnightly attendance meetings with DHTs/Guidance</p> <p>Monthly attendance overview at SLT meeting</p>

Our Attainment, Destinations and Achievements: Improvement priority: Raise attainment, celebrate achievements and ensure positive destinations for all pupils in the school						
Rationale – Our results indicate that improvements are required in some measures, by ensuring that we are delivering a range of supports for pupils, celebrating success, improving pupils' performance in the BGE and developing and delivering an engaging curriculum we can ensure that every pupil is encouraged to reach their full potential and move on to a positive post school destination.						
NIF key drivers:	Performance information		Curriculum & assessment			
HGIOS4 QIs:	3.2	3.3	2.2			
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
All senior phase learners will be supported to improve attainment using the Achieve/Succeed online learning platform	Develop and deliver a programme of classroom activities to encourage pupils to use the full range of supports in Achieve/Succeed		✓	HT SIG	All pupils active on Achieve (Usage statistics) Pupil feedback on support offered in Achieve (Pupil surveys)	Termly review by HT and SIG Progress reports at SLT meetings
Pupils not meeting targets will be identified and interventions delivered then monitored to support improvements in attainment	Develop a whole school intervention framework which will support pupils to improve who are identified as off target in whole school and department trackers			HT SIG	Number of pupils identified and supported successfully (Tracking data, Intervention reports)	Termly review by HT and SIG Progress reports at SLT meetings
Our Insight data will show improvements over a range of attainment measures	Deliver existing Raising Attainment programme with the enhancements above		✓	All staff	Improving Attainment for All L20, M60, T20 - 10% increase Literacy and Numeracy L4 – 2.5% increase L5 – 8% increase L6 – 8% increase Breadth and Depth 5 Awards L3, 4, 5, 6 – match VC	Termly review by HT and SIG Progress reports at SLT meetings

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
All pupils will have an online profile of their achievements both in and out of school	Choose an appropriate online pupil profile and work with staff, pupils and parents to create an online profile of achievement for all pupils		HT SIG	All pupils have an online profile of achievements (Profile tracking data) Pupils using Online profile to support progress to post school destinations (Destination tracking)	Termly review by HT and SIG Progress reports at SLT meetings
All staff will be aware of literacy and numeracy levels of pupils and will be able to teach literacy and numeracy skills in their subjects	English and Maths staff will lead moderation exercises in each department in the school to support staff teaching of literacy and numeracy in each subject		PT Lang and Lit PT Maths	S3 Literacy and Numeracy levels meeting school targets (L4 – 60%, L3 – 92%)	Progress reports at faculty and SLT meetings
Staff will be more confident assigning levels to BGE pupils in all subjects	All Faculty PTs will arrange a moderation exercise with other school(s) in EAC to improve the consistency of assessment and level judgements in all subjects in the school		Faculty PTs	S3 Subject levels in line with literacy and numeracy targets (L4 – 60%, L3 – 92%)	Progress reports at Faculty and SLT Meetings
Pupils will be fully engaged in a progressive curriculum that provides opportunities for personalisation and choice and project-based learning in every subject	All subjects will develop and implement project-based learning and opportunities for personalisation and choice in their BGE courses		HT SIG Faculty PTs	Project based learning in all subjects (SIG Monitoring report) S2 Electives in all subjects (SIG Monitoring report) Evidence of increased pupil motivation and enjoyment (Pupil surveys)	Termly review by HT and SIG Progress reports at SLT meetings

Summary of Doon Academy School Improvement Plan 2025-2026

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Pupil Council members will develop the confidence and skills to deliver school improvement initiatives • Pupils will show improved leadership skills which will enable them to become more confident leaders of learning • Staff will be better prepared to lead learning and school improvement activities 	<ul style="list-style-type: none"> • Learning, teaching and assessment will continue to improve, with staff delivering consistent implementation of the 5 elements of an effective lesson in all classes • A consistent approach to homework will be implemented across the school which will feature personalisation and choice and parental involvement • All pupils will have access to ICT devices that they require when they are needed • Families will be engaged in learning together in school and at home • A learning programme will be developed and delivered to support pupils who require a flexible curriculum to improve engagement, attainment and attendance
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • All staff will have a shared understanding of HWB Responsibility of All. • Our Care Experienced learners will be supported to improve attendance, engagement and attainment. • All staff will make use of Child's Plans to plan to provide effective support for all young people with an ASN. • All members of the school community will be aware of and work towards a reduction in gender-based violence • All members of the school community will have a deep understanding and knowledge of children's rights and they form the basis of our work with young people • Targeted young people will show improved attendance, engagement and attainment 	<ul style="list-style-type: none"> • All senior phase learners will be supported to improve attainment using the Achieve/Succeed online learning platform • Pupils not meeting targets will be identified and interventions delivered then monitored to support improvements in attainment • Our Insight data will show improvements over a range of attainment measures • All pupils will have an online profile of their achievements both in and out of school • All staff will be aware of literacy and numeracy levels of pupils and will be able to teach literacy and numeracy skills in their subjects • Staff will be more confident assigning levels to BGE pupils in all subjects • Pupils will be fully engaged in a progressive curriculum that provides opportunities for personalisation and choice and project-based learning in every subject