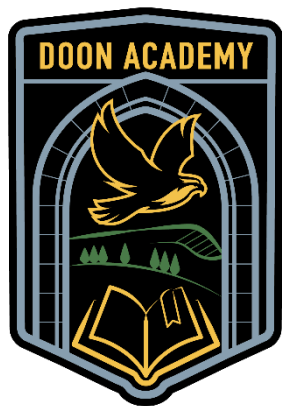


## 2024 - 2025

# Doon Academy



## Establishment Context

Doon Academy is a non-denominational secondary school which serves the Doon Valley villages of Dalmellington, Bellsbank, Rankinston, Patna and the surrounding area. The roll is currently 250.

As measured by the Scottish Index of Multiple Deprivation, 80% of the school's pupils reside in SIMD 1 and 2 with 17% residing in SIMD 3 and 4. 30% of our young people currently claim free school meals.

The school has a Supported Learning Centre (SLC) which provides for young people who have significant additional support needs. Our SLC serves the south of East Ayrshire. The current SLC roll is 30, with pupils ranging from S1 through S6.

Our house groups, Auchenroy and Benbeoch, have been named after two hills visible from Dalmellington and, as such, demonstrate the pride we take in the natural beauty of our surroundings and our commitment to strengthening positive local community relationships.

We are totally committed to providing the widest range of opportunities for our young people to experience, and to helping them enjoy success through attainment, achievement and extracurricular activities. Furthermore, we place great importance on celebrating success and we do so in a wide variety of ways, with a particular focus on how our young people demonstrate our school values of Ambition, Respect and Inclusion.

## Establishment Vision, Values and Aims

### Our Vision

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.

### Our Values

Ambition  
Respect  
Inclusion



### Our Aim

To be:  
The best wee school in  
Scotland.

### How we will achieve this:

Deliver a curriculum which will engage all pupils and support them to achieve their potential.

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.

Include all young people in the Doon Valley communities and support them to grow, develop and succeed.



<b>East Ayrshire Improvement Priorities</b>	<div> <div>Education Service Improvement Plan Priority 1: Our Leadership</div> <div>Education Service Improvement Plan Priority 2: Teaching and Learning Together</div> </div>
<b>Doon Academy</b> <b>Area for Improvement</b> <i>(Detailed in Inspection Report)</i>	<p>Senior leaders and teachers need to make sure the needs of all young people are met in classes. They should develop a shared understanding of high-quality teaching and learning. Teachers should explore ways to adapt their methodology to increase young people's motivation to learn and provide activities with the right amount of challenge.</p>
<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<p>Improve the planning and delivery of Learning, Teaching and Assessment to ensure that we meet the needs of all learners</p>
<b>Progress</b>	
<ul style="list-style-type: none"> <li>• Staff CLPL – May 2024: 4 sessions delivered by SLT on Planning for Learning, Teaching and Assessment led to updated course plans and improvements in Pace and Challenge</li> <li>• 5 Components of an Effective Lesson established and implemented across the school – evidence through lesson observations that staff are using this within their lesson planning and structure</li> <li>• October in-service focussed on sharing practice – AIFL strategies, Retrieval practice – feedback from staff provides evidence of its value</li> <li>• February in-service day – focussed on Adaptive Teaching and staff in the LTA group sharing practice – feedback from staff was very positive</li> <li>• Learning Intentions and Success Criteria evident in classes across the school – consistent approach</li> <li>• Pupil group established their version of an Effective lesson – evident in every classroom</li> <li>• Adaptive learning pilot researching and trialling different strategies – shared work with staff to support their implementation of adaptive learning strategies</li> <li>• Staff CLPL delivered by SLT – 28 May 2024: The Circle Framework, inclusive classroom surveys in all rooms – action plans created, effective practice working with CAs discussed and agreed, teacher-PSA agreement discussed, agreed and implemented</li> <li>• Staff CLPL August 2024: Engaging with Child's Plans, PSA work on 5 Strategies to support Learning and Teaching</li> <li>• Introduction of Nurture Maths and English to meet needs of identified young people in S1/2. Reviewed in December 2024. Decision to integrate young people back into class and place extra support from teaching staff in English and Maths classes in S1/2.</li> <li>• In-service – 21 Oct 2024 – PSA training – Neurodiversity and Support Strategies for Learners/ PSA classroom packs created</li> <li>• October 2024 - Meeting Learner Needs Improvement Group established with input from Educational Psychologist</li> <li>• January 2025 – 2 CLPL sessions planned by improvement group in collaboration with Educational Psychologist – Getting to Know our Learners – focused on meeting learner</li> </ul>	

- Introduction of Getting to Know our Learner tool to allow practitioners to reflect upon and plan support strategies
- Flexible learning programme developed and implemented by PT SfL to support attendance and engagement. Any work placements currently have 100% engagement. Engagement with online learning has been mixed and we continue to monitor this and upskill parents/carers to support learners at home
- Neurodiversity Celebration Week – activities in mentoring and departments to promote awareness of neurodiversity

## **Impact**

### **HMI Feedback:**

- Strengths around planning for those young people accessing an adapted curriculum
- Work has taken place at pace by HT, senior/middle leaders and staff to develop a strong culture of learning
- Work with PSAs has been refreshed – new approach based on more collaboration between class teachers and PSAs – staff and PSAs spoke positively about this
- Beginning to see improvements in learning and teaching across the school
- More consistent approach across the school using the framework
- The LTA group have supported a range of CLPL opportunities which have been welcomed
- Revised practice and clearer evidence of quality learner experiences
- Real energy with staff regarding learning and teaching

## **Next Steps**

- Continue to develop effective feedback strategies
- Re-visit Adaptive Learning with staff
- Focus on assessment
- Review Child's Planning processes and paperwork within the school.
- Develop 'Getting to Know Our Learners' resource for staff use including support strategies for learners.
- Re-establishment of Nurture provision.
- Gather pupil and staff feedback.

<b>East Ayrshire Improvement Priorities</b>	<b>Education Service Improvement Plan Priority 1: Our Leadership</b>
	<b>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</b>
<b>Doon Academy</b>  <b>Area for Improvement</b>  <i>(Detailed in Inspection Report)</i>	Senior leaders and teachers must improve attainment for all young people, with a particular focus on numeracy. Teachers should track learners' progress across all stages and make sure young people and their parents understand the progress being made.
<b>Improvement Priority</b>  <i>(Expressed as outcomes for learners)</i>	Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
<b>Progress and Impact</b>	
<p>BGE</p> <p><b>Develop and implement effective tracking and monitoring of pupil progress through the BGE.</b></p> <p><u>Progress</u></p> <p>A BGE tracking spreadsheet is updated after each tracking period and issued to staff. This can be used by PTCs, PTPSs and SLT to monitor progress and put in place interventions as required. It also facilitates progress discussions at DMs after each tracking period.</p> <p><u>Impact</u></p> <p>Staff can check progress against the progression framework and provide early interventions as required.</p> <p>Staff have more confidence having learner conversations with learners and learners are more engaged in the conversations.</p> <p>Learners have more awareness of their working levels and their next steps and are more aspirational.</p> <p>Staff have all the relevant information in one place particularly Pupils Support and SLT.</p> <p><b>Develop and implement a Framework for Learning, Teaching and Assessment of Literacy and Numeracy across the Curriculum.</b></p> <p><u>Progress</u></p> <p>Staff were consulted on the literacy and numeracy policies. These were updated based on the feedback and issued to staff. PT English and PT Maths delivered CLPL sessions on literacy and numeracy across the curriculum to all staff.</p> <p><u>Impact</u></p> <p>Learners have a more consistent experience in terms of delivery of literacy and numeracy across the curriculum.</p> <p>Staff confidence in delivering literacy and numeracy has increased.</p>	

**Deliver CLPL on the effective use of Moderation to support improvements in attainment.**

Progress

A moderation framework was produced and launched to all staff at the start of the session. It includes a calendar of moderation activities, suggested moderation activities and signposts to further information about moderation. A further moderation session took place on the Feb in-service day, staff were shown examples of moderation and were given time to undertake some moderation in their departments.

Impact

Staff are involved in more moderation activities than before.

Staff have had a wider focus – across moderation cycle rather than on one aspect (achievement of a level).

Moderation of courses has resulted in better teaching and learning.

Pupil feedback has shown that there has been increased engagement and enjoyment.

Senior Phase

**Develop and implement effective tracking and monitoring of pupil progress through the Senior Phase including progress in Literacy and Numeracy.**

Progress

A senior phase tracking spreadsheet is updated after each tracking period and issued to staff. This can be used by PTCs, PTPs and SLT to monitor progress and put in place interventions as required. It also facilitates progress discussions at DMs after each tracking period.

Impact

S4 target group were identified at an earlier stage. This allowed more time to obtain qualifications.

Earlier interventions with learners to support them to achieve to their full potential.

More accurate presentation levels earlier in the session.

**Deliver a programme of events and supports to improve motivation, develop study skills and increase the aspirations and ambition of all learners in the senior phase.**

Progress

The group researched and provided feedback on Scottish Online Lessons. This is now being used with those pupils who are on part-time timetable.

The group piloted the use of Achieve. This has been made available to all senior phase pupils. The group will provide further information about the use of Achieve and highlight key areas.

Tree of Knowledge have delivered several sessions with senior phase pupils based on ambition, motivation and study skills.

Impact

Feedback from Tree of Knowledge workshops indicated that pupils were more aware of how to prepare for examinations.

Some staff have noticed an increase in independent learning.

Expected impact – pupils are more confident undertaking independent study and know how to study.

## Next Steps

### BGE

- **Develop and implement effective tracking and monitoring of pupil progress through the BGE.**  
Departments continue to use the BGE tracking spreadsheet (updated after each tracking period) and discuss progress against targets at DMs.  
Transfer current S1 data to S2, S2 data to S3 (working levels). In the database work sheet include a section before tracking period 1 that contains previous year's tracking information. Could the progression worksheet be updated to include progress from last session compared to TP1 current session.  
Develop an intervention framework that can be applied across the school.
- **Develop and implement a Framework for Learning, Teaching and Assessment of Literacy and Numeracy across the Curriculum.**  
Develop consistent approaches to writing (potential update to literacy policy). Moderation across departments, particularly writing.
- **Deliver CLPL on the effective use of Moderation to support improvements in attainment.**  
Departments continue to moderate throughout the year.  
More moderation with colleagues in other schools.  
Review procedures to determine if there has been an improvement in attainment (BGE) or has resulted in increased staff confidence in making judgements.

### Senior Phase

- **Develop and implement effective tracking and monitoring of pupil progress through the Senior Phase including progress in Literacy and Numeracy.**  
Transfer current (2024/25) S3 data to senior phase (2025/26) in dept spreadsheets to track progression.  
Develop an intervention framework that can be applied across the school.  
Gather feedback from learners about their experiences of literacy and numeracy across the curriculum.  
Learners identify where they are using literacy and numeracy across the curriculum.
- **Deliver a programme of events and supports to improve motivation, develop study skills and increase the aspirations and ambition of all learners in the senior phase.**  
PSE embedding Tree House materials into curriculum. Some topics to be added to mentor programme.  
Review Tree House materials, decide if it should be continued beyond initial 3-year subscription.  
Review use of Achieve materials, decide if subscription should be continued. Roll out to parents/carers.



<b>East Ayrshire Improvement Priorities</b>	<div>Education Service Improvement Plan Priority 1: Our Leadership</div> <div>Education Service Improvement Plan Priority 2: Teaching and Learning Together</div>
<b>Doon Academy</b> <b>Area for Improvement</b> <i>(Detailed in Inspection Report)</i>	<p>Senior leaders and teachers should ensure that they are offering suitable programmes of learning, with a stronger focus on senior phase options. These programmes should allow all young people to maximise their learning and so improve outcomes for all.</p>
<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<p>Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations.</p>
<b>Progress</b>	
<ul style="list-style-type: none"> <li>• Introduction of Gen+ in S1 &amp; S2</li> <li>• Daydream Believers Pilot – Art/PE/Social Subjects</li> <li>• Electives offering personalisation and choice in S2 – Science/Social Subjects/PE/Art</li> <li>• Creation of Curriculum Rationale – Thinglink which detail department pathways</li> <li>• More focussed pupil option choices</li> <li>• Introduction of extra Higher/Advanced Higher period</li> <li>• Pupils not included in extra Higher period achieving Volunteering Qualification (L5)</li> </ul>	

**Impact**

- Increased confidence in pupils being able to discuss meta skills and articulate their progress of meta skills and next steps. (Evidenced in Gen+ data)
- Pupil feedback from PBL and electives indicate increased pupil engagement and enjoyment. (Evidenced by department data)
- Most pupils taking increased ownership for their own learning and leading their own learning through PBL & electives.
- Projected impact of curriculum rational/pathways will be increased attainment for all from BGE to SP.
- Projected impact of extra Higher period will be increased attainment over time for Higher pupils.
- Maximising attainment for middle 60% and bottom 20% who are not presented at Higher.

**Next Steps**

- Introduction of RME inserts into Senior phase
- Whole school development of project-based learning and electives.
- Department roll out meta skills to incorporate into LI/SC and updated display boards.
- Revise learner conversations to incorporate meta skills.

<b>East Ayrshire Improvement Priorities</b>	<div>Education Service Improvement Plan Priority 1: Our Leadership</div> <div>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</div>
<b>Doon Academy</b>  <b>Area for Improvement</b>  <i>(Detailed in Inspection Report)</i>	Attendance procedures for those young people who are not in class/ are high risk/ are on partial or part time timetables, need to be updated. A review of procedures needs to ensure all young people are safe and accounted for at all times.
<b>Improvement Priority</b>  <i>(Expressed as outcomes for learners)</i>	Improve attendance in all year groups to ensure that our young people attain the best possible qualifications and move onto a positive destination.
<b>Progress</b>	
<ul style="list-style-type: none"> <li>• Attendance Policy documentation implemented across the school community.</li> <li>• Staff, pupils, parents/carers and external agencies know their roles and responsibilities within the framework</li> <li>• Attendance spreadsheet updated daily regarding non-attendance and absences.</li> <li>• VCE pupils shared with the office every Friday and list created</li> <li>• Parent/Carer attendance information leaflet</li> <li>• Parents information evening inserts</li> <li>• Pupil assemblies focusing on attendance</li> <li>• Creation of the staged intervention triangle</li> </ul>	
<b>Impact</b>	
<ul style="list-style-type: none"> <li>• Overall attendance has increased by 2% since August 2024</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Review the attendance framework – Develop and make changes</li> <li>• Focus on parental engagement and family learning programme – using connect room</li> </ul>	

Pupil Equity Fund: Evaluation		
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.
Home Link Worker	Attendance, engagement and attainment has improved for the target group of learners	Attainment of S4 learners in the lowest 20% has improved and is above the Virtual Comparator Attendance has improved by 2% across the school
Practical Cookery Classes for S1-S3 Pupils	All pupils in S1-S3 have developed skills in food preparation and cookery  All pupils in S1-S3 have completed HWB experiences and outcomes in Food and Health	160 pupils participated in the cookery lessons  Over 200 pupils will benefit next session from the experience gained this session including the delivery of 15-20 qualifications in Hospitality
Tree of Knowledge Motivational and Study workshops for S1-S6 pupils	All pupils participated in motivational workshops with feedback reporting increased motivation, enjoyment and engagement in school	250 pupils participated in workshops with >80% reporting increased motivation to do well in school in their feedback.
Computer software to support improvements in Numeracy	Numeracy software has been used to support learners in small groups and with home learning	BGE Numeracy levels have increased at L3 by 25% and at L4 by 32% Numeracy levels in S4-S6 have improved at L4 and L5
Computer software to support improvements in Literacy	Literacy software has been used to support learners in small groups and with home learning	BGE Literacy levels have increased at L3 by 25% and at L4 by 32% Literacy levels in S4-S6 have improved at L4 and L5
Computer software to support the development of Skills for Life, Learning and Work	All pupils in S1 and S2 have used GEN+ software to learn about and develop a range of Meta Skills	115 pupils participated in the programme and pupil evaluations indicate that >90% have an improved knowledge of and are able to use the Meta Skills studied in the course
Transport for Curricular and Extra Curricular Activities	Transport to curricular and extracurricular activities was provided free of charge to all pupils	There were 238 school visits last session involving 3241 pupils and >90% were free of charge

<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
Quality Indicator 1.3 Leadership of Change	<b>4</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>3</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>4</b>
Quality Indicator 3.2 Raising Attainment and Achievement	<b>3</b>

<b>Establishment Capacity for Improvement</b>
<p>School staff have demonstrated that they have the capacity to improve the meet the requirements of the Inspection report from December 2023 and now to continue our improvement journey.</p> <p>The following feedback from the recent HMI Re-inspection in February 2024 demonstrates the schools' capacity for improvement:</p> <p><b>Safeguarding/Meeting Learner Needs</b></p> <ul style="list-style-type: none"> <li>• Robust attendance monitoring – team effort – Guidance, Home link, office staff and teachers.</li> <li>• Diligent procedures in place but completion of registers essential.</li> <li>• Strengths around planning for those young people accessing an adapted curriculum.</li> <li>• First area for improvement – meeting needs of all learners and teaching and learning.</li> <li>• Work has taken place at pace by HT, senior/middle leaders and staff to develop a strong culture of learning.</li> <li>• There is now increased information shared about learners</li> <li>• Review of course plans in BGE to evaluate how well our courses meet the needs of learners. BGE courses now meet national standards</li> <li>• There is more clarity of progress in the BGE with tracking in place</li> <li>• Work with PSAs has been refreshed – new approach based on more collaboration between class teachers and PSAs – staff and PSAs spoke positively about this.</li> </ul> <p><b>NEXT STEPS</b></p> <ul style="list-style-type: none"> <li>- <b>Continue to build in time for teachers and PSAs to meet to plan learning and teaching</b></li> <li>- <b>Continue to plan learning that is inclusive for all learners.</b></li> </ul> <p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• The school have worked hard to develop an agreed framework for learning</li> <li>• The LTA group are working towards a Doon Academy Learning and Teaching Toolkit</li> <li>• Beginning to see improvements in learning and teaching across the school</li> <li>• More consistent approach across the school using the framework</li> <li>• The LTA group have supported a range of CLPL opportunities which have been welcomed</li> <li>• Revised practice and clearer evidence of quality learner experiences</li> <li>• Continue to embed and share practice across the school</li> <li>• Staff are starting to adapt lessons to include a range of strategies</li> <li>• BGE Framework and tracking are providing clarity around progress of young people</li> <li>• Young people know their level of learning</li> <li>• Young people talk highly regarding the use of digital technology</li> <li>• Young people speak highly re the Metaskills input and value the Colours Assemblies</li> <li>• Almost all young people engage well within lessons</li> <li>• Real energy with staff regarding learning and teaching</li> </ul> <p><b>Further develop opportunities for independent learning for pupils</b>  <b>Adaptive teaching – look outwith to support the work of the LTA group around this</b>  <b>Connect with other establishment</b></p>

### **Raising Attainment**

- Significant increase in results re literacy and numeracy
- Based on more reliable/informed teacher judgements
- School should look outwith to extend moderation activities
- SFL input in Maths and English classes – to monitor
- Further develop senior phase tracking process to include numeracy and literacy across the school
- Staff speak highly re new processes around tracking
- Evidence of pupils maintaining target levels
- Young people speak confidently regarding attainment
- Young people value regular learner conversations and support in mentoring
- Additional Higher period in the timetable valued – staff/pupils/parents
- Staff enjoying engagement with data – school is now data rich
- **Rigour and further analysis required to support improvement**
- **Linking with primaries re prior attainment in all areas**

### **Offering suitable programmes of learning**

- SLT led staff through audit of BGE courses
- Mapped to reflect national standards
- Progression pathways have been created by middle leaders in all curricular areas
- Wider use of formative and summative assessment
- Evident there is more consistent planning of learning, teaching and assessment
- Still scope for the development of literacy and numeracy across the curriculum
- Formalise moderation activities utilising other schools/establishments
- Senior phase curricular review took place
- New courses linked to career pathways to lead to improve outcomes
- Revised presentation policy – progression pathways to meet needs
- Teachers engaging with SCQF framework
- Senior phase option choices are well-informed
- New tracking and monitoring process, staff are enthused by this
- This should lead to timely intervention
- Staff have clearer understanding in their role in improving outcomes for yp
- Pupil support staff are more confident in using tracking data
- Pupil support have reviewed their PSE curriculum to include destination planning
- Pupil support staff are creating more aspirational pathways by ensuring pupils are taking courses to the highest level
- The development of the Flexible Learning programmes by pupil support staff demonstrated good practice around planning and assessment to meet individual needs