

East
Ayrshire
Council
Education
Service

Establishment: Doon Academy



Establishment
Improvement
Plan
2026-2027

Head Teacher	Martin Robertson
Date Submitted	Submitted to Chief Education Officer on : XXXXXX

School / Centre Vision and Values	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.
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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 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school/centre
• 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.	• School Improvement Plan consultation exercise. • Parent consultation on the use of the PEF Budget. • Parent consultation on school refurbishment. • All parents invited to be involved in planning 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: 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: • Growth • Wellbeing • Fairness • Sustainability Action areas 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
Staff will demonstrate increased leadership skills and capacity in leadership roles across the school	Implement a CLPL leadership offer for all staff looking to progress into leadership roles - develop Doon Academy Leadership CLPL toolkit.				KF	Staff appointed to promoted posts. Staff taking on leadership opportunities / whole school initiatives. (SIP and CLPL records) Leadership opportunities across the school. (PRD, Staffing Review, review of whole school initiatives)		Termly review by DHT and staff group. Progress reports at SLT meetings.
Pupils will develop meta skills through the leadership opportunities of Faculty Ambassadors. Increasing their engagement in school and sense of responsibility.	Introduce a faculty ambassadors programme. Deliver training session for pupils and link teacher from each department.				PTs or Faculty Lead KF	Pupil and faculty engagement. (Pupil voice, staff feedback)		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/carers 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 improve from satisfactory to good, with increasing evidence of very good practice in lessons. Staff will deliver consistent implementation of the 5 components of an effective lesson in all classes.	Engage with 'Power up your Pedagogy' to improve learning and teaching. All staff will engage in professional dialogue, target setting and self-reflection of pedagogy through quality assurance.				KF/SIG	Consistent development and improvement of the 5 components of an effective lesson. (Lesson observations, staff self-evaluation) Increased pupil engagement and enjoyment. (Pupil voice, lesson observations) Evidence of very good practice in an increasing number of lessons. (Observed Lessons) Professional dialogue and self-reflection. (Target setting and reflection documentation)		QA by Faculty PT's in line with calendar. QA by SLT in line with calendar.
Individual pupils will have access to a personal ICT device and will develop a range of skills to support	Implement a whole school 1 to 1 device strategy ensuring all learners within the school have access to ICT.			✓	KF/SIG	Increased use and access to ICT and digital learning across the school. (Staff survey, pupil voice)		Termly review DHT.

improvements in attendance, engagement and attainment	Staff and pupil training to build digital literacy for young people – Chromebooks.			Increased pupil confidence in use of using ICT. (Pupil voice survey)	
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Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Pupils will develop greater confidence in meta skills such as communication and problem solving through outdoor learning opportunities Outdoor learning will support improved wellbeing and engagement in learning	All Faculties will plan and deliver learning and teaching opportunities outdoors in all BGE classes.	✓	PTs or Faculty Lead	Increased pupil enjoyment & engagement in learning. (pupil attainment levels in BGE, pupil voice)	Tracking & Monitoring. Termly review DHT
Pupils will have an increased awareness of employability skills and career pathways through subject areas Pupils will use this information to make informed choices about their learning pathway and destination	All pupils will have opportunities to develop knowledge and understanding for DYW/CIAG across the curriculum Faculty areas will develop links with industry partners to create meaningful experiences linked to the curriculum		PTs or Faculty Lead	Increased knowledge of DYW and career planning. Pupils will make informed decisions about destinations and sustain them. (Pupil voice, options and destinations data, SDS data)	Department reviews. Destination Meeting reviews – monthly.

Our Wellbeing and Belonging: Improvement priority: Work together to improve the Wellbeing of all pupils and staff in the school and ensure that everyone feels a sense of belonging and connection to our school

Rationale – Feedback from staff and young people indicated that more time was required to embed HWB into mentoring. Learners in the Senior Phase commented on repetition within PSE and requested an opportunity to gain a qualification during this time. S3 HWB pilot feedback was overwhelmingly positive from learners with an average rating of 4.03/5. 50% of learners exceed their target set at the start of the year by the first tracking period. Attendance (as of week 37) was 1.9% higher than the same week last session. Incidents in Bullying & Equalities module has declined from 15 to 9.

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
Through the development and delivery of a whole school HWB framework, learners will become successful, confident, responsible and resilient individuals who can manage their wellbeing and contribute to a supportive culture in school and beyond	Develop a unified approach to HWB using the THRIVE wellbeing initiative which will shape the future of HWB and mentoring Delivery of HWB through a combined programme of Mentoring, PE, PSE and Food & Health across all year groups Introduction of a weekly mentoring programme to ensure consistency across delivery			SE/PT PS/ All staff	Young people can confidently discuss the 4 pillars of THRIVE (Pupil voice, classroom observations) THRIVE questionnaire to be completed termly and targets identified (THRIVE profiles) Delivery of new mentor programme focused on target setting for HWB, connecting with the HWB curriculum and further developing a sense of affiliation within mentor groups. (Pupil voice, THRIVE profiles, staff observations, QA of mentoring)	Weekly updates in Guidance DM Classroom observations as per QA calendar Monthly update to SLT meeting

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Our Young Carers will be supported to improve attendance, engagement and attainment as part of the Care Experienced Lead Teacher's (CELT) wider role. Promise informed practice is improving educational experiences, wellbeing, engagement and attainment for care experienced young people.	Tracking of young carers as target cohort Continue Work towards completing the Promise Award Continued growth of CE group to those on edges of care	Home Link Worker	SE/SM/YF EAC Young Carers	Revisit Cyle of Wellbeing and Children and Young People's Mental Health resource. Tracking and monitoring data (SEEMIS, Attendance spreadsheet) Engagement of Young Carers (Attendance at lunch club, Young Carers Statements, number accessing Young Carers Package) Staff confidence, understanding and support of CE learners continues to grow (Staff CLPL, staff surveys, staff focus groups, number of staff trained as 'One Good Adult', departmental improvement plans, adaptive teaching evident in classroom observations, pupil voice) Completion of the Promise Award	Monthly review of CE tracker (SE/SM) Termly meeting of SE and EA Young Carers

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Learners with additional support needs will access a high-quality learning environment that promotes wellbeing, participation and attainment.	Enhance capacity of teachers to support ASN through targeted training on specific conditions. Plan a programme of CLPL in consultation with EP to support neurodiversity in the classroom. ‘Can You See Me’ book study. - 75% of open cases from Doon to EP have a diagnosis of a neurodiversity or suspected neurodiversity compared to an average of 67% across the whole EP caseload. - 56% ASN, EA average 35% - ASD 7.3%, EA average 4.4% - 66% of exclusions were neurodivergent learners		SE/CB/ All staff	Tracking and monitoring of ASN cohort (SEEMIS, attendance spreadsheet, behaviour referrals, levels of attainment, exclusions) All learners feel included, supported and able to access learning (Pupil voice, THRIVE profile, classroom engagement) Staff are confident in the use of adaptive teaching strategies to support ASN and have greater understanding of the needs profile of individual young people (Staff CLPL records, staff focus groups, classroom observations)	Monthly audit of data during Learning Support DM
Learners will demonstrate increased understanding of respectful relationships and gender equality, resulting in a safer school culture and reduced tolerance of gender-based discrimination	Development of ESAS policy Begin to monitor the participation and attainment of learners by gender Audit the curriculum for gender representation Curricular inserts with faculties to raise the profile of ESAS and address subject based gender bias			Incidents with a gender-based motive continue to decline (SEEMIS – Bullying & Equalities) Staff have a greater awareness of gender equity within individual subject areas (Male/female representation in subject uptake, department improvement plans, staff CLPL)	Monthly review at Guidance DM Progress in DIPs

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
Targeted young people will show improved attendance, engagement and attainment	Continue to implement the updated School Attendance Framework Identify target cohorts for more bespoke support: - Pupils with 80-90% Attendance 2025-26 - S3 Girls Group - SLC Group Plan appropriate interventions for each cohort	✓	S Elder PTGs HLW PT ASL	Attendance tracker (2.5% increase in attendance for target cohorts – approximately 5 more days in school) Monitor implementation of Attendance Framework (Monthly attendance meeting minutes) Incentives for increased attendance each term (Rewards offered, house points, 100% attendance certificates)	Weekly update of attendance tracker monitored by PTs Guidance Fortnightly attendance meetings with DHTs/Guidance Monthly attendance overview at SLT meeting

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
Senior Phase pupils not meeting targets will be identified early in the session and supported to work towards improving their attainment	Further develop the Attainment Champions programme to deliver support to groups of pupils from late September until the prelim exams.		✓	DHT Attain- Champ	Number of pupils in Attainment Champions programme (Programme attendance and engagement) Prelim Results (Number of pupils on/off target and level changes) Exam Results (Attainment Groups - L5 and L6 passes)	SLT Review – December 2026 Prelim Results – January 2027 Exam results – August 2027
Our Insight Leavers Data will show improvements over a range of attainment measures	Deliver existing Raising Attainment programme: • Attainment Champions • Supported Study-Easter School • Masterclasses • Tracking and Interventions • Achieve and Succeed • Motivational Workshops • Results/Data Analysis meetings • Qualifications Presentation Policy • CONNECT Qualifications Programme		✓	All staff	Improving Attainment for All S5 – M60 – 140 point increase S5 – H20 – 140 point increase S6 – M60 – 50 point increase S6 – H20 – 400 point increase Literacy and Numeracy S5-6 L5 – 10% increase S5-6 L6 – 5% increase Breadth and Depth 5 Awards L5, L6 – match VC	Insight Data – February 2027 Prelim Results – January 2027 Exam results – August 2027

Summary of Doon Academy School Improvement Plan 2026-2027

Our Leadership	Our Attainment, Destinations and Achievements
• Staff will demonstrate increased leadership skills and capacity in leadership roles across the school • Pupils will develop meta skills through the leadership opportunities of Faculty Ambassadors. Increasing their engagement in school and sense of responsibility.	• Senior Phase pupils not meeting targets will be identified early in the session and supported to work towards improving their attainment • Our Insight Leavers Data will show improvements over a range of attainment measures
Our Wellbeing and Belonging	Teaching and Learning Together
• Through the development and delivery of a whole school HWB framework, learners will become successful, confident, responsible and resilient individuals who can manage their wellbeing and contribute to a supportive culture in school and beyond • Our Young Carers will be supported to improve attendance, engagement and attainment as part of the Care Experienced Lead Teacher's (CELT) wider role. • Promise informed practice is improving educational experiences, wellbeing, engagement and attainment for care experienced young people. • Learners with additional support needs will access a high-quality learning environment that promotes wellbeing, participation and attainment. • Learners will demonstrate increased understanding of respectful relationships and gender equality, resulting in a safer school culture and reduced tolerance of gender-based discrimination • Targeted young people will show improved attendance, engagement and attainment	• Learning, teaching and assessment will continue to improve, with staff delivering consistent implementation of the 5 elements of an effective lesson in all classes • Individual pupils will have access to a personal ICT device and will develop a range of skills to support improvements in attendance, engagement and attainment • Pupils will develop greater confidence in meta skills such as communication and problem solving through outdoor learning opportunities • Outdoor learning will support improved wellbeing and engagement in learning • Pupils will have an increased awareness of employability skills and career pathways through subject areas • Pupils will use this information to make informed choices about their learning pathway and destination