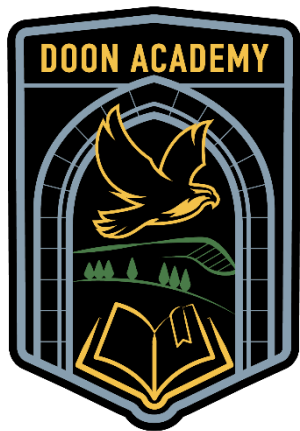




Standards and Quality Report

2025 - 2026

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 239.

As measured by the Scottish Index of Multiple Deprivation, 78% of the school's pupils reside in SIMD 1 and 2 with 20% residing in SIMD 3 and 4. 28% of our young people currently claim free school meals and 55% have an Additional Support Need.

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 23, with pupils ranging from S1 through S6.

Our house groups, Auchentroch 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.

	Improvement Priority <i>(Expressed as outcomes for learners)</i> • 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	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of 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, playroom and centre.
Our Leadership		
Progress and Impact	• Pupil council members have led consultations such as litter in schools, learning teaching & assessment, mobile phone usage and new school plans • Pupil voice survey shows improvement in leadership and confidence • Pupil council members have planned and led initiatives across the school such as 'The Doon Classroom toolkit' and Grab & Go Breakfast – PEF • Staff have taken the lead in subgroups within SIG Groups- led by DHT's • Staff group set up for aspiring PT's & DHT's • Staff involved in high quality CLPL through authority and Education Scotland	
Next Steps	• Work with Pupil Council to continue build leadership capacity in pupils across the school • Work with Pupil Council to continue build affiliation to Doon Academy community • Continue to use PEF to fund pupil council initiatives • Use staff PRD to focus on leadership • Continue to offer opportunities for leadership in whole school activities	

	Improvement Priority <i>(Expressed as outcomes for learners)</i> • 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	Education Service Improvement Plan Priority 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.
Teaching and Learning Together		
Progress and Impact	• 95% of learners say starter activities are used in lessons • 93% of pupils say LI &SC are used in lessons • 89% of pupils say they are given the opportunity to learn using a range of different learning approaches • 95% of learners say they are given the opportunity to demonstrate their learning during lessons. • Staff evaluation showed growth in all areas of the 5 components of an effective lesson from session 2025-26. Data showed the highest area of improvement in Review & Recall • 100% of SIG staff used ClickView and used it as a tool for teaching and learning. Staff voice was positive about improvements in teaching and learning using the software. • Using ClickView has engaged learners who are audio-visual learner compared to other learning methods. • All staff have engaged in CPD to develop their use of digital approaches to teaching and learning. • Whole school Homework Framework has been developed. • All faculty areas have developed homework activities that focus on personalisation and choice and family learning.	

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Next Steps	• Introduce Meta cognition to support improvements in Learning and Teaching • Development of Retrieval Practice across the curriculum • Expansion of Outdoor learning across the curriculum • Improvements in digital learning across the school • Homework Policy - Trial term April – June • Homework Full roll out session 2026-27

	Improvement Priority <i>(Expressed as outcomes for learners)</i> • 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 • We will develop a Family Learning Programme in school delivered by school staff and partners. • Further develop our Flexible curriculum offer to ensure that it supports young people to improve engagement, attainment and attendance in school	Education Service Improvement Plan Priority 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.
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Our Wellbeing and Belonging

- All staff including PSAs trained in Cycle of Wellbeing
- All teaching staff initially trained on application and analysis of GMWP and refresher provided in January in preparation for round 2
- The majority (50-74%) of mentor groups have a class project and the majority of learners have an individual project linked to their lowest scores from GMWP results
- Two additional staff trained as Promise Keepers
- 100% of CE learners attend CELTs group.
- CE learners and tracking data outperforms EA secondary average for CE learners (Attendance – 85.8%, EA sec average 79.1%)

	DECEMBER 2025 PROGRESS			
	Read	Writ	L&T	Num
Doon Academy	82%	91%	91%	64%
Secondary Cohort	39%	35%	40%	45%

- Removal of plans for young people accessing universal supports
- Refreshed Child's Plan documentation.
- 100% of staff survey responses agreed that needs and supports for learners are clear on new plans and that the plans are easy to understand.
- Staff & Pupil Survey completed – October 2025
- Staff E-Module completed – November 2025
- Staff & Pupil Focus groups completed – December 2025
- Feedback to staff – staff meeting – 4 February 2026
- Currently 9 entries in Bully & Equalities log for this session compared to 15 last session.
- Current attendance is 89.4% compared to 87.5% at the same time last session (week 37)
- November attendance increased from 86% in Nov 2024 to 89.2% in Nov 2025
- Target cohort attendance has increased by 2.3% overall after 7 weeks intervention.
- 6 sessions delivered by NEST and Home Link Worker
- 1 session delivered by East Ayrshire Employability Team
- 24 families attended Study Skills workshop

Next Steps	• THRIVE wellbeing initiative launch which will shape the future of HWB and mentoring • HWB Target cohorts • HWB framework • CIC collaboration with HWB Education Officer • Tracking of young carers as target cohort • Loch Eil trip • Promise – Level 3 • Continued growth of group to those on edges of care/young carers • Enhance capacity of teachers to support ASN through targeted training on specific conditions • Continue to offer family learning focused on supporting neurodiversity • ESAS Curricular inserts within faculties • ESAS policy • End of session Attendance Framework review • Pupil/parent voice – target cohorts
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	Improvement Priority (Expressed as outcomes for learners) • 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	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.
Our Attainment, Destinations and Achievements		
Progress and Impact	• 2539 pupil visits to Achieve - 17310 questions answered • Pupils engaging in all subject areas • 81% of pupils active on Achieve this session • Evidence of interventions and support shared at dept QA visit • Whole school intervention – attainment champions supporting 19 pupils Insight Sep 2025 Imp Attainment for All S4 L20 – 12% Increase S4 M60 – 51% Increase S4 T20 – 36% Increase S4 Literacy L4 – 5% Increase L5 – 23% Increase S4 Numeracy L4 – 2% Increase L5 – 35% Increase	

	• Young people are aware of how and why to record their personal achievements • Profile links to work on Meta skills in S1 and S2 • Senior Phase pupils planning for destination from start of S4 • All staff understand the standards of Literacy and Numeracy required at L3 and L4 in the outcomes that are included in their pupil work and assessments. • Staff are ensuring that pupils' work in Literacy and Numeracy meets those standards. • Tracking shows almost all subjects on track with intervention plans in place to support pupils off target • EAC Moderation activity planned for all subjects in May 2026 • PBL and S2 electives discussed and plans shared with SLT and in QA Visits • All pupils in S1 and S2 are now experiencing more personalisation and choice in their BGE curriculum
Next Steps	• Extend the Attainment Champions programme to include September – December • Work towards improvements in Leavers' data for 2026 and 2027 • Embed profiles and meta skills in PSE programmes • Embed moderation of Literacy and Numeracy across the curriculum in whole school moderation framework • All staff to participate in annual BGE Subject Moderation events • Continue to explore further opportunities in all departments for personalisation and choice

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 3% across the school
Tree of Knowledge Motivational and Study workshops for S4-S6 pupils	All S4-S6 pupils participated in motivational workshops with feedback reporting increased motivation, enjoyment and engagement in school	100 pupils participated in workshops with >80% reporting increased motivation to do well in school in their feedback.
Food Supplies for Practical Cookery classes	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	150 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
Pupil Council Participatory Budgeting	Pupil Council members developed the confidence and skills to deliver school improvement initiatives	Pupil Council members delivered Grab and Go breakfasts to all pupils. Members also designed and delivered boxes of resources to all classes to support pupils with ASN.
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
Cost of the school day initiatives	Young people were supplied with school wear, hygiene supplies and footwear to support school attendance	A number of pupils were able to access essential items in school as required free of charge with no difficulties, this supported better attendance and engagement in school
Chromebooks Purchase	Additional Chromebooks were purchased to support the implementation of 1 device per pupils in the school	All pupils will be able to access their own device in school or at home if required.

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	4

Establishment Capacity for Improvement
The school is in a strong position to improve through our robust and thorough self-evaluation process that ensures actions are followed through to effect improved outcomes for young people based on evidence. Our rigorous Self Evaluation process involving staff, pupils, parents and partners is carried out throughout the school year. The process identifies improvements which are overtaken during the term and in turn influences the next session's school improvement plan. We use a range of data on attendance, attainment and pupils' engagement to help to plan effective improvements each session.