East Ayrshire Council

Standards and Quality Report

2023-2024

LOUDOUN ACADEMY | *Learning* together *Achieving* together

KINDNESS | DETERMINATION | EQUALITY

Establishment Context

OUR CATCHMENT

Loudoun Academy is a comprehensive state secondary school in Galston, East Ayrshire Council, and serving the Irvine Valley communities of Priestland, Darvel, Newmilns, Galston and Hurlford, as well as surrounding areas of Fenwick, Moscow and Waterside. A number of young people also attend Loudoun Academy through successful placing requests from other areas of the local authority.

SCHOOL PROFILE

In September 2023, the School Roll was 888 pupils, composed as follows:

S1: 174;   S2: 163; S3: 181; S4: 167   S5: 132;   S6: 71

Approximately 21% of students reside in areas within the Deciles 1 or 2 within the Scottish Index of Multiple Deprivation (SIMD), with a further 28% residing in areas within Deciles 3 or 4. In September 2023, approximately 16% of young people in S1-6 were entitled to Free School Meals.

ADDITIONAL SUPPORT NEEDS

Loudoun Academy is East Ayrshire Council's secondary additional support provision for young people with language and communication needs. Young people access a range of specialist staffing, resources and supports within the Communication Centre, whilst accessing a range of learning pathways, including access to the wider school curriculum with additional support.

Approximately 33% of young people attending Loudoun Academy had a recorded Additional Support Need (ASN) in Academic Session 2023-2024.

ATTENDANCE & EXCLUSIONS

Average attendance for the Academic Session 2022-2023 was 86% across all year groups S1-6, which was above the East Ayrshire Council average for all secondary schools but below National. Attendance for the Academic Session 2022-2023 is projected to be 84%, below the local authority sector average.

In Academic Session 2022-2023, there were 50 Exclusion Incidents involving 31 students (55 per 1000 students), accounting for 206 Exclusion Openings which was above National and an increase in the previous five year trend. In Academic Session 2023-2024, there were 63 Exclusion Incidents involving 32 students (71 per 1000 students), accounting for 308 Exclusion Openings which is well above local authority and national trends, but reducing significantly throughout the Academic Session.

STAYING ON & POSITIVE DESTINATIONS

On a six-year average to 2023-2024, 87% of students in S4 stay on post-16 into S5, and 64% of S5 students stay on into S6. In Session 2023-2024 there was a lower 'staying on rate' than previous trends, 79% S4 into S5, and 53% S5 into S6. In Session 2022-2023, 95.16% of students in S4-6 who left Loudoun Academy entered into a positive initial leaver destination – 19% into Employment, 41% to Further Education, 34% to Higher Education and 1% into Training.

LITERACY & NUMERACY ATTAINMENT

In Academic Session 2022-2023, almost all young people attained Third Level within Curriculum for Excellence in Literacy and Numeracy, with most achieving Fourth Level. In Academic Session 2022-2023, young people leaving Loudoun Academy in S4-6 attained less well on average in Literacy and Numeracy than the virtual comparator at SCQF Level 3 (90%) and Level 5 (61%), but better than the virtual comparator at Level 4 (88%) and at Level 6 (27%).

BREADTH OF ATTAINMENT AND QUALITY OF AWARDS

In Academic Session 2022-2023, average tariff points in qualifications for young people who left Loudoun Academy in S4-6 was in line with the virtual comparator for the lowest 20% attaining, and above for the middle 60% attaining and the highest 20% attaining.

Young people leaving Loudoun Academy in Academic Session 2023-2024 in S4-6 attained as well as the virtual comparator in Breadth & Depth measures at 1+, 3+ and 5+ in qualifications at SCQF Level 3, Level 4 and Level 5 and at 5 or more at Level 6, but less well than the virtual comparator at 1+ and 3+ qualifications at SCQF Level 6.

PARTNERSHIPS

Loudoun Academy has a wide range of partnerships to support a wide range of contexts. The school has 1.6 full-time equivalent (FTE) Family Link Workers who funded through Pupil Equity Funding (PEF) and Strategic Education Funding (SEF) are based at the school and offer a wide range of supports to young people and their parents and carers. Additionally, we have a Vibrant Communities Active Schools Co-ordinator who supports young people's participation and achievement in a wide range of sports and health and wellbeing activity. In Academic Session we have benefited from partnership working with our Financial Inclusion Officer who has been based at the school. Loudoun Academy Education Group also has 1.0 full time equivalent (FTE) Campus Police Officer who is based at the school.

The school is the local authority hub for delivery of Foundation Apprenticeship Food & Drink Technology and Hospitality, and the school benefits from close working through the school-college partnership, with a large number of young people undertaking a wide range of courses through strong links with Further Education. Additionally, we have recently engaged with a Higher Education institution to support partnership working to support young people applying to university. There are also strong links through a range of business partnerships to provide wider opportunities for young people in work experience and in developing employability skills. Our young people benefit from participation in joint-working with a range of community organisations locally.

WIDER ACHIEVEMENT

There are a wide range of opportunities for young people at Loudoun Academy to engage and achieve in a broad extra-curricular provision which is greatly valued by students, including relatively large numbers of students on Duke of Edinburgh programmes. This is in addition to contexts for learning within the curriculum for students to undertake Leadership Award, Volunteering Skills and community involvement through the Youth Philanthropic Award.

QUALITY ASSURANCE

During the course of Academic Session 2023-2024, the school engaged in a local authority School Improvement Visit focussing on the development of our systems and processes to ensure wellbeing, inclusion and equality and also a local authority Learning Visit on learning, teaching and assessment in S1-3. These highlighted strengths in practice within our school improvement activity and identified next steps which are detailed in our Standards & Quality Report.

Establishment Vision, Values and Aims

Our Establishment Vision, Values and Aims were refreshed during the course of Academic Session 2023-2024 following extensive stakeholder consultation.

OUR VISION

Loudoun Academy is a caring, ambitious and inclusive school community where everyone can succeed in reaching their aspirations. Our Vision is reflected in our modern motto: "Learning together, Achieving together" and our historic motto, "Spe et fiducia - in hope and trust".

OUR VALUES

Our shared School Values are:

KINDNESS – being helpful and always showing care and understanding;
DETERMINATION – working hard to overcome barriers and reach goals; and
EQUALITY - valuing everyone equally, seeing differences as strengths.

We show our Values in everything we do.

OUR AIMS

We strive for everyone at Loudoun Academy to have:

- A positive, safe learning environment, which supports good wellbeing;
- Learning experiences which develop each person's unique potential;
- An engaging curriculum which leads to high achievement for all;
- Resilient, confident and independent attitudes, habits and skills;
- Ownership, pride and citizenship in our school and wider communities;
- Success beyond school in a range of different pathways.

Our Aims set out what we hope to achieve and how we measure success.

Improvement Priority	The attainment of our learners in the BGE and Senior Phase will increase as a result of improvements to:	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners)	Collaboratively develop learning, teaching and assessment strategies which enhance learner engagement;	Learner questionnaire findings (90% of all S1-3 completed) identified a greater need for challenge, enjoyment and choice as well as clearer feedback on progress and next steps in learning;
	Develop personalised learning planning which supports learners to take greater ownership of their future progress; and	Parent and carer feedback identifies a need for greater information for parents and carers on how they can support their child's learning and attainment at different ages and stages
	Increase attainment through planned and targeted opportunities for high quality parental engagement in learning.	

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QI's for self-evaluation
Improvement in attainment, particularly in literacy and numeracy	Assessment of children's progress	- 1.1.1, 1.1.3 - 2.2.3, 2.3, 2.5.3, 2.6.3 - 3.2.1, 3.2.3

Progress and Impact	
	• Principal Teachers of Learning & Teaching formed supportive 'trios' and engaged in an extensive Collaborative Review of Learning to evaluate current evidence of practice based on Quality Indicator 2.3 Learning, Teaching & Assessment; • Over 80 lessons were visited by the promoted team, and around 20% of students in S1-3 took part in a programme of Learning Walks & Talks to evaluate the quality of our learning, teaching and assessment in the Broad General Education (BGE); • All staff engaged in collaborative activity on in-service to re-establish our *Excellent Learning Standard*, supported by development activity of a sub-team of Principal Teachers, to agree the features of highly effective practice to be expected in every lesson; • All departments engaged on in-service activity and departmental meetings with the local authority guidance on Planning Learning, Teaching and Assessment and undertook shared moderation activity on areas of assessment in S1-3, linked to benchmarks; • The Learning & Teaching Collaborative Leadership Team (CLT) developed practice through professional reading, discussion and practitioner inquiry on retrieval practice, feedback and learning routines, sharing findings with the wider team of staff; • The Digital Learning Collaborative Leadership Team (CLT) extended the use of online forms to capture learner voice and engaged with the framework of Digital Schools Award to evaluate current practice and establish a baseline for future accreditation; • Three new 'Helping your Child' evenings supported wider parental engagement, linked to key stages of learning, as well as two additional sessions to support wider parental involvement in school improvement planning more broadly. • Implementation of our S4 Achieve mentoring programme supported students' attainment in courses at SCQF Level 5, with additional inputs from partners on study skills, resilience and motivation and an additional session supporting parents and carers.

Next Steps	- Fully implement the *Excellent Learning Standard* as part of everyday practice in the classroom, departmentally and at a whole school level, supported by in-house and external career-long professional learning opportunities; - Extend and enhance our model of Learning Walks and Talks to enable peer-to-peer classroom visits in 'trios' and increase the regularity and focus of classroom visits by promoted colleagues as part of routine quality assurance activity; - Focus on ensuring consistently high quality practice in sharing learning intentions and success criteria, linked to national standards and benchmarks, so that all learners are increasingly clear on their strengths and next steps in their progress in learning; - Implement regular moderation of planning of learning, teaching and assessment linked to national standards and benchmarks using a common whole school template and sampling of evidence of learning, enhancing quality and value in assessment experiences; - Increase our capacity for leadership of learning through developing the model of Collaborative Leadership Teams, to further enhance our shared knowledge and skill in active pedagogies and formative assessment; - Implement transition to Chromebooks as key digital technology within the learning environment, with associated staff and student training, alongside evidence gathering to support accreditation of Digital Schools Award. - Extend the range of in-house programmes and inputs to support learners' attainment, to include study skills, learning to learn, goal-setting, resilience and motivation to increase ownership of learning, particularly at S3 and S4.

| Improvement Priority

(Expressed as outcomes for learners) | All young people thrive in a positive, nurturing learning environment, with access to effective support by means of:

A whole school approach to promoting young people's safety in school, to include a robust anti-bullying and equalities strategy;

The review and refinement of our provision of personalised support, in line with recommendations of the PSHE review;

Implementation of our revised policy and practice around positive relationships, in a rights-based approach. | Rationale for improvement priority based on evidence

Extensive self-evaluation for self-improvement identified actions required to ensure wellbeing, equality and inclusion for all.

Development activity on promoting positive relationships linked to analysis of data on exclusions, and further focus on anti-bullying and school safety;

Internal and external need to review PSHE curriculum in line with national recommendations. |
|---|---|---|
| NIF Priorities

Improvement in children and young people's health and wellbeing | NIF Driver

School Leadership | HGIOS/ HGIOSELCC QI's for self-evaluation

- 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3, 1.4, 1.5,

- 2.1, 2.3, 2.4, 2.5, 2.6, 2.7

- 3.1, 3.2 |

Progress and Impact	- Implementation of fully revised and extended Supervision Arrangements in place at social times before the school day, during the school day and on a period-by-period basis, with detailed protocols in place to support improved safeguarding for all; - Development of a whole school Anti-Bullying Policy, in line with local and national guidance, and in consultation with students, staff, parents and carers, in addition to whole school activity during Anti-Bullying Week, staff training and closer monitoring of incidents; - Internal and external focus in developing our systems and processes to ensure the fulfilment of statutory requirements, to ensure greater consistency in information sharing, Child's Planning and collaboration to support learners with additional support needs; - Further development of career-long professional learning (CLPL) on the neurosequential model of education (NME) delivered by our Educational Psychologist for staff at twilights and on in-service, supporting wellbeing-based approach to positive relationships; - Activity led by the Health & Wellbeing Collaborative Leadership Team (CLT) focussed on professional reading and discussion, training of student HWB ambassadors and a programme to support staff HWB during in-service which was positively received; - Review of PSHE Curriculum undertaken by Principal Teacher of Pupil Support, taking account of national recommendations, local and national guidance and frameworks, and internal self-evaluation for self-improvement, including learner voice; - Consultation with learners and staff, supported by our Promoting Positive Relationships Collaborative Leadership Team (CLT) and parents and carers to develop, agree and implement our new Promoting Positive Relationships policy and School Code.

Next Steps	- Cultivate a positive ethos across the whole establishment, through leadership at all levels, celebrating success within the classroom, departmentally and whole school, embedding new school values, and promoting positive relationships and anti-bullying policies; - Through staff and student leadership, parental involvement and external partnerships, develop and embed specific whole school approaches to safeguarding and equalities such as gender-based violence, anti-racist education, neurodiversity and LGBTI+; - Re-establish the House system as a central enabler of student voice and representation, peer-mentoring and peer-education, and wider participation and achievement through calendarised activity led by staff and students jointly; - Extend our model of student leadership through increasing the range of roles and initiatives, particularly within S1-3 and maximising opportunities for joint working between older and younger students, introducing a Student Representative Council in S1-S6; - Increase student knowledge and understanding of the wellbeing indicators, and introduce wellbeing tracking S1-S6, at least twice per year, involving students and parents and carers in the process, to monitor wellbeing concerns and provide timely support; - Further strengthen the role and capacity of the Integrated Support Team, colleagues with a promoted responsibility for support, to develop a best-practice model for improving outcomes in wellbeing, inclusion and equalities; - Increase regularity and focus of quality assurance to ensure improving outcomes for young people with additional support needs within the Child's Pathway, with associated activity built into key points within the calendar, particularly at review and transition.

Improvement Priority *(Expressed as outcomes for learners)*	*All young people will attend and achieve in Loudoun Academy due to a strategic approach promoting equity and inclusion:* Improved attendance through revised procedures, with a focus on closer monitoring, early intervention and targeted supports; Improved overall attainment of students in key groups, including S4 leavers, all highest 20% attaining students and FME group; Further develop our School Vision, Values and Aims, reflecting our inclusive model and building capacity for future improvement	Rationale for improvement priority based on evidence Development of whole school procedures responding to ongoing lowered attendance since 2020, including robust monitoring and tracking and a wider range of targeted intervention including new leadership posts; Self-evaluation for self-improvement and stakeholder engagement leading to identification of a need to develop inclusive model and refresh establishment Vision, Values and Aims
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	**NIF Driver** Performance information	**HGIOS/ HGIOSELCC QI's for self-evaluation** - 1.1.2, 1.1.3, 1.2, 1.3, 1.5 - 2.1, 2.2.1, 2.3.3, 2.3.4, 2.4, 2.5.2, 2.6.1, 2.6.2, 2.7 - 3.1, 3.2
Progress and Impact	- Revised Attendance Procedures drafted for full implementation in August 2024, in line with local and national guidance, with a specific focus on raising profile of attendance and supporting re-engagement of those students with very low attendance; - Appointment of 1.6 FTE Family Link Worker (via PEF/SEF), has enabled stronger range of ongoing supports to remove barriers for students and families who face greatest challenge engaging with education; - Appointment of a team of Principal Teachers (Acting) Equity to strategically lead improved attendance, wellbeing, learning and achievement for targeted young people, working closely alongside Principal Teachers of Pupil Support and SLT; - Whole school focus on Cost of the School Day led by students has identified a range of areas to be addressed, with work underway through initiatives such as stationary shop, uniform supplies, breakfast provision and participatory budgeting to remove barriers; - Review of practice in relation to school exclusion, in line with local and national guidance, in addition to the re-development of our inclusive education provision post-Scottish Attainment Challenge (SAC) for learners who face additional barriers to education; - Activity undertaken by the Inclusive Practice Collaborative Leadership Team (CLT) to create awareness of inclusive practice, particularly the National Framework for Inclusion, and to facilitate learner voice through 'Friday Feedback'; - A range of coordinated, targeted supports in place for current S4 group, particularly those in the lowest 40% attending/attaining to secure Course Awards in unit-based qualifications, and additional interventions to improve numeracy at SCQF Level 5; - Extensive stakeholder consultation with all learners, staff, parents and carers to refresh and renew our School Vision, Values and Aims to be reflective of our current context, our strengths and our aspirations for our school community moving forwards.	

| Next Steps | • Student and parent/carer raising awareness, engagement and regular communication to reach a target of 60% of S1-4 students attending more than 90% on average, and 90% attending over 80% raising the average attendance to at least 87% overall;
• Close focus on the link between wellbeing, equity, inclusion and school attendance, supported via termly interventions led by our Principal Teachers of Equity, based on effective tracking, early intervention and monitoring of impact;
• Renewed focus on planned supports for the lowest attending 10% of students, particularly those with very low school attendance, utilising a range of partnership working, Family Link Team and our redeveloped inclusive provision to support re-engagement;
• Raised attainment for the lowest 20% in S4, through early identification, enhanced tracking, departmental support and coordinated interventions at a whole school level to ensure almost all students gain minimum qualifications at five or more SCQF Level 4+;
• Moderation of learning, teaching and assessment in the Broad General Education (BGE), linked to national expectations and benchmarks, to lead to increased confidence and skill in learners and more reliable judgements of achievement of a level (ACEL);
• Effective tracking in the Broad General Education (BGE) and Senior Phase to lead to a closer, more timely focus on students at risk of not reaching their potential, with clear responsibilities to further support at classroom, departmental and whole school level;
• Improved attainment of highest 20% and 40% attaining students, through increased pace and challenge, discrete tracking and interventions, converting to higher attainment at Grade A and B at SCQF Level 5 in S4 and 1+, 3+ and 5+ SCQF Level 6 in S5. |

Improvement Priority	All learners will be offered integrated, coherent, personalised pathways leading to 100% positive destinations, via:	Rationale for improvement priority based on evidence
(Expressed as outcomes for learners)	Improved knowledge and application of core, transferable skills for learning, life and work;	Continued improvement to positive destinations, but decreased staying-on rate 2022-2023 highlighting further need to renew focus on planned supports at point of leaving school;
	Increased partnership working at all levels to extend and enrich the curriculum through 'real world contexts';	Further develop strong partnerships to promote wider opportunities for skills for learning, life and work;
	Enhanced tracking of learner journeys and post-school planning to support students sustaining positive destinations.	Identified need to develop our curriculum model and ensure appropriate supports across all learner pathways to maximise student success.
NIF Priorities	**NIF Driver**	**HGIOS/ HGIOSELCC QI's for self-evaluation**
Improvement in employability skills and sustained, positive school leaver destinations	School improvement	- 1.1.2, 1.1.3, 1.2.1, 1.3.2 - 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.2, 2.6.2, 2.7.1 - 3.3.2, 3.3.3, 3.3.4

Progress and Impact	
	• Introduction of termly 16+ meetings with promoted colleagues and SDS partners has significantly increased our up-to-date recording and sharing of information on anticipated leave dates, preferred routes and occupations to ensure coordinated support; • Positive initial post-school destinations, although slightly decreased for 2023 leavers, is in line with local authority and national trends, with only very marginal difference in the positive sustained post-school destination trends highlighting support in place; • Option Choice process now captures pathway planning from the Broad General Education (BGE) onwards, allowing more targeted opportunities for young people to engage in a range of activity to support employability and skills and career management; • Continued uptake and success in school-college partnership courses in S4-6, and in the deliver in-house of the Foundation Apprenticeship Level 5 Hospitality, and Level 6 Food & Drink Technology, linked to the Ayrshire Growth Deal (AGD); • Continued range of partnerships with employers and training providers to enable wide range of work experience and other learning opportunities for students S1-S6 both in-school and on-site, developing skills for learning and for work; • The Skills for Learning, Life and Work Collaborative Leadership Team (CLT) have supported the development of interdisciplinary learning, including Remembering Empire and Summer of Sport, and explored Metaskills as a whole school framwork; • Introduction of the Leaders of Learning role for students in each department and curriculum area has supported the development of skills and profile/relevance of learning to pathways planning and future opportunities;

| Next Steps | • Further review our curriculum, aligned to local, regional and national priorities, to ensure our course offering at all stages is relevant and progressive, and Option Choice / Career Education programmes, information and supports are robust;
• Development of Leaders of Learning role to maximum effect, further training students as SCQF Ambassadors to raise awareness and profile of qualifications and links to successful future pathways; refresh of departmental progression frameworks.
• Further develop tracking of students' participation in work experience and wider partnership learning opportunities, to ensure close alignment with 16+ information, and that our offer is equitable and appropriate to students stage;
• Embed explicit focus of Career Education Standard & Workplace Standard within the Personal, Social & Health Education (PSHE) curriculum so that all students can articulate how they are meaningfully planning for choices and change;
• Further develop approaches to student peer- and self-evaluation and profiling of progress within development of skills for learning, life and work so that students are increasingly confident, knowledgeable, articulate and well-prepared for future success. |

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.
Leadership: Supporting Wellbeing and Learning	• Wellbeing and attendance support for students in S2-3; • Delivery of *Lets Introduce Anxiety Management* (LIAM); • COSD: Magic Breakfast provision; • Health and Wellbeing Ambassador Programme.	Wellbeing webs Attendance data LIAM evaluations
Leadership: Supporting Participation & Achievement	• Achieve Mentoring programme & Lowest 20% supports; • Live'n'learn student and parental inputs; • COSD: uniform bank and stationary shop. • Period Positive resources.	Achieve/Live'n'Learn evaluations Attainment information COSD requests/tracking information
Leadership: Supporting Employability and Skills	• Coordination of targeted work experience S2-S6 • Skills focussed, interdisciplinary learning experiences; • Development of Equity learning space; • Wider profiling of skills and employability.	Student evaluation/engagement in work experience Partnership framework Learning materials linked to children's rights
Home Link Worker	• Targeted support for students/families under 60% att; • Outreach learning and key pastoral link; • Wider achievement opportunities for targeted students.	Attendance information Pastoral notes Bronze Duke of Edinburgh
Participatory Budgeting	• Student leadership and empowerment; • Citizenship, governance and democracy in action; • Increased participation and belonging; • Environmental improvement based on student voice.	Participatory Budgeting group activity Posters/campaign materials/voting cards Procurement of resources
Literacy	• Increased engagement in English through new texts; • Reading for enjoyment through Library resource; • Enhanced pupil voice/choice due to selection process	Library student Leader of Learning activity Student evaluations of engagement in texts Reading for enjoyment programme
Inclusive Provision	• Continuity of staffing through transition in funding model; • Targetted support of students facing greatest barriers; • Improved environment based on wellbeing and nurture.	Individual milestones for targeted students Outreach support Learning and wellbeing classrooms
Standardised Assessment	• Robust baseline on students cognitive abilities; • More effective data to track students' progress over time; • Planned interventions to better support equity.	Standardised assessment data Tracking and Monitoring

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

Establishment Capacity for Improvement

Loudoun Academy has experienced a period of significant change and transition across Academic Sessions 2021-2022, through 2022-2023 and into 2023-2024 due to staffing challenges, several major changes in leadership and the impact of the pandemic.

The Head Teacher was appointed to post in August 2022 and is currently supported by three substantive Depute Head Teachers and one Acting Depute Head Teacher. Two Depute Head Teachers have been in post since August 2023, with others in post since 2015 and 2018. Recent stability within the Senior Leadership Team is enhancing the establishment's current capacity for further improvement.

The Head Teacher has engaged effectively with all stakeholders across the school community to reaffirm the shared purpose and strategic direction for Loudoun Academy, using extensive collaborative self-evaluation activity to identify strengths, areas for development and capacity for improvement.

The Senior Leadership Team have worked with parents and carers on areas of school improvement, through close partnership with the Parent Council, hosting a range of parental engagement sessions and family learning evenings, and utilising feedback from parental questionnaires and consultations. In a range of contexts, parental feedback contributed to the development of the School Vision, Values and Aims. Parents and carers are kept regularly updated on all matters relating to the school through weekly school updates and termly Celebrating Success newsletters.

Senior leaders identify the need to continue to develop and extend the range of approaches to effectively engage with parents, based on ongoing feedback, to lead to all parents and carers being closely connected to and involved in the direction of the school and in effective partnership working to support children and young people.

Throughout the course of Academic Session 2023-2024, senior leaders and staff have worked together to engage in a wide range of self-evaluation activity, looking outwards, looking inwards and looking forwards on the main Quality Indicators within *How Good is Our School 4?* This activity is leading to a sharper focus on evidence which informs school improvement priorities in the current context of the school and additionally, to stronger collaborative working across the establishment.

There is evidence of initial impact from recent change arising from realigned strategic and operational responsibilities within the newly-established Senior Leadership Team in addressing a range of immediate needs. The Senior Leadership Team have engaged with stakeholders to identify a cohesive set of priorities which are more clearly aligned across all areas of school and departmental improvement planning, to accelerate the pace of change in the short and medium term.

During the course of Academic Session 2023-2024, the school undertook a comprehensive consultation to refresh the Vision, Values and Aims, and the Promoting Positive Relationships policy, articulating shared aspirations and goals, as well as everyday standards and expectations. There is a recognised need to ensure these now permeate all aspects of the school and drive further improvement.

All staff within the school have a clear commitment to the school and its community, and an understanding of our unique contexts. Staff at all levels take a range of formal and informal leadership roles and responsibilities and engage in regular professional learning and review (PRD). All colleagues have been directly involved in the development of the School Improvement Plan and have

clearly identified roles within planned activity to take initiatives forwards within their professional development.

All staff undertake relevant career-long professional learning and there has been a significant allocation of time on in-service and through collegiate activity to enable shared professional learning experiences for all staff, linked to school improvement priorities.

Collaborative Leadership Teams, a new model of collegiate working which was established in Academic Session 2022-2023, utilises a research-informed, inquiry-based approach for teaching staff to taking forwards change and sustainable improvement. A number of initial interventions have been generated from the CLTs in a range of areas including promoting positive relationships, health and wellbeing, digital literacy, learning and teaching and inclusive practice. Staff view this model very positively, with plans to strengthen the approach as it develops to further empower colleagues in leading change, closely linked to identified school improvement priorities. Additionally, the school has recently reviewed arrangements to ensure the learning and development of school support staff is also effective.

From August 2023, additional leadership capacity has been enabled through the creation of four new promoted roles, Principal Teacher of Equity (Acting). This team leads a range of interventions linked to National Improvement Framework (NIF) priorities, with a focus on supporting the health and wellbeing, participation and achievement, and positive, sustained post-school destinations of all learners, particularly those who face greatest disadvantage.

The Extended Leadership Team demonstrate a shared commitment to delivering improved outcomes for young people, exemplifying strength in relation to individual responsibilities and also in collaborative working. The Head Teacher has recently reviewed the whole-school remit responsibilities of promoted colleagues within the Extended Leadership Team to further extend and enhance our overall capacity for strategic improvement. This has aligned with closer joint-working and collaborative self-evaluation and school improvement activity within and across the Extended Leadership Team, and together with the Senior Leadership Team in sub-teams and 'trios'.

In Academic Session 2023-24, there has been a significant strategic focus on learner participation, student leadership and pupil empowerment. This has led to the establishment of a new model within the Student Leadership Team comprising School Captains, House Captains, a range of Champions in areas such as Equality and Inclusion, Cost of the School Day and Health and Wellbeing, and Leaders of Learning in curriculum areas.

There has been an increased participation of students in representative groups, such as Child Poverty Action Group, the development of the Anti-Bullying policy, International Women's Day, participatory budgeting, in the design consultation process for the refurbishment of school cafeteria and social areas, and in the selection process for recent appointments to Senior Leadership Team positions.

Additionally, learner voice has been a key component in identifying priorities for improvement through an annual learner questionnaire completed by over 80% of S1-3 students, and through a new model of Learning Walks and Talks, which involved around one-fifth of students in forums to evaluate their experiences of quality of learning, teaching and assessment. Representative student groups also contributed to a recent review of the Personal, Social & Health Education (PSHE) curriculum and to the new Promoting Positive Relationships policy and all students contributed to the recent development of the refreshed School Vision, Values and Aims.

In a range of areas, staff engage young people in activities to help them reflect on their experiences as part of faculty self-evaluation, though there are identified plans for this to be a more embedded, consistent feature of the feedback cycle, to have their views sought and to influence how or what they learn. The school has identified there is much greater scope for learners' views to be sought, listened to and taken account in a range of different areas, linked to the promotion of children's rights.

Young people would welcome further opportunity to be more involved in decision making across the school. There are identified plans to further increase opportunities for student leadership in all arenas through greater voice and choice in learning contexts and an increased range of formal and informal

leadership opportunities S1-S6 and the establishment of a Student Representative Council linked to the refresh of the House system.

There are a wide range of opportunities for students to be involved in leading activity across the establishment to gain accreditation. Namely this has been through SQA Level 5 and Level 6 Leadership Award or Volunteering Skills qualification and currently is for older students in S6.

Loudoun Academy has effective working with an established and developing range of partners which enhances the establishment's capacity for improvement. A range of partners are based at the school, including Exchange Counselling, Vibrant Communities Active Schools Coordinator, Campus Police Officer and Family Link Workers. The school has strongly established links with Further Education and businesses, employers and community organisations which provide a range of opportunities that extend and enrich young people's experiences.

Emerging from the period of significant change and transition, there is a recognition from senior and middle leaders of the need to carefully manage pace of change to allow time to consolidate and embed practices, ensuring that changes are effective and are not overshadowed by new developments and that all stakeholders are fully involved in taking forwards agreed actions.

In doing so, senior and middle leaders have identified the importance of sustaining a positive school culture and climate as well as collective leadership of change as a key priority to sustain the future capacity for improvement, to meaningfully overtake agreed priorities in the medium to longer term.