



School Improvement Plan	Loudoun Academy
Head Teacher	David Falconer
Date Submitted	Submitted to Chief Education Officer on : 5 July 2024

<p>School/ Centre Vision and Values</p>	<p><b>OUR VISION</b></p> <p>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'.</p> <p><b>OUR VALUES</b></p> <p>Our shared School Values are:</p> <p style="padding-left: 40px;">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.</p> <p>We show our Values in everything we do.</p> <p><b>OUR AIMS</b></p> <p>We strive for everyone at Loudoun Academy to have:</p> <ul style="list-style-type: none"> <li>• A positive, safe learning environment, which supports good wellbeing;</li> <li>• Learning experiences which develop each person's unique potential;</li> <li>• An engaging curriculum which leads to high achievement for all;</li> <li>• Resilient, confident and independent attitudes, habits and skills;</li> <li>• Ownership, pride and citizenship in our school and wider communities;</li> <li>• Success beyond school in a range of different pathways.</li> </ul> <p>Our Aims set out what we hope to achieve and how we measure success.</p>
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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.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature:



**Pupil and parental strategic involvement**

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>In Academic Session 2024-2025 we have identified leadership at all levels as a key school improvement priority, involving children and young people fully within the contexts of their learning experiences, wider achievements, decision-making and broader roles within the school and wider community.</p> <p>We plan to extend further our model of student participation and empowerment, so that learners are enabled to have greater space, voice, audience and influence on matters concerning their experiences at Loudoun Academy and to contribute to school improvement activity.</p> <p>Within a rights-respecting approach, our activity is shaped around the principles and practices outlined within the Education Scotland, <i>Learner Participation in Education Settings 3-18</i> guidance, <i>How good is OUR School?</i> and, additionally, the Lundy model of children’s rights and participation.</p> <p>We will continue to support an increased number of formal leadership positions including School Captains, Vice Captains and House Captains within the Senior Phase, and introduce new roles within the Broad General Education. We will continue to develop the role of Leaders of Learning with a curricular and learner pathway focus.</p> <p>We will continue to develop the roles of School Champions who have a broad spectrum of remit including inclusion, wellbeing and equality. Within these, we will continue to develop the range of student activism and decision-making groups so that students are empowered to be agents of</p>	<p>In Academic Session 2024-2025, we will continue to work in close partnership with our Parent Council on all matters of School Improvement activity, who continue to guide and assist strategic decision-making on a range of priorities and actions being taken forwards.</p> <p>Additionally, we will continue to build upon approaches taken forwards to engage and involve the wider parent and carer forum, through open sessions during the day or in the evening, focus groups and through wider communication channels including weekly School Update, our new School Website and School App.</p> <p>As a key priority, we will aim to continue to increase both informal and formal opportunities for parents and carers to be invited into school, to connect with parents directly on aspects of change and improvement taking place within the school, to share information, to promote closer partnership.</p> <p>Where we have done so, this has proved to be very beneficial in shaping our overall approach and informing future strategic decision making. We hope to see this grow and sustained in such a way as to understand better what works best for our parents and carers to be involved and empowered within our school community.</p> <p>A key priority next session would be to increase parental attendance in our recently established Helping Your Child events and to ensure parent and carer evaluation is used to further develop and improve our family learning offer. Additionally, we will seek to reintroduce our more targeted Parents in</p>

change, such as Cost of the School Day, Participatory Budgeting and Anti-Bullying groups. These will take place across a wider range of themes, relevant to learners' experiences, supported by staff leadership and partnership working, and be more representative and inclusive of a wider range of students.

Furthermore, within a refreshed House system, we will establish a Student Representative Council (SRC) in Academic Session 2024-2025 which will ensure all students in all classes have a strong forum to be involved, contribute and take forwards leadership of key areas within the school.

Additionally, we will seek to ensure that we continue to build peer-education and mentoring of older students in joint-working and targeted support of younger students, strengthening connectedness, leadership capacity, confidence and resilience.

Developing from this, we will seek to ensure our agreed Vision, Values and Aims are visible and embedded in all aspects of the school through student leadership activity to ensure ownership of this fundamental aspect of the school community.

Learner voice will continue to be a strong feature within our overall self-evaluation for self-improvement activity, through using our annual Learner Questionnaire as a key benchmark, as well as formal and informal learner voice groups, our Learning Walks and Talks approach to classroom visits, and greater prominence of *HGIOURS?*, specifically within learning- and wellbeing-associated improvement activity.

Partnership family learning programme, working closely alongside our Family Link Team, to ensure stronger reach and involvement to support for young people and families around the broader learning offer.

More broadly, we will seek further opportunity to engage parents and carers in support students wider achievement activity and to jointly engage in community-based projects and activities where these arise.

We will continue to develop our overall Communication Strategy in line with feedback from Parents and Carers, to increase opportunity through various channels to celebrate students' successes and achievements more regularly and to ensure key information about the school is timely, accessible and assists parents and carers.

Following a significant period of change and transition, and also School Improvement Activity across a range of areas which has been based on parent and carer feedback, we will seek in early course of the Academic Session to repeat our Parent & Carer questionnaire to take feedback on current strengths and next steps in our work as a school community.

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<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan 1: Our Leadership</b>  <b>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.</b>
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What actions are required to reach the desired outcome?	Who	When
1. Build capacity for <b>leadership at all levels</b> to take forwards our vision for improvement		
1.1. Extend student leadership S1-6 across curriculum, house system, wider achievement and decision-making groups, supported by staff leadership, contributing to school improvement	L Boyd, All Students, S McLaughlin, C McQuade, PTPS	Aug 24 – May 25
1.2. Progress the development of Collaborative Leadership Teams (CLT), focused on learning, teaching and assessment and wellbeing/ethos to contribute to school improvement outcomes	D Falconer, CLT Leads, All Staff	Aug 24 – May 25
1.3. Develop leadership of learning for all staff through in-house Career-Long Professional Learning programme to share practice, aligned to School Improvement Plan and PRD/FACE	AJ Glass, A Rose, All ELT, All Staff	Aug 24 – May 25
1.4. Implementation of Quality Assurance calendar promoting collaborative, evidence-based and learner-focused self-evaluation for self-improvement using HGIOURS? at all levels and monitoring of outcomes	D Falconer, All ELT, All Staff, All Students	Aug 24 – May 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1.5. Leadership of equity by team of Principal Teachers (Acting) to demonstrate impact in improving learner wellbeing outcomes	Improved attendance/attainment of target groups, reduced gap between target/non-target pupils	J Harkness, M Horn, F Lewis, L Luke	Aug 24 – May 25

<b>Evidence of Impact against outcomes for learners.</b> 1.a. Tracking evidences student participation in a wide range of leadership roles and activity S1-S6, positively impacting on learners' experiences; 1.b. Learner voice indicates students feel strongly positive that their views are sought, valued and acted upon in relation to all aspects of the school; 1.c. Evidence from learner voice to indicate greater confidence, agency, ownership, belonging and pride in Loudoun Academy as a school community; 1.d. Stronger peer-to-peer supports for students, particularly through the House system, to lead to improved wellbeing, engagement and achievement; 1.e. Closer staff-student feedback through staff practitioner inquiry, collaborative leadership and CLPL to lead to improved student learning and wellbeing; 1.f. Staff participation in a wider range of high-quality in-house and external CLPL to enhance practice and improve experiences for students; 1.g. All staff working towards shared vision with a renewed sense of unity and purpose, optimism and momentum, impacting positively on all students; 1.h. Increased quality and consistency across all areas of our work as a school community, to demonstrate measurable impact of improvement activity; 1.i. Improved attendance, engagement, progress and achievement of all students, particularly those within BGE S1-3 and within target groups.
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<b>Improvement Priorities</b> (Expressed as outcomes for learners)	<b>Education Service Improvement Plan Priority 2: Teaching and Learning Together</b>  <b>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.</b>
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What actions are required to reach the desired outcome?	Who	When
2. Improve the quality and consistency of learning, teaching and assessment S1-3		
2.1. Re-establish Excellent Learning Standard in all lessons, supported through regular and consistent departmental and whole school quality assurance including student feedback as a central feature	L Boyd, PTs, All Staff, All Students	Aug 24 – Oct 24
2.2. Significant focus on CLPL linked to highly effective practice in Learning Intentions and Success Criteria, and creative teaching and learning strategies to actively engage all students	L Boyd, PTs, All Staff, All Students	Aug 24 – Dec 25
2.3. Moderation of planning of learning, teaching and assessment departmentally and at a whole school level using agreed templates to support professional judgements linked to national benchmarks	L Boyd, PTs, All staff	Aug 24 – May 25
2.4. Integrate the use of digital technologies to enhance learning and teaching through implementing transition to Chromebook mobile device environment and preparing to gain Digital Schools Award	B Hendry, Digital Leads, All Students	Aug 24 – May 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
2.5. Targeted resources to support Career-Long Professional Learning which promotes learner engagement and quality of teaching	Improved pedagogy for equity, improved progress and achievement for target groups	All Staff	Aug 24 – May 25

<p><b>Evidence of Impact against outcomes for learners:</b></p> <p>2.a. Peer-to-peer, departmental and whole school Learning Walks &amp; Talks demonstrate the ELS is applied consistently in all classes at all times;</p> <p>2.b. Sampling of evidence of learning shows regular and meaningful two-way staff/student feedback on quality of experiences, engagement and progress;</p> <p>2.c. Increased student voice and choice in relation to learning experiences, and skilled use of <i>HGIOURS?</i> to support self-evaluation at all levels;</p> <p>2.d. Learning Intentions and Success Criteria are context-specific, articulate with national standards, co-constructed with learners and support progress;</p> <p>2.e. Staff practitioner inquiry, collaborative leadership and CLPL develops greater capacity for creative and active pedagogies, particularly in S1-3 BGE;</p> <p>2.f. Increased staff confidence, skill and consistency in planning learning, teaching and assessment using national standards and expectations;</p> <p>2.g. Increased staff confidence, skill and consistency in making reliable and robust assessment judgements, contributing to tracking of attainment in BGE;</p> <p>2.h. Learning and teaching promotes equity for target groups of students, measurably improving progress and achievement in key indicators;</p> <p>2.i. Current and up-to-date baseline of our digital learning capability for staff and students and improved digital technology infrastructure in school.</p>
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<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</b>  <b>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.</b>
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What actions are required to reach the desired outcome?	Who	When
3. Cultivate an ethos of participation and achievement, reflecting our shared values		
3.1. Embed renewed School Vision, Values and Aims, Promoting Positive Relationships and Anti-Bullying policies through monthly focus, student/staff leadership and parental involvement	L Egerton, PTPS, All Staff, All Students, All Parents/ & Carers	Aug 24 – Dec 24 – Mar 25
3.2. Celebrate young people’s successes and achievements at classroom, departmental, house and whole school level, as well as through more regular communication channels externally	L Egerton, PTPS, B Keirs, All Staff	Aug 24 – Mar 25
3.3. Further development of classroom, departmental and whole school approaches to wellbeing, inclusion and additional support needs to improve outcomes for identified groups of learners	L Whiteside, K Robertson, L McPike,	Aug 24 – Dec 24
3.4. Strategic focus on improving attendance through implementation of new procedures, whole school awareness raising, parental engagement sessions and coordinated support for lowest 10% attending	L Whiteside, HLW, IST, Office, All Staff	Aug 24 – Dec 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
3.5. Enhanced wellbeing/learning interventions to support students in identified target groups S1-3, including Cost of the School Day	Increased wellbeing, participation and attendance measures	L Luke, J Harkness, M Horn, F Lewis	Aug 24 – Dec 24

<b>Evidence of Impact against outcomes for learners</b> 3.a. All students, staff, parents, carers & partners strongly identify with, demonstrate and uphold the School Vision, Values and Aims on a daily basis; 3.b. Calm, orderly, safe learning environment evidenced in all areas of the school, during class time and at social times, with daily monitoring in place; 3.c. Evidence of increased clarity and consistency on expectations for positive relationships within the school for learners, staff, parents and carers; 3.d. High profile of student leadership across bullying and equalities themes including gender-based violence, anti-racism, LGBTQ+ and neurodiversity; 3.e. Effectiveness of Anti-Bullying policy, with ongoing monitoring and evaluation, providing greater assurance through learner voice and parent feedback; 3.f. Regular, up-to-date and innovative ways of celebrating students’ success at all levels, including introduction of Merits, linked to wider rewards system; 3.g. Evidence of improved wellbeing and learning outcomes demonstrated through Childs Plans, inclusive supports and wellbeing interventions; 3.h. Target of 60% of S1-4 students attending 90%+ on average, and 90% attending over 80%+ raising the average attendance to at least 87% overall; 3.i. Robust coordination of planned supports and interventions, with close monitoring of impact, for students in lowest 10% attending group.
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<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</b>  <b>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.</b>
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What actions are required to reach the desired outcome?	Who	When
4. Improve <b>tracking of students' progress</b> in S1-S6 to lead to effective, targeted support		
4.1. Implement Tracking and Monitoring policy S1-S6 to ensure robust tracking data is gathered and acted on departmentally and at a whole school level at key intervals leading to intervention and monitoring	B Hendry, L Bohan, J Malakoty, All Staff	Aug 24- Mar 25
4.2. Implement a system of tracking of students' wellbeing S1-S6 to better understand trends and emergent issues and to plan a range of supports and interventions which improve outcomes	L Egerton, L Whiteside, PTPS/PTCC/PTE	Aug 24 – Mar 25
4.3. Improve student ownership and parent/carer involvement in supporting learners' progress, through termly learner profiling and target setting, mentoring and planned parental engagement activity	B Hendry, L Egerton, All Staff, All Students/ Parents	Aug 24 – Mar 25
4.4. Review of Curriculum in S4-6 at SCQF Level 5 and 6 to ensure articulation with current labour market information, skills needs, post-school opportunities, Ayrshire Growth Deal and Education Reform	B Hendry, All Staff, All Students, School Partners	Oct 24 – Mar 25

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
4.5. Enhanced attainment interventions based on tracking in literacy and numeracy to support students within identified target groups S1-3	Increased attainment and achievement	D McCrone, G Johnston	Aug 24 –Mar 24

<p><b>Evidence of Impact against outcomes for learners:</b></p> <p>4.a. All staff are clear on expectations and responsibilities within reporting, monitoring and tracking to ensure robust and reliable indications of progress;</p> <p>4.b. Regular and effective moderation and quality assurance underpins progression data (ACEL/NQ) at all levels, supporting accurate ongoing analysis;</p> <p>4.c. A wide range of followup supports and targeted interventions take place at classroom, departmental and whole school level resulting from tracking;</p> <p>4.d. Planned opportunities for recording, profiling and reflection by students of strengths in learning, areas for development and targets/next steps;</p> <p>4.e. More regular parental engagement to support learners progress, through involvement personal learning planning and engagement in family learning;</p> <p>4.f. Evidence of improvements in students' ownership of learning and progress, study skills, motivation and resilience to attain highly;</p> <p>4.g. Evidence of students being able to articulate progress against wellbeing indicators and outcomes, linking to broader wellbeing supports;</p> <p>4.h. Raised attainment of Lowest 20% attaining students in S4 to 90% of students attaining 5 or more qualifications at SCQF Level 4 as a minimum;</p> <p>4.i. Raised attainment of the Highest 20%/40% attaining to improve number of awards at SCQF Level 5 Grade A/B in S4, and 1-5+ SCQF Level 6 in S5.</p>
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# Loudoun Academy

## Summary of School Improvement Plan

### Academic Session 2024/2025



LOUDOUN ACADEMY | Learning together  
Achieving together  
KINDNESS | DETERMINATION | EQUALITY

Our Leadership	Teaching and Learning Together
<p>Our <b>leadership at all levels</b> will take forwards our shared vision for improvement</p> <p><i>All learners, staff and parents and carers will be more empowered to take forwards change</i></p>	<p>We will improve the quality and consistency of <b>learning, teaching and assessment S1-3</b></p> <p><i>Excellent learning will be experienced in every classroom, enhancing engagement and progress</i></p>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>We will cultivate an <b>ethos of participation and achievement</b>, reflecting our shared values</p> <p><i>Everyone benefits from a positive learning environment, and we're 'proud to be Loudoun'</i></p>	<p>We will improve <b>tracking of students' progress</b> in S1-S6 to lead to targeted intervention</p> <p><i>We effectively use data to ensure students have the right support at the right time</i></p>

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