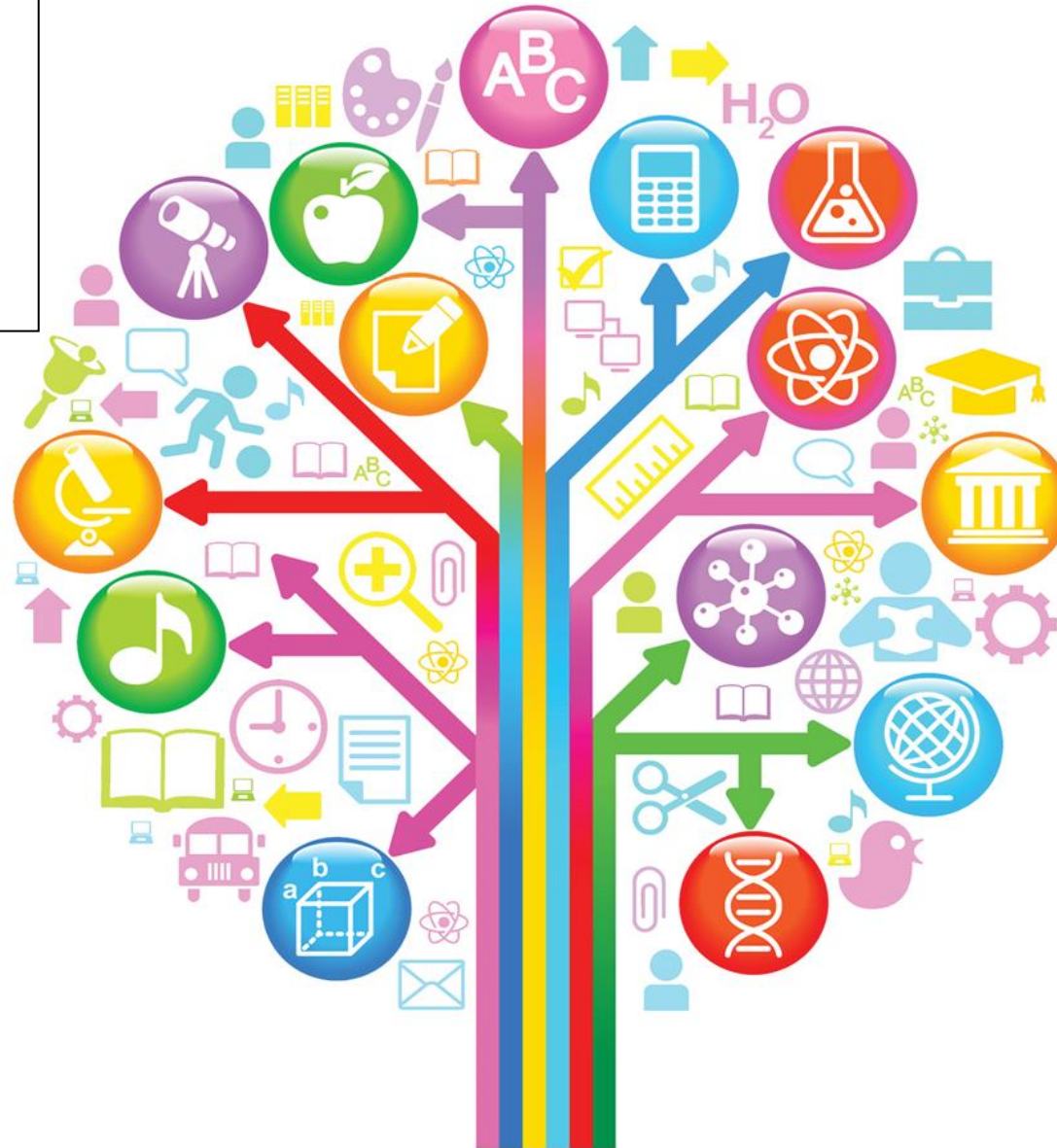




Standards and Quality Report

2020-21

Stewarton Academy



Establishment Context

Stewarton Academy is a non-denominational school which serves a rural area of East Ayrshire. It has 4 associated primary schools – Dunlop Primary, Kilmaurs Primary, Nether Robertland Primary and Lainshaw Primary School. In 2020-21 The school roll was 772 with 1% of our pupils coming from deciles 1/2 (most deprived areas), 21% from deciles 3/4, 20% from deciles 5/6, 44% from deciles 7/8 and 14% from deciles 9/10 (least deprived areas) and 0% non-defined. We have 56 teachers and 7 classroom assistants delivering the curriculum and supporting our young people.

Curriculum Aims

Stewarton Academy aims to deliver a curriculum that encourages high aspirations and ambitions for all pupils. At all stages, learners of all aptitudes and abilities experience an appropriate level of challenge, to enable each individual to achieve his or her potential. Pupils are active in their learning and have opportunities to develop and demonstrate their creativity. The curriculum is organised so that pupils learn and develop through a variety of contexts both within the classroom and other aspects of school life.

School Improvement

In 2021 the Scottish Government updated the National Improvement Framework and Improvement Plan for Scottish Education to help us deliver the twin aims of excellence and equity in education. In practice, for us this means developing a broad range of skills and capacities, whilst supporting our pupils to thrive, regardless of their social circumstances or learning differences. We have fully embraced the vision of Excellence through raising attainment, ensuring that every child achieves the highest standards set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed. We have a clear focus of achieving equity, ensuring that every child has the same opportunity to succeed with a particular focus on closing the poverty-related attainment gap.

Establishment Vision, Values and Aims

'Working together creating opportunities for achievement and success'

We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives. Opportunities are available for staff, pupils, parents and the wider community to work together to achieve this aim whilst making a positive contribution to society and building a better future together.

Everyone in the Education Group is working towards the priorities of the National Improvement Framework -

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Determination

Fairness

Respect

Responsibility

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Improvement in Numeracy levels and consistency of Teacher Judgment Survey (TJS) through development and implementation of a clear whole-school approach to assessment and moderation of numeracy-based activities across the curriculum and Stewarton education group. Focus on utilising a range of holistic assessment evidence, including SNSA data, in determining TJS levels.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Teacher Judgment Survey data highlights inconsistency between significantly increasing trend in S3 fourth level numeracy across the last five years and inconsistent numeracy attainment trends at SCQF5 in S4.</p> <p>(colour coding indicates onward attainment of cohort the following year)</p> <table border="1" data-bbox="1301 453 2152 922"> <thead> <tr> <th colspan="3">Numeracy progression from S3 TJS @ fourth level to S4 @ SCQF5</th> </tr> <tr> <th>Year</th> <th>TJS (% S3 cohort achieving Fourth Level Numeracy)</th> <th>SCQF5 (% of S4 Cohort achieving Numeracy by measure)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td style="background-color: #d9e1f2;">43</td> <td style="background-color: #d9e1f2;">59</td> </tr> <tr> <td>16/17</td> <td style="background-color: #fce4d6;">47</td> <td style="background-color: #d9e1f2;">70</td> </tr> <tr> <td>17/18</td> <td style="background-color: #d9e1f2;">60</td> <td style="background-color: #fce4d6;">74</td> </tr> <tr> <td>18/19</td> <td style="background-color: #fff9c4;">73</td> <td style="background-color: #d9e1f2;">50</td> </tr> </tbody> </table>	Numeracy progression from S3 TJS @ fourth level to S4 @ SCQF5			Year	TJS (% S3 cohort achieving Fourth Level Numeracy)	SCQF5 (% of S4 Cohort achieving Numeracy by measure)	15/16	43	59	16/17	47	70	17/18	60	74	18/19	73	50
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<p>Progress and Impact</p>	<p>The ongoing Covid-19 restrictions and two extensive periods of national lockdown have had a significant adverse impact on our ability to complete and measure the impact of our improvement plans outlined above. For example, for the second consecutive year, the Scottish Government has suspended the collection of Achievement of Curriculum for Excellence Level (ACEL) data in light of the significant workload pressures experienced to facilitate and administer senior phase assessment. This has meant that the planned work around agreement on evidence used to inform TJS data, including evidence from across the curriculum and appropriate training for interpreting and utilising SNSA data to help inform pupil progress and TJS levels, has had to be rolled into next year's improvement plan.</p> <p>The new Principal Teacher of Numeracy, Maths and ICT has, however, developed plans, in conjunction with the Scottish Attainment Challenge lead officer for numeracy in East Ayrshire, to develop effective moderation practice in numeracy, staff capacity and expertise in quality assurance and moderation and a shared understanding of effective practice, criteria for assessment and national standards of progress and achievement in numeracy across the Stewarton Education Group. The school has also made significant investment in concrete materials to support the development of BGE numeracy pedagogy and course planning, the impact of which will be measured at the end of next session's improvement planning cycle.</p> <p>Through the work of classroom teachers, principal teachers and senior leaders, we established a tracking, monitoring and check in system for all learners and, particularly, for vulnerable children and families. This not only enabled us to support the Health and wellbeing of our families, but played a key role in ensuring all learners gain SCQF certified literacy and numeracy qualifications commensurate with their ability through universal and targeted support for pupils identified at risk of not achieving through the school's tracking system.</p> <p>Finally, again given the impact of lockdowns, remote and blended learning, the evaluation and impact of S1/2 Literacy & Numeracy periods developed to address gaps in knowledge as identified by SNSA assessments and plans to refine use of these periods to build on progress has been moved into next year's school improvement plan.</p> <p>Senior Phase Attainment 2020-21</p> <p>SQA National Qualifications N5 – AH</p> <p>Stewarton Academy staff worked in partnership with colleagues, in-school and across EA, for moderation and verification purposes to ensure pupils were awarded NQ results based on demonstrated attainment, in-line with the SQA Alternative Certification Model. The tables below provide a detailed overview of the A-C pass percentages of S4, S5 and S6 pupils. Also detailed in the tables are the school statistics from the last 4 years. A brief school commentary is also included for each table.</p>
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The first S4 table (below) shows attainment in 5 or more national qualifications at level 3, level 4 and level 5 (also known as National 5)

5+ SCQF Level 3 or better				5+ SCQF Level 4 of better				5+ SCQF Level 5 or better			
2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
67.6	59.8	78.6	76.2	62.5	59.1	75.6	76.2	47	37.3	49.1	47.7

The 2nd S4 table (below) shows the percentage of pupils attaining 7 or more, 5 or more, and 1 of more National 5 qualification. In addition to these percentages, we are delighted to report that 18 pupils attained straight As in their 7 subjects. This is the highest raw number of straight A passes that Stewarton Academy has attained in a single year group.

Year (S4 Pupils)	7+ N5s	3+ N5s	1+N5s
2021 (130)	31.5	70	88.5
2020 (131)	25.95	64.9	83.2
2019 (142)	24.65	56.34	78.87
2018 (136)	22.06	63.97	81.62

In addition to the NQ attainment detailed within the above tables, school staff have further developed the curriculum to offer National Progression Awards and Group Awards to meet the needs of our young people.

The S5 table (below) shows the percentage of pupils attaining 5 or more, 3 or more, and 1 or more level 6 qualification (also known as Highers). In addition to these percentages, we are delighted to report that 13 pupils attained straight As in their 5 subjects. This is the highest raw number of straight A passes that Stewarton Academy pupils have attained in a single year group.

Year (S5 Pupils)	5+SCQFLevel 6	3+ SQCFLevel6	1+ SCQF Level 6
2021 (131)	22.9	46.6	71
2020 (142)	16.9	37.3	57.75
2019 (136)	13.24	37.50	59.56
2018 (134)	18.66	41.04	63.43
2017 (125)	21.6	39.2	64

The S6 table (below) shows the percentages of pupils attaining 1 or more level 6 (higher), 3 or more level 6, and 1 or more level 7 (Advanced Higher) National Qualification.

1+ SCQF Level 6				3+ SCQF Level 6				1+ SCQF Level 7			
2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
48	45	39.7	44	24	17	27	24.6	28.8	26.9	20.6	21.8

S6 Advanced Higher performance remains extremely strong at Stewarton Academy with 41 % of the year group attaining an Advanced Higher qualification, and 25% attaining 2 or more AHs. The school have further developed our S6 curriculum with 13 subjects being offered at AH level in-house (including the 3 sciences), and further additions being studying through SWEIC Online Connect and Glasgow Caledonia University online offers.

School College Partnership course overview

In addition to SQA National Qualification courses delivered by Stewarton Academy school staff, 45 pupils attained qualifications in partnership with Ayrshire College. Pupil attainment levels range from level 4, Skills for Work, level 5, Foundation Apprenticeships and HNC courses.

	<ul style="list-style-type: none"> • Foundation Apprenticeship Engineering Y1 • Foundation Apprenticeship Engineering Y2 • Introduction to Criminology • Introduction to the Construction Industry (Group A) • NPA Acting & Performance • NPA Exercise & Fitness Leadership • NPA Professional Cookery • NPA Software Development • NPA Sports & Fitness (Team Sports - Football) • School Construction Operative EAC • Skills for Work Automotive Skills National 4 • Skills for Work Early Education & Childcare Level 4 • Skills for Work Early Education & Childcare Level 5 • Skills for Work Uniformed Services • Steps to Work Hair & Beauty • SVQ Performing Engineering Operations
<p>Next Steps</p>	<ul style="list-style-type: none"> • Revisit the planned work around agreement on evidence used to inform TJS data, including evidence from across the curriculum and appropriate training for interpreting and utilising SNSA data to help inform pupil progress and TJS levels • Ensure all learners gain SCQF certified literacy and numeracy qualifications commensurate with their ability through universal and targeted support for pupils identified at risk of not achieving through the school's tracking system. • Numeracy focus on transition and moderation with Primary schools – transition work during Maths Week Scotland – develop as part of the Education Group Plan

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Recovery and renewal: Development and use of enhanced attainment and tracking systems to inform universal and targeted support for learners, identify gaps in learning as a result of lockdown period and plan interventions to maximise attainment for all pupils and narrow the poverty-related attainment gap.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Early national and international research is pointing towards gaps in learning that have arisen or been exacerbated by lockdown at the end of last session and the varying degrees of support and access to learning young people experienced during blended learning.</p> <p>During our whole-school evaluation of Learning, Teaching and Assessment last session, we have identified the school tracking process as a key area for improvement this session and a crucial tool in identifying the gaps referenced above to plan appropriate and effective intervention on a universal and targeted basis.</p> <p>In the BGE, this will involve developing a new tracking system in line with East Ayrshire Council and SWEIC guidance, training staff and communicating with pupils and parents to understand the changes in tracking and how they can interpret the information to support children in their learning. In the Senior Phase, we recognise the need to refine our system and track at more regular intervals in light of the uncertainty around the SQA exam diet for 2020/21 and the potential for estimated grades to again inform pupil attainment in S4-6.</p> <p>In addition to this, our experience of lockdown and subsequent review of provision highlights the need to build on the progress made in digital learning over the period of blended learning and build staff capacity in this area as part of contingency planning for this session.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment & Achievement</p>

<p>Progress and Impact</p>	<p>New BGE tracking</p> <p>Stewarton successfully introduced the new SEEMIS Progress and Achievement module for use in tracking pupils in S1-S3. Materials and training were provided to staff to equip them in its use. Departments had time to moderate pupil work and engage in discussions around what it meant to have completed a level. Work around this remains ongoing to ensure confidence and consistency in assigning levels.</p> <p>Tracking</p> <p>In session 2020 - 2021 the frequency of tracking reports was increased. Parents and carers received between three and five tracking reports throughout the session. This allowed for regular discussion between staff and pupils about current progress and next steps, as well as a greater flow and quality of information to parents and carers.</p> <p>The implementation and development of digital learning approaches has gone from strength to strength in Stewarton Academy. A cross curricular, empowered group of staff was developed. This group lead the training and professional development of colleagues to ensure a high degree of competence in the use of Microsoft Teams and other digital tools. This ensured learning continued successfully in lock down and blended learning periods. Highlights as follows:</p> <ul style="list-style-type: none"> • Staff have developed their capacity in utilising digital tools to deliver an adapted curriculum that has reflected the challenging circumstances we have faced over the past 18 months. This has ensured that all learners have had access to high quality teaching and learning experiences and have been able to collaborate with staff and peers outwith the traditional school environment. • The wider school community has been supported in their use of digital tools through the provision of a wide range of learning opportunities, all of which have been delivered from staff and learners within the school. • Subsequently, a longer term community of practice group has been established which has been focusing on the use of digital technologies to support teaching and learning across the school. This will allow for elements of good practice within the school to be identified and shared whilst also looking outwards for best practices that can be adapted to enhance pedagogy. <p>In 2021-22 we had a record number of pupils engage in the Young STEM Leader Programme:</p> <ul style="list-style-type: none"> • YSLP Level 5, 5 S4 pupils successfully engaged and completed their award. • YSLP Level 2, 178 S1 pupils engaged in a pilot to deliver the award remotely through the P7 transition programme. The aim is to have 80% attain the full award before they enter S2. The YSLP L2 award will now be embedded into the P7 transition programme for the 2021/2022 cohort. <p>The Introduction of a Young Persons' Mentor has made a significant impact on the support available for some of our most vulnerable learners. Pupils have the opportunity to achieve a Dynamic Youth Award whilst developing key communication skills.</p>
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	<p>A nominated member of the Pupil Support Team has created a bespoke programme of activities for our Care Experienced Children including targeted intervention from a Young Persons' Mentor. This is in line with the aims and objectives of 'The Promise' and ensures we offer additional support to close the poverty related attainment gap.</p> <p>We continued to work collaboratively with the Education Group Home Link Worker. He was able to deliver teaching resources and packs to pupils who could not access the digital learning offer. We also arranged for resources to be available from community shops and facilities to ensure pupils were not disadvantaged.</p>
<p>Next Steps</p>	<p>Continue to work with the Young Persons Mentor to build on the development of a progressive programme of activities for our most disadvantaged learners.</p> <p>Additional staffing in the Support for Learning department will allow for specific literacy/numeracy programmes of support to be delivered. This will be monitored closely and evidence of impact collated to ensure we continue to work together to close the poverty related attainment gap.</p> <p>Further development and embedding of Progress and Achievement in BGE, TJS Data, SNSA, Transition in Learning and Senior Phase Tracking as diagnostic tools to facilitate effective, early intervention. Develop access to whole school tracking for all teaching staff and develop confidence in its use.</p> <p>The learning and teaching community of practice in the school will continue to share, encourage and empower staff to develop skills in pedagogy, including using digital approaches.</p>

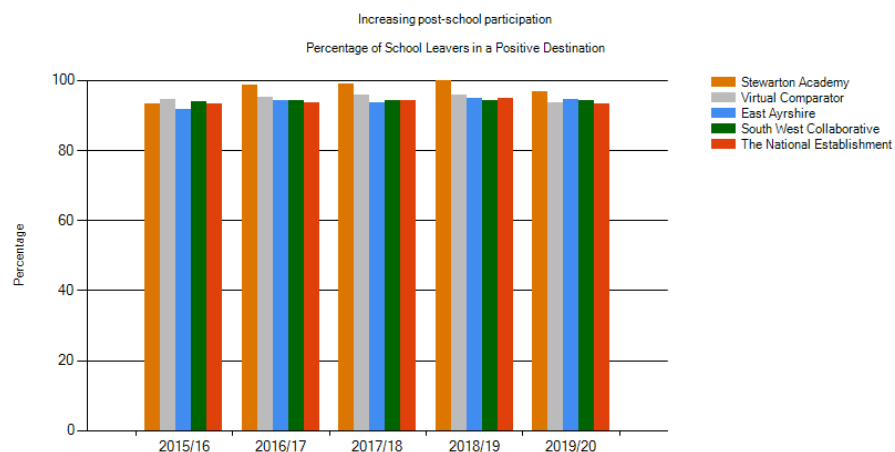
<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>All young people, staff and families in our school community are supported to develop and maintain positive health and wellbeing, particularly in light of the pressures that have arisen as a result of the current Covid-19 pandemic and subsequent mitigations to allow schools to re-open.</i></p> <p><i>Pupils are supported to form and sustain good personal, social and working relationships to promote resilience, self-esteem and confidence with regard to learning.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p><i>Local and national guidance has highlighted an expected increase in need for enhanced health and wellbeing support for young people, staff and families in light of the Covid-19 pandemic and associated lock down period.</i></p> <p><i>Since returning to school, we have seen this expected increase play out. We are now looking to pivot to a new, layered short term and longer terms universal and targeted HWB strategy to meet the needs of our learning community and minimise the negative impact of the global pandemic on our learners, staff and families.</i></p> <p><i>There is a need to review planned resource allocation and Pupil Equity Funding to make sure that is dynamic enough to meet need where it presents in the context of the current situation.</i></p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment & Achievement</p>
<p>Progress and Impact</p>	<p>We successfully operated the Stewarton Academy Hub during lockdown to support the children of key workers and vulnerable learners. Pupils were able to access online learning resources and also received the support from our Young Persons Mentor and key pupil support staff when necessary. We reacted quickly to ensure pupils who needed to access to support could do so in a timely fashion. We linked closely with Hubs across the Education Group, sharing resourcing and staffing when necessary. The impact of this collegiate working led to better relationships between staff and cross sector working.</p> <p>All young people were able to communicate directly with their pupil support teacher during lockdown periods. We understand the importance of maintaining positive relationships with staff so created a bespoke GLOW Form to allow pupils to assess their wellbeing on a regular basis using GIRFEC indicators. They could then share any concerns with a familiar member of staff. This information allowed the team to offer appropriate guidance and access other services if necessary.</p> <p>A number of Positive Mental Health Resources were also shared on pupil TEAMS pages to ensure pupils could assess support at any time. The school nursing service continued to work in partnership with key staff to offer telephone advice to pupils and parents during lockdown.</p>	

	<p>The pupils support team worked collaboratively with relevant stakeholders to ensure we provided a flexible and suitable support network for challenging circumstances and need.</p> <p>We recognised the importance of physical activity and getting outdoors during lockdown. The PE department devised a programme of activities for all year groups which focused on getting away from the computer screen whilst increasing opportunities for physical activity.</p> <p>The school continued to recognise achievement and success throughout the pandemic via the introduction of positive newsletters. Pupil leaders in the senior phase published a monthly update that included good news stories and top tips for lockdown. The resource was then shared on all school platforms to ensure we continued to promote a positive ethos and connectedness across our wider community.</p> <p>In-house school counselling services were increased from Aug – Dec 2020 to take account of the support needed for young people following lockdown 1. This targeted intervention had a direct impact on school attendance and general wellbeing for a significant number of pupils. Our qualified counsellor has also worked with pupil support staff to share expertise and offer advice and support thus increasing the capacity of our key staff.</p> <p>The Introduction of the Exchange Counselling Service has been a very positive addition to our school wellbeing strategy. We currently have access to 18 targeted sessions and now have an Exchange Counsellor on school premises 3 days per week.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Continue to work with the Exchange Counselling Services to deliver a high quality service for our young people. We are now contributing to local authority statistics on a weekly basis to support the assessment of the impact of this intervention. • We have been selected to participate in a mental wellbeing programme to develop resilience with a small targeted group of pupils in S1/2. This pilot will be delivered in partnership with the Exchange Programme during session 2021/22. • The school Health and wellbeing community of practice will have a specific focus on 'building back better' with the aim of ensuring we promote wellbeing at all times, not just in a crisis.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><i>Renewal and Recovery – Potential ‘at risk’ leavers identified and supported to develop skills in personal learning planning, career management, working with others and leadership to ensure readiness for entering and sustaining positive destinations upon leaving school.</i></p>	<p>Rationale for improvement priority based on evidence</p> <p>The school has an outstanding track record for supporting pupils to enter and sustain positive destinations upon leaving an entering the world of work, further education, higher education or training. The current uncertainty in the job market as a result of Covid-19 and the mitigations required to re-open schools mean that many of the traditional routes taken by pupils in previous years will be more difficult or impossible to achieve.</p> <p>Work is required to ensure that our universal offer for developing skills and creativity, particularly when it involves partner agencies, is accessible to our current cohort of pupils. In addition, Additional planning and time will be required to identify and support pupils at risk of leaving without or not sustaining a positive destination after school.</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>3.3 Creativity & Employability</p>
<p>Progress and Impact</p>	<p>Despite the significant challenges to communication between staff, pupils and families during lockdowns and other Covid-19 mitigations, pupils support staff and wider support team associated with Stewarton Academy demonstrated that staff know their pupils really well and support them throughout the session and towards positive destinations. Key elements of this good practice this session include:</p> <ul style="list-style-type: none"> • PSE lessons from S1 to S6 include careers education to help with job seeking skills and college/university applications. Including input from SDS and use of My World of Work and Planitplus. • The use of Glow Forms during lock down via Teams and school app to track senior pupil progress on their pathways towards a positive destination. • Database on Principal Teacher Pupil Support TEAM for use by PTPS and school careers officer to monitor university and college applications and results. 	

- Highly effective communication between our DYW coordinator, DHT and school careers advisor (SDS).
- Staff were tenacious in supporting all pupils who were at risk of a negative destination. Help was offered with applications and other options. As required, pupils who were at risk of negative destination were referred to other agencies. Eg 3 pupils referred to Connect to Employment course - All 3 now in work.
- Small group lessons were introduced for pupils who had found engagement through lockdown challenging to ensure appropriate levels of qualification in literacy and numeracy were achieved.
- All pupils who are unable to access employment, training or further formal education were referred for activity agreements or employability .
- Of the pupils referred to East Ayrshire Hub success has been evident for in next steps for 2021-22 session: 1 has returned to school, 1 in employment and 1 returning to the Hub.
- The part time school college partnership courses and DYW/Princes Trust in house courses help ensure a range of vocational pathways are available in Stewarton Academy. Pupils progressed to full time college course, apprenticeship or returned to school to enhance qualifications.

Positive Destination Statistics – School Leavers



The graph above shows the percentage of school leavers in a positive destination over the last 5 years. We continue to ensure our pupils are fully supported into a positive destination. Our school leaver percentages are compared against a virtual comparator, our local authority, school leavers in South West Scotland, and at a National level. The table below shows percentages and raw numbers in each category over the last two year.

Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Stewarton Academy	2019/20	96.85	127
Virtual Comparator	2019/20	93.78	1270
East Ayrshire	2019/20	94.72	1137
South West Collaborative	2019/20	94.29	4833
The National Establishment	2019/20	93.36	47435
Stewarton Academy	2018/19	100	153
Virtual Comparator	2018/19	95.95	1530
East Ayrshire	2018/19	94.82	1196
South West Collaborative	2018/19	94.38	5002
The National Establishment	2018/19	95.05	49717

The table below shows our school leavers by destination (employed, further education and higher education only) for session 2019-20. This table also gives a comparison against East Ayrshire, South West Scotland and across all school leavers in Scotland.

Establishment	% Employed	% Further Education	% Higher Education
Stewarton Academy	15.75	35.43	43.31
Virtual Comparator	17.17	28.9	44.02
East Ayrshire	14.25	40.19	35.18

	South West Collaborative	16.14	34.22	39.19	
	The National Establishment	16.18	28.06	44.2	
Next Steps	Working in partnership, the school's DYW co-ordinator and SDS adviser will further develop career opportunities within the school. The focus for 2021-22 will be aligned to the DYW key performance indicators identified in the school's improvement plan. These are to develop a influencing employ partner, to further expand work based learning opportunities in the senior phase, and also to develop and promote a No Wrong Door DYW partnership Agreement.				

Pupil Equity Fund: Aims and Impact	
Address wide range of emotional and learning challenges exacerbated by the Covid-19 pandemic by providing more time to Pupil Support and Support for Learning staff to address additional support need, mental health, literacy and numeracy and positive destination priorities for young people	Additional staffing resources targeted to Support for Learning and to Pupil Support. This had wide ranging impact ranging from ensuring that almost all school leavers have secured a positive destination despite challenges of covid, to targeted support for wellbeing – references throughout the report above.
Development of BGE numeracy pedagogy and course planning	Fund used for significant investment in concrete materials to support numeracy course development – see page 5 above
To address the additional mental health and wellbeing support needed for young people following lockdowns.	In-house school counselling services were increased from Aug – Dec 2020 – see page 13 above
To ensure all young people and staff have access to ICT required for in school and remote learning	Purchase of curricular lap tops.

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
<p>Stewarton Academy is in a strong position to continue its improvement journey in all areas noted above. Like all schools, we face significant challenges in recovery and renewal following the period of lockdown and continued uncertainty of Covid-19. However, this has also presented opportunities to reflect on strategic improvement and robust self-evaluation to set clear priorities for improvement.</p> <p>The is a collegiate and collaborative vision in Stewarton Academy. Our staff communities of practice will be designed to focus on our improvement priorities: self-evaluation for improvement, learning and teaching, literacy, numeracy and health and wellbeing, work-based learning and DYW and the United Nations Convention on the Rights of the Child.</p> <p>The leadership of our young people will be central to our improvement journey in the coming session. The pupil leadership team will be extended and will be aligned with the themes of our Rights Respecting School approaches and our Communities of Practice.</p> <p>Whilst the focus will absolutely remain on supporting and improving the health and wellbeing of pupils, staff and our wider learning community in session 2022/22, whole-school self-evaluation has identified opportunities to develop tracking, monitoring and reporting systems that support the aims of improving attainment for all pupils and narrowing the poverty-related attainment gap through the effective use of data.</p> <p>There is a determination amongst staff to revisit, develop and renew the face-to-face learning and teaching approaches being fine-tuned before the Covid-19 pandemic. With 3 Microsoft Digital Experts in the school, along with many other staff who are highly skilled in the use of digital approaches to support learning, we are ideally placed to enhance the learning experience in all areas of the school.</p> <p>The school benefits from outstanding support and partnerships with parents, partners and the wider school community. Working together, there will be an opportunity to revisit our school vision and values and aims as part of the wider programme of recovery and renewal to ensure that they are fit for purpose and reflective of the ambition of the school.</p> <p>This strength of partnership working and the increasing capacity of leadership at all levels in the school provides us with a solid platform for improvement moving forward.</p>