

**Establishment**

**Improvement**

**Plan**

**2025-26**

**Stewarton Academy**

**East**

**Ayrshire**

**Council**

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| **School Improvement Plan** |  |
| **Head Teacher** | John Stuart |
| **Date Submitted** | 26-6-25 |

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| **School / Centre**  **Vision and Values** | A logo of a shield with a letter y  AI-generated content may be incorrect.Vision: Stewarton Academy: **Best Outcomes for All: Achievement, Leadership, Learning**  The word, **Best**, highlights the importance of pushing and supporting all in the school community to do their best and be the best version of themselves. The word, **All,** emphasises the importance of inclusion and belonging. **Achievement** reflects the importance of attainment and achievement for all pupils. **Leadership** highlights the importance of all in the school community demonstrating leadership of self, including emotional intelligence, growth mind set, motivation and leadership in the school community. **Learning** emphasises the importance of pupils working to the best of their ability and staff ensuring that learning experiences are planned and delivered to the highest standard possible.  School Values: **Determination, Fairness, Responsibility, Respect**  School Moto: **Be Courteous**  Everyone in the Education Group is working towards the priorities of the National Improvement Framework:  • Placing the human rights and needs of every child and young person at the centre of education  • Improvement in children and young people’s health and wellbeing  • Closing the attainment gap between the most and least disadvantaged children and young people  • Improvement in skills and sustained, positive school-leaver destinations for all young people  • Improvement in attainment, particularly in literacy and numeracy. |

**Checklist**

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **SIP Consultation included the following stakeholders:** | **Complete** |  | **Content of plan** | **Complete** |
| Children and Young People |  |  | Takes account of strategic priorities outlined in the Education Service Improvement Plan. <https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf> |  |
| Parent Council and Forum |  |  | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate.  <https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf>  <https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/> |  |
| Teachers, practitioners and ALL school/centre staff |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.  PEF: <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/>  CEF: <https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/>  SEF: <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/> |  |
| Volunteers/ Community partners |  |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. |  |
| **Head Teacher / Head of Centre Signature: A close up of a signature  AI-generated content may be incorrect.** | |  | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. |  |

**Pupil and parental strategic involvement**

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| For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre | For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre |
| * Pupils are given the opportunity to share their views during focus groups as outlined in Self-Evaluation Calendar * Pupils are offered the opportunity to become Pupil Council Representatives as part of the School Senate * Pupils are given the opportunity to review the Whole School Improvement Plan in year group workshops/PSE and via GLOW Forms * Pupil views are surveyed during PSE * Departments survey pupil views regarding curricular developments * Pupils are given the opportunity to share their views regarding curriculum pathways annually * Pupil school improvement group – Learning Champions – extensive input to L & T and self-evaluation | * Parents involved in senior leadership promoted post interviews * Focus Groups * GLOW Forms * Parent Council – views sought on regular basis   Views sought and acted upon through school app and website throughout session  Key themes requested by parents/ carers for school improvement plan focus were:   * Improvements in Learning and Teaching * Feedback and Reporting approaches * Young people understanding how to learn * Extra-curricular activities   Teacher feedback on learning to pupils and target setting. |

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| **Community Plan East Ayrshire**  **2015 - 2030** | **Together, in achieving our Vision, Partners will demonstrate:**  **Effective leadership**  We will provide clear leadership in Community Planning and engage effectively with our employees and communities  **Collective ownership**  We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities  **Good governance**  We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability  **Democratic accountability**  We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution. | |
| Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see. | | **We will:**   * Promote lifelong learning. * Promote equality and tackle inequality; * Adopt a preventative approach; * Ensure effective community engagement in the planning and delivery of local services; * Utilise the strengths and resilience within communities; * Drive efficiency and performance improvement; |

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| **National and Local Priorities** | | |
| **The Scottish Government’s vision for education in Scotland:**   * Excellence through raising attainment and improving outcomes * Achieving equity   [**Key priorities of the National Improvement Framework:**](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/12/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/documents/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/govscot%3Adocument/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan.pdf)   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive   school-leaver destinations for all young people   * Improvement in attainment, particularly in literacy and numeracy | **NIF drivers of improvement in the outcomes achieved by children and young people are:**   1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. page25image40264224Performance information | **Scottish Attainment Challenge (SAC)**  [Scottish Attainment Challenge: framework for recovery and accelerating progress](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/)  [Scottish Attainment Challenge Logic Model](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/03/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/govscot%3Adocument/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model.pdf) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change  **SAC organisers:**   * Learning and teaching * Leadership * Families and communities |

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| **East Ayrshire Plans** | | | |
| **Key Priorities** | **Education Service Improvement Plan:** | **Children’s Services Plan:** | **Community Learning and Development Plan:** |
| **1: Our Leadership** | We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre. | **Priorities for 2023-26:**   1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people’s mental health is improving | **Outcomes:**   * Growth * Wellbeing * Fairness * Sustainability   **Action areas**   1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| **2: Teaching and Learning Together** | Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people. |
| **3: Our Wellbeing and Belonging** | We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. |
| **4: Our Attainment, Destinations and Achievements** | We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels. |

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| **Our Leadership: Improvement priority: We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in Stewarton Academy and wider life experiences. All staff demonstrate agency to seek out and undertake appropriate CLPL and experiences to promote leadership in every classroom and learning environment.** | | | | | | | | | | | | | |
| **Rationale – Why is it in the improvement plan? and what is the data/evidence that informs this priority?**  **(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)**  There is a clear rationale for the improvement priorities in this section stemming from the school’s own self-evaluation and quality assurance. The East Ayrshire Council Learning visit in January 2025 has also provided valuable external validation for the priorities identified in our self-evaluation.  Leadership of Learning: strong examples of effective learning and teaching have been identified across the school. We have identified that we can make our strategic approach to embedding and sharing effective learning and teaching approaches more impactful by:   1. Further emphasising the duty of all teaching staff to embrace meaningful practitioner enquiry to further develop ‘a collegiate learning culture demonstrated through… collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.’ (HGIOS4, p. 22)   Evidence – review of current improvement plan, data and material detailing individual staff CLPL and PRD activity in session 2024-25 which highlights potential areas for improvement and increased professional understanding, staff focus groups, staff surveys, collation of learning observation records, feedback from EAC Learning Visit, looking outwards to models of learning visits in EAC and other local authority establishments.   1. Further facilitating staff leadership of learning and teaching through self-evaluation linked to the effective inclusive lesson and further structuring cross department sharing of effective practice in our self-evaluation calendar. Evidence – staff focus groups, staff surveys, collation of learning observation records, feedback from EAC Learning Visit, looking outwards to models of learning visits in EAC and other local authority establishments. 2. Further development of the pupil learning and teaching group: Learning Champions – Evidence – Learning Champions presentations to staff and parents very well received. Additional staff have volunteered to have learning champions visit and reflect on lessons. Pupil focus groups have expressed interest in developing further. EAC Learning Visit feedback welcomed process with pupil leadership plans and recommended further development of pupil leadership. to ensure pupil participation in improving learning and teaching through engagement with staff. Link with Education. Scotland Learner Participation team to get support with the Young Leaders of Learning Programme. This work is grounded in our commitment to UNCRC. | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | **School & ELC improvement** | | | **Performance information** | | |
| **HGIOS4 QIs:** | **1.3** | | **1.2** | | **1.4** | | | **1.1** | | **1.3** | | | **3.2** |
| **ESIP key priorities:** | **N Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners**   * ***What do we want to improve/change?*** * ***Who is the target group?*** * ***By how much?*** * ***By when?*** | | **Our actions/Approaches/Interventions**   * ***What are we going to do?*** * ***How are we going to do it?*** | | | | **PEF**  **Tick row if it’s PEF-related** | **Who**  **Who will lead this work?** | | **Measures**   * ***How will we measure this?*** * ***What ongoing information will demonstrate progress?*** * ***What does “better” look like?*** * ***How will we recognise better when we see it?*** | | | **Review/milestones**   * ***Monthly?*** * ***Termly?*** * ***On track to meet deadlines/targets?*** | |
| 1. To ensure learners are taught by staff who have up-to-date, professional knowledge and understanding, as per the GTCS Standard for Full Registration, we want to ensure that all staff have ‘knowledge and understanding of Research and Engagement in Practitioner Enquiry’ – see 2.1.2 of [GTCS Standard for Full Registration](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/cdn.prod.website-files.com/653fc30601a80aefd5668009/65de1052167fdf3d4d70eeda_GTCS_The%20Standard%20for%20Full%20Registration.pdf). | | 1. All staff will engage in Self-Evaluation, PRD and CLPL actions which embed a culture of staff agency, focusing on improving engagement, pedagogy and classroom practice in line with *the Effective Inclusive Lesson* expectations. In line with previous sessions, this will be emphasised as an essential action by all staff.  Actions:   1. DHT to arrange CLPL session on Practitioner Enquiry, review paperwork, plan feedback opportunities. 2. PTs – ensure all direct report staff complete PRD and professional enquiry activity 3. All staff to complete professional enquiry activity relating to school improvement plan, using 35 CPD hours | | | |  | DHT for L & T (FH); associate DHT (DD) | | 1. Evaluation linked to QI 1.2 – Leadership of Learning 2. All line managers will submit signed paper copy of PRD/ professional enquiry paperwork to DHT 3. All teaching staff record area of focus for professional enquiry on L & T Team [Stewarton Academy Learning & Teaching Policy](https://teams.microsoft.com/l/channel/19%3AMp1rMjE0VTRMHjQFurFS37UH765rLIjmrXPyRpRv0Jc1%40thread.tacv2/General?groupId=7c029ff7-ce72-4cc9-860c-c011859e3db6&tenantId=ccd32ca3-16ce-428f-9541-372d6b051929)      1. Sharing or professional learning and per led CLPL through STEW-Ed sharing of practice sessions in relation to practitioner enquiry. | | | 1. All PRD reviews to be completed by end of June 2025 to include identified focus for practitioner enquiry. 2. DHT to check all in place Aug 2025 3. Oct, Feb and May inset to include StewEd sharing based on enquiry. 4. Dec check in by each line manager. | |
| 1. Ensure consistency of effective learning, teaching and assessment is embedded through emphasis on staff leadership with all staff taking responsibility for ensuring every learning experience and all pupil conduct in line with expectations established in Effective Inclusive Lesson Guidance.   Extended leadership team – particular focus on supporting staff in addressing high expectations of pupil conduct to ensure purposeful learning environment. | | 1. We will be focusing quality assurance and self-evaluation for improvement activities on the key aspects of learning and teaching set out in **self-evaluation calendar** and noted below section 2 ‘Learning and Teaching Together’.   Actions:   * All teaching and support staff will fully engage in leadership of self-evaluation for improvement through active participation in the 3 stipulated types of observations set out in Stewarton’s Self-Evaluation Calendar 2025-26 and the Self-Evaluation policy: Peer to peer observation; PT QA observation; Faculty Engagement visit/ SLT QA walk throughs. * Extended Leadership Professional Learning suite with consultant Gerry Lyons to focus on key aspects of middle leadership. | | | |  | All teaching staff.  PTs ensure focus in dept  DHT for L & T and QA oversee Self-Evaluation calendar | | 1. Impact will be measured by: 2. Collation of observation and QA forms and faculty feedback on self-evaluation activity. Visit reports and collated evidence will be stored in Self-Evaluation section of whole staff team. 3. Reports from department engagement visits. 4. Focus groups: staff, pupils and parents 5. Comparison of year-on-year data from questionnaires 6. Analysis of referral data and response   Feedback information from Professional Learning.  Staff surveys in terms of collegiality. | | | Observation feedback will be collated at the end of each term and analysis of further improvement priorities will be completed to inform next steps for improvement of learning and teaching. | |
| 1. Ensure that leadership actions prioritise a positive school ethos where staff and pupils feel supported and respected. Thus creating a safe environment where all members of the school community can achieve their full potential | | * Continued strategic focus on improving staff wellbeing to ensure staff are supported to be effective in their roles: * Extended leadership team to work with staff to ensure effective communication and approaches to ensure consistency of expectation   for young people – new system to log pupil conduct issues   * Develop further opportunities for staff across the school to engage with each other socially and professionally | | | |  | Extended Leadership team  All staff | | 1. Analyse data from merits/ demerits    1. Data from referrals and response to referrals    2. Exclusion and attendance data   Staff survey’s will demonstrate increased elements of staff wellbeing and positive attitudes to their work environment.  Current data: ‘I find it rewarding to be a member of staff at this school’  2024-25 = 62 % (strongly agree)  2023-24 = 57%  ‘I feel appropriately supported by the school to undertake my role’:  2024-25 = 53 % (strongly agree)  2023-24 = 42% | | | Weekly analysis of attendance  Monthly analysis of referrals  Stretch aims for staff survey  ‘I find it rewarding to be a member of staff at this school’ – aim for 70%  I feel appropriately supported by the school to undertake my role’: aim for 60% | |
| Pupil council to drive pupil leadership. | | * Pupil leadership opportunities offered in a structured manner to all year groups and all elements of the student body. * Leadership opportunities offered for session 2024-25 include:   + School Representative     - Pupil Council     - School Captains     - House Captains     - Senior Prefect     - S4 Prefect     - S3 Prefect     - Junior House Captain * Values Award * Clubs Participation in school * Pupil School Improvement Groups:   + Learning & Teaching (Learning Champions)   + Curriculum   + Wellbeing and Engagement   + School Ethos and RRSA * Subject Ambassador * Ambassador with specific remit – eg My World of Work, STEM, Eco | | | |  | PT Pupil Voice  All pupils | | All pupils included in database  Almost all pupils have achievement demonstrated through data base.  Database simple to use and regularly updated. | | | 100 % of pupils on the data base by Sept 2025  90% of pupils have achievement recorded by end of October 2025. | |

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| **Teaching and Learning Together: Improvement priority: 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 will embrace their professional responsibility to improve the quality of learning and teaching, to deliver in new and innovative ways by accessing CLPL relevant to their needs, and to ensure our structures and routines across the school are consistent and in line with expectations of Stewarton’s Effective Inclusive Lesson those of our young people.** | | | | | | | | | | | |
| **Rationale – why is it in the improvement plan? and what is the data/evidence that informs this priority?**  **(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)**  **Learning and Teaching has been a key focus for Stewarton over the last 4 sessions.** Local authority learning visit highlighted that there is an increased need for consistent application of aspects of learning and teaching approaches agreed by the whole school. There are aspects of very good practice but these are not being demonstrated consistently in learning and teaching.  4 year plan for self-evaluation cycle established 2022 to cover the period 2022-26.  2022-23 focus was on pupils taking responsibility for learning and re focus on study skills.  2023-24 continued focus on responsibility for learning and reintroduction of faculty engagement visits to complement peer evaluations carried out by staff in faculty and learning walk throughs.  2024-25 – focus on self-evaluation engagement by learners – creation of Learning Champions group. Revision of self-evaluation calendar to create focus on professional enquiry. All staff to undertake practitioner enquiry relating to identified priorities in PRD and faculty improvement plan.  Through self-evaluation, decision taken to focus on setting out key consistent elements of the Stewarton Effective Inclusive Lesson – to combine identified need to make inclusion and engagement a key element of our consistent aspirations.  Staff, pupils and parents consulted on elements of the **Effective Inclusive Lesson and outline launched May 2024.**  Circle framework training provided – initial focus on creating a positive environment to promote inclusion.  All staff focus on key structure of lessons following **Effective Inclusive Lesson.**  Revision of 4 year plan in line with findings from self-evaluation and EAC Learning Visit Jan 2025:  Self-evaluation confirmed that teaching staff had chosen to focus peer evaluation in faculty. Next steps identified as requirement to insist staff work with colleagues outside faculty with a focus on consistent application of learning and teaching expectations.  Ensuring that learning is set at the right level of pace and challenge for all young people. During the Learning Visit there were fewer lessons demonstrating evidence of high quality learning and teaching experiences than in faculty self-evaluation and faculty engagement visits. Focus then identified to further emphasise consistency by the sharing of practice in a more directed structure across departments.  • Decision to implement a revised plan to cover 2024-5 to 2026 – 2027 session.  Rationale to take each section of the lesson in turn – start, main body and end, in turn.  Decision to initially focus on start due to feedback from learning visit that in “observed lessons, learning intentions and success criteria are not consistently, shared, understood and are not routinely revisited during lessons. The school should work to develop and broaden the relevance of tasks and activities to ensure young people understand the context in learning.”  This has been the focus of peer to peer self-evaluation March – May 2025. Collective reflections on progress during staff meeting 18th June.  Confirm importance of pace and challenge through active learning approaches and effective questioning in the main body of the lesson.  • Staff should now build on the most effective practice to plan more creative and challenging learning that continues to meet the learning needs of all learners. This should enable all young people to experience a range of well-planned active learning approaches.  Self-evaluation has identified the need to ensure that all aspects of the curriculum provide a clear focus on inclusion and ensuring that effective pathways are in place for all young people. Data analysis, including attainment, attendance and stay on rates indicate that our curriculum offer continues to provide strong progression pathways for the middle 60% and highest 20% attainers. Progression opportunities for the lowest 20% have been impacted by the reduction in the availability of college courses. Need to address through increased creativity.  Initial progress towards this has been effective through diverse curricular arrangements across faculties and through bespoke opportunities in the Hive. Need to continue this focus on effective pathways and ensure more opportunities for L5 and L6 learning take place within each department. | | | | | | | | | | | |
| **NIF key drivers:** | **Teacher & practitioner professionalism** | | | **School & ELC improvement** | | | **Parent/carer involvement & engagement** | | | **Curriculum & assessment** | |
| **HGIOS4 QIs:** | **1.1** | | **2.3** | | **1.2** | | **2.2** | | **2.7** | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | | | | **N Our Wellbeing** | | | **N Our attainment** | |
| **Outcomes for our learners**   * ***what do we want to improve/change?*** * ***who is the target group?*** * ***by how much?*** * ***by when?*** | | **Our actions/Approaches/Interventions**   * ***what are we going to do?*** * ***how are we going to do it?*** | | | | **PEF** | **Who**  **Who will lead this work?** | **Measures**   * ***how will we measure this?*** * ***what ongoing information will demonstrate progress?*** * ***what does “better” look like?*** * ***how will we recognise better when we see it?*** | | | **Review/milestones**   * ***monthly?*** * ***termly?*** * ***on track to meet deadlines/targets?*** |
| 1. Further embed progress in delivering our revised curriculum offer that meets the needs, and progression pathways of all young people, taking into account our local and national context.   Focus on this will benefit all young people as we build addition opportunities for recognising attainment and achievement as well as IDL and skills based learning in the BGE.  Curriculum structure to support increased free choice in the timetable and greater breadth of courses in senior phase will benefit all young people, particularly YP who are in lowest 20% of attainment on our data.  By end of session 2025-26 all faculties to have progression pathways in place for pupils in lowest 20% to maximise levels of attainment. | | Curriculum school improvement group to support ongoing evaluation of curriculum in each faculty. All faculties to review the range of courses provided to ensure there are appropriate pathways for all learners.  Purchase of and training in Timetabler software going ahead to support Timetabler to offer free choice progression in senior phase.  Level 4 and non-exam level 5 full courses available in every curricular area by new timetable May 2026.  Currently in place:   * English – Literacy and Communication, Scottish Studies * Mathematics & ICT – Apps of Maths, Numeracy Award, PC Passport,Cyber Security * Technologies – Practical Woodwork, Furniture making, enterprise * Social Subjects – Travel and Tourism, Criminology, * PE – Sports Leadership, PE N5, * Home Ec – Practical Cookery   **BGE –**  IDL courses / arrangements currently in:  Design and Technologies; Social Subjects; English and PSE; STEM opportunities in Science, Maths & IT | | | |  | SIG – Curriculum (DD chair)  PT of Faculties  DHT timetabler | * Pupil and parent feedback through focus group * Less than 1% of pupils not placed in first choice in S5/6 * Less that 3% pupils not placed in first choice in S4 * Reduction in pupil referrals. * Curricular offer expanded. * Pupil and staff evaluations   Use options process from Nov onwards to ensure new courses are planned into the curriculum | | | One session. Curriculum to be reviewed on an ongoing basis throughout year.  Regular meetings of Curriculum School Improvement Group.  Timetable meetings in October to confirm courses to be offered.  Analysis of timetable and options through timetable software. |
| 1. Learners will experience consistent, verygood learning and teaching through a focus on shared expectations of high-quality learning & teaching and identification of best practice.   This will be embedded through with agreed self-evaluation strategies to support a consistent, high quality learning experience for all.  . | | * All teaching staff will ensure the current whole school focus for L & T is central to lesson planning during session. For session 2025-26*Link to Effective Inclusive Lesson – Middle.*   **e.g. Effective use of skilled questioning to develop active thinking for all pupils** [onenote:https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/SiteAssets/Stewarton Academy Learning & Teaching Policy Notebook/Teaching Approaches.one](onenote:https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/SiteAssets/Stewarton%20Academy%20Learning%20&%20Teaching%20Policy%20Notebook/Teaching%20Approaches.one#Skilled%20Questioning&section-id=06b7e7ff-0c49-744b-87a4-33a4580fa1a2&page-id=daff5063-37ee-4bc6-94a6-c53c30a582cb&end)   ([Web view](https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/_layouts/15/Doc.aspx?sourcedoc=%7bfb55b86b-74fc-4f9c-a15e-8e1bbed3cad0%7d&action=edit&wd=target%28Teaching%20Approaches.one%7C06b7e7ff-0c49-744b-87a4-33a4580fa1a2%2FSkilled%20Questioning%7Cdaff5063-37ee-4bc6-94a6-c53c30a582cb%2F%29&wdorigin=703&wdpreservelink=1))  Rigorous self-evaluation procedures agreed with focus on learning and teaching.  All members of staff to complete peer observations outwith faculty and share feedback  All staff to undertake and share practitioner enquiry into pedagogy (see section 1 above)  Departmental engagement visits  Focus on pedagogy at inset days and whole-staff meetings.  SLT and PTs to sample pupil views throughout session on learning and teaching.  Development of in-house CLPL programme. | | | |  | SLT lead  F. Hardie  Faculty Heads and Extended leadership team  All teaching staff  CAs | * Evidence of improved learning and teaching (pupil feedback, observations) * Increased sharing of practice among staff. Culture of practitioner enquiry, peer observation and dialogue around pedagogy embedded * Shared understanding of features of an effective lesson. * Self-Evaluation Whole school and departmental calendars * In House CLPL programme tightly focused on key element of learning and teacher – link to Stew-Ed – sharing practice | | | August Inset days – sharing of effective practice – start of lessons.  Launch focus on Effective Inclusive Lesson – Middle August.  Self-evaluation peer visits Sept and October – all staff.  October 2025 inset – StewEd feedback on progress with middle lesson development.  Combine with evaluation from departments and faculty Engagement visit of 2025-26:  Maths, Business and IT: Week commencing 3rd November 2025  Art and Technical: Week commencing 23rd February 2026 |
| 1. All young people experience lessons which embed effective structure and effective use of questioning to develop active learning and appropriate pace of learning. [Skilled Questioning](onenote:https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/SiteAssets/Stewarton%20Academy%20Learning%20&%20Teaching%20Policy%20Notebook/Teaching%20Approaches.one#Skilled%20Questioning&section-id=06b7e7ff-0c49-744b-87a4-33a4580fa1a2&page-id=daff5063-37ee-4bc6-94a6-c53c30a582cb&end)  ([Web view](https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/_layouts/15/Doc.aspx?sourcedoc=%7bfb55b86b-74fc-4f9c-a15e-8e1bbed3cad0%7d&action=edit&wd=target%28Teaching%20Approaches.one%7C06b7e7ff-0c49-744b-87a4-33a4580fa1a2%2FSkilled%20Questioning%7Cdaff5063-37ee-4bc6-94a6-c53c30a582cb%2F%29&wdorigin=703&wdpreservelink=1)) | | All staff revisit professional understanding of **how learning works** to ensure lesson activities are structured to ensure all young people are cognitively active throughout each lesson.   * Planning for pupil thinking in lessons * Ensuring appropriate level of cognitive load through lessons * Ensuring activities consider working memory and long-term memory   Prompt question - how confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?  [Pace](onenote:https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/SiteAssets/Stewarton%20Academy%20Learning%20&%20Teaching%20Policy%20Notebook/Appropriate%20Challenge.one#Pace&section-id=98de9b05-b39e-514e-bfd8-37134b706fbe&page-id=4dda4629-031d-5b4d-b368-66d5e59d3f41&end)  ([Web view](https://glowscotland.sharepoint.com/sites/StewartonAcademyLearningTeachingPolicy/_layouts/15/Doc.aspx?sourcedoc=%7bfb55b86b-74fc-4f9c-a15e-8e1bbed3cad0%7d&action=edit&wd=target%28Appropriate%20Challenge.one%7C98de9b05-b39e-514e-bfd8-37134b706fbe%2FPace%7C4dda4629-031d-5b4d-b368-66d5e59d3f41%2F%29&wdorigin=703&wdpreservelink=1))  All staff to revisit professional understanding of **the purpose of questions:**   * Ensuring thinking **of all pupils** * Retrieval of knowledge from long term memory * Keeping pupils engaged and focused * Making learning visible * Supporting learning from peers   Ensure all staff are familiar with and are making use of the live Learning and Teaching Policy on Teams. · Ensure staff contribute to the exemplification bank which sits inside the Learning and Teaching policy to dovetail with Effective Inclusive Lesson. | | | |  | FH – DHT lead for L & T  PT Parental Engagement  SIG for L & T  Faculty PTs  All teaching staff  Class Room Assist | Focus groups – pupils and staff and parents.  Questionnaires – pupils staff and parents.  Above demonstrate **all most all lessons provide a learning and teaching experience which meets expectations of effective pace and challenge.**  All staff familiar with Learning and Teaching policy sections and text: *Power up your Pedagogy chapters on:*   * *Active Learning* * *Pace* * *Skilled Questioning* | | | Each year DHT to carry out 2 sets of pupil focus group in session – 1 by October 2025 and 2 by end of May 2026.  PT Parental Engagement – Parent Focus groups by same date.  Pupil, staff and parent/ carer questionnaire by November 2025.  Stew-Ed sharing of practice in Oct, Feb and May inset days. |
| 1. All young people involved in making decisions about school life and their learning. | | Expand number of pupils in the Learning Champions pupil leadership group.  Have current group members train new members in feedback approaches which do not identify individual staff and support constructive feedback.  Engage staff in working with this group and explore and develop effective processes to reflect on positive learning outcomes and pupil feedback, whilst sharing good practice.  All faculties embed own pupil evaluation processes to engage young people in giving feedback on learning within faculty. | | | |  | PT HE and Pupil Voice  Learning Champion Pupils  Faculty PTs  DHTs with year group self evaluation | Increase Learning Champions from 6 to at least 12.  Increase faculty volunteers having pupils observe learning and teaching.  CLPL activity build in feedback from Learning Champions.  Every faculty have pupil consultation outcomes displayed on ‘You Said, We Did’ feedback displays.  PT Pupil Voice ensure whole school feedback:  2024-25 data from pupils:  ‘My school takes my views into account’: 43 % (strongly) agree  20% don’t know.  2023-24: 21% (strongly) agree  35% don’t know | | | Additional Learning Champions in place by Sept weekend 2025.  Pupil focus groups and survey report increased elements of pupils being involved in decision making.  Look to achieve stretch aim of 65% (strongly) agree |
| 1. Numeracy focus –   Learners will benefit from common language and approaches outlined in our numeracy support guide for pupils. This will be used to promote home learning and will support families in developing their numerical fluency.  All learners across our **Education Group will experience** opportunities to develop their learning in STEM areas, and will develop an understanding of STEM employment opportunities | | Guide has been in development over last session.  Guide to be shared with pupils, staff, parents and carer.  STEM subjects will use guide as part of PLTA moderation with Education Group  Pupil leadership  STEM subject areas engage with PLTA Moderation and shared planning with Education Group practitioners | | | |  | Maths and ICT faculty  All staff to implement guide | Focus groups and evaluation demonstrate all learners are aware of guide and almost all are applying specified approaches in their learning  Feedback from ECC and primary schools indicating positive engagement with Academy pupils relating to STEM.  Attainment data for STEM subjects demonstrates more accurate gradient of learning in line with other subject areas. | | | Evaluations to be carried out by May 2026.  Attainment data – ACEL and Insight and school level data demonstrates improving trend of % pupils achieving level 4, 5 and 6 numeracy.  Data analysis by end of the session. |
| 1. All pupils report an increased level of engagement in reading. Increased pupil leadership opportunities relating to paired reading, Ready, Steady, Read, Education Group and community outreach. | | Reading School Award Action Plan. Consolidate and embed success at Gold Award level.  Reinforce process for paired reading and wider approaches | | | |  |  | Ongoing measure of literacy tracked for improvement – stretch aim 80% achieving level 4 reading by end of S3.  Feedback from ECC and primary schools indicating positive engagement with Academy pupils relating to literacy and reading. | | | Evaluations to be carried out by May 2026.  Attainment data – ACEL and Insight and school level data demonstrates improving trend of % pupils achieving level 4, 5 and 6 literacy |
| 1. Introducing a strategic approach to STEM to improve quality, visibility, and coherence of STEM across the curriculum | | * Establish a STEM School Improvement Group and early adopter group to co-design and pilot activities, cascading learning and resources back to departments. * Develop and begin embedding a shared STEM Skills framework. * Pilot S1 STEM IDL project within Science. * Curriculum mapping across departments to identify overlaps and opportunities for integration. * Gathering evidence for STEM Nation Award focusing on Leadership, STEM in the Curriculum and Equity & Inclusion. | | | |  | R. Beattie (lead) with PTs Maths/IT, Science and Technologies.  Early adopter group:  J. McCreadie M. Knapper Science TBC R. Cassidy | * Staff feedback from SIG meetings reflects increased confidence and collaboration. * Use of shared skills language in planning, displays, and learner dialogue. * Pupil focus groups on STEM IDL project shows skill application and increased awareness of real-world STEM connections. * Mapping document shows clear pathways and reduced curriculum duplication across departments. * STEM Nation Award self-evaluation framework is actively used and populated with early evidence. | | | * Monthly meetings of improvement group to monitor progress and agree next steps. * Termly review points to reflect on implementation, analyse impact and adjust as needed. * October 2025 STEM pilot launched * June 2026 full review of Year 1 including pupil voice, staff feedback and mapping year 2 priorities |

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| **Our Wellbeing and Belonging: Improvement priority: We want all of our young people to feel supported by people who know them well, and feel included in . 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.** | | | | | | | | | | | | | |
| **Rationale – why is it in the improvement plan? and what is the data/evidence that informs this priority?**  **(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)**  Initial CIRCLE training took place last session based on the physical environment. Session 25-26 will focus on embedding CIRCLE further by moving on to structures and routines. This will be delivered through CLPL sessions, departmental focused working and early adopters SIG. We will also continue to use the CIRCLE tool kit to identify barriers to learning and to put supports in place in order to meet the needs of all learners.  CELTS - Stewarton Academy is one of three secondary schools who are part of a pilot supporting care experience young people S1-3. The school has established Iain Reid as the CELT for the school. The school has received £9000 in order to input supports/interventions which will improve outcomes for our CE pupils. This also includes pupils at risk of becoming CE.  Staff wellbeing highlighted as a priority in recent staff surveys  We are currently moving into year two in session 25-26 of approving attendance in Stewarton Academy. The overall attendance for session 24-25 was 89% and although we have seen no increase in this throughout year one, we have established a much-improved monthly monitoring and tracking system that not only highlights trends and patterns but also measures interventions. We have also created new communication home systems in line with our policy and created inputs for assemblies and PSE. This year we will further embed this and establish a parental engagement program, staff CLPL and employment of another HLW to support attendance. Our stretch aim is 91% for this year for all pupils. | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | | | **Parent/carer involvement & engagement** | | | **Select driver** | | |
| **HGIOS4 QIs:** | **3.1** | | **3.2** | | **2.1** | | | **2.4** | | **2.6** | | | **2.7** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our attainment** | | | | | |
| **Outcomes for our learners**   * ***what do we want to improve/change?*** * ***who is the target group?*** * ***by how much?*** * ***by when?*** | | **Our actions/Approaches/Interventions**   * ***what are we going to do?*** * ***how are we going to do it?*** | | | | **PEF**  **Tick row if it’s PEF-related** | **Who**  **Who will lead this work?** | | **Measures**   * ***how will we measure this?*** * ***what ongoing information will demonstrate progress?*** * ***what does “better” look like?*** * ***how will we recognise better when we see it?*** | | | **Review/milestones**   * ***monthly?*** * ***termly?*** * ***on track to meet deadlines/targets?*** | |
| 1. Meet the needs of all our learners by ensuring the professional knowledge of all staff is developed in reference to effective inclusive approaches, with a particular whole school focus on the Circle Framework   Target group are learners with ASN.  Improve attainment of ASN learners and increase levels of engagement and feelings of belonging in the school community | | * Further training and professional learning for all staff in the Circle Framework – 2025-26 focus on Structures and Routines.      * This will be coupled with the use of the Circle Participation Scale to assess barriers to learning and help to formulate strategies to be used by staff at all levels. | | | |  | DHT for support (BM)  PTSfL  PTPS  DHT support  All DHTs  All teaching and CA staff | | * Use of the participation scale will help to collate evidence of barriers to learning and provide strategies. * Whole school tracking and monitoring will indication improvements in attainment * Attendance data will indicate improvements in engagement. CE attendance stretch aim – 80%. ASN attendance stretch aim- 83.5% * GMWP pupil feedback will be used to create a baseline to measure how positive mental wellbeing, and a sense of safety is impacting how pupils fully engage in learning. This baseline will be used to then build upon the following session | | | * Early adopter group report on their pilot focus on Structures and Routines during August Inset Day. * All staff trial use of Circle self-evaluation material when considering structures and routines by Dec 25 * Improved attainment demonstrated from ACEL and Insight data over last 5 years – check data Aug 2025 and Insight 2026.Attendance data will be tracked and monitored monthly and interventions measured. * This data will be analysed at every tracking period throughout session 2025-2026. | |
| 1. Improved systems for tracking and monitoring all our Care Experienced young people to ensure effective support is provided in an appropriate and timeous way. | | * Use the CE tracker and CEAF to track, monitor and support CE pupils S1-3. * Work with identified pupils to achieve the school CE attendance and attainment stretch aims. * Work with staff and CE young people to reduce exclusions and part-time timetables. * Support young people to plan and run residential/trip to support their needs. | | | |  | DHT for support (BM) and PTPS (IR) | | * CE tracker * Whole school tracking and monitoring will indication improvements in attainment * Attendance data will indicate improvements in engagement. * GMWP pupil feedback. | | | * IR will update tracker as and when supports are put in place. * IR and BM to monitor this monthly throughout 2025-2026. * Authority analysis through CELTS will continue to take place termly. | |
| 1. Committed, knowledgeable and skilled staff (school and partners) who can identify and support CE young people. | | * Delivery of the Promise Award staff training to Stewarton Staff and cluster group. * SLT and IR to support staff to embed the Promise in their daily practice. * BM and IR to support and encourage SLT and PTPS to use CEAF to identify and address pupil need. | | | |  | DHT for support (BM) and PTPS (IR) | | * CE tracker and CEAF assessment tool. * Whole school tracking and monitoring will indication improvements in attainment * Attendance data will indicate improvements in engagement. * GMWP pupil feedback. * Staff feedback * High proportion of staff complete Promise training to achieve school accreditation | | | * I promise training delivered to whole staff Aug 2025 * We promise training delivered to whole staff Sep 2025 * Keeping the promise training and evidenced June 2026. | |
| 1. Improved team and partnership working to support CE pupils. | | * Intensive support program to be created and embedded to support transitions for CE pupils * Recruit, train and support a network of school staff, partners and local business staff to establish a network of Promise Keepers. * Ensure CE pupil voices are heard and embedded in the decision making in the school. | | | |  | DHT for support (BM) and PTPS (IR) | | * Additional staff appointed: * Home link * SfL teacher * Classroom assistants * HLW * Pupil focus groups and questionnaires indicates positive impact articulated by CE pupils * Wider surveys of staff, pupils and carers indicate positive impact | | | * Staff to be appointed by September 2025. * To be completed termly throughout session 2025-2026 | |
| 1. Development of engagement with new school vision statement –   Stewarton Academy: **Best Outcomes for All: Achievement, Leadership, Learning**  The All is intended to emphasis the importance of inclusion, belonging etc. | | * Integrate Vision focus into Up Period – use to unpack Achievement, Leadership and Learning for the pupils. * Continued whole school focus on living school values through assemblies, visuals etc * Embed Stewarton Stars reward system to recognised engagement with school values and link to new Vision Statement | | | |  | HT  PT Attainment and Achievement  DHT Attainment and Achievement  PT HE and Pupil Voice  All staff | | * Reduction in referrals * Reduction in exclusions * Increase in merits * Improved % of staff, pupils and carers expressing they feel safe and nurtured in school in surveys | | | Termly analysis of data on:  Exclusions  Referrals | |
| 1. A strategic focus on improving staff wellbeing to ensure staff are supported to be effective in their roles. | | * Further development of staff expertise, knowledge and confidence in meeting the needs of all learners with CLPL inputs from the Educational Psychologist and specialist partners. * Further develop opportunities for staff across the school to engage with each other socially and professionally. | | | |  | DHT Support (BM)  Social Committee | | * Feedback on CLPL indicates staff feel empowered to support all learners and indicated increased confidence in knowledge and skills re ASN and supporting dysregulated pupils * Staff surveys and focus groups indicate improved morale of staff | | | * CLP embedded in CLPL programme through the session. * Social Committee bank account established by August 2025. * Donations requested by August 2025. | |
| 1. A strategic focus on improving attendance and engagement for all young people. | | * SLT and PTPS to continue to work with all stakeholders to embed attendance systems and policy. * Additionally seek to appoint a second Home Link worker through PEF funding to provide targeted support for young people who are not engaged in school. | | | |  | SLT & PTPS  DHT Support (BM) | | * Stretch Aim - 91% Average Attendance across all year groups * CE attendance stretch aim – 80%. ASN attendance stretch aim- 83.5%. | | | * Attendance data will be tracked and monitored monthly, and interventions measured throughout session2025-2026. | |

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| **Our Attainment, Destinations and Achievements: Improvement priority: What is going to be the focus of this priority?** | | | | | | | | | | | | | |
| **Rationale – why is it in the improvement plan? and what is the data/evidence that informs this priority?**  **(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)**  Ensuring all teaching staff and classroom assistants have clear understanding of levels of progression in the BGE.  Teaching staff to ensure high levels of professional knowledge of moderation and application of bench mark standards in the BGE and use this knowledge to assess and track BGE attainment across each subject area. In order to improve outcomes it is essential that there is effective assessment in the BGE to allow for effective support and challenge for young people’s learning.  Evidence – Attainment data in literacy and numeracy has demonstrated strong outcomes. There has been a slight dip in levels in session 2024-25 due to 10% disrupted learners. However, the overall trend is very positive.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | S3 - 3rd Level | | | | | | | |  | | |  | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Stewarton – Literacy | 82 | 93 | 89 | 84 | - | - | 84 | 94 | 92 | 90 | | Stewarton - Numeracy | 75 | 90 | 99 | 95 | - | - | 96 | 99 | 99 | 95 |   However, the gradient of learning in other subject areas does not present as consistent across the school. See BGE tracking data for last 3 sessions.  **Raise attainment over time by building more pace and challenge into the BGE. In departments the number of pupils achieving level 4 by the end of S3 will increase by 3 %. With the aim of increasing attainment in the senior phase 1@ L5 by 2%, increase 5 @L5 by 2%**  Ensuring a cohesive approach to raising attainment by staff in all roles within the school. The understanding of ‘roles and responsibilities around attainment require to be more clearly defined at all levels.’ (EAC Learning visit report, p. 3). Faculty engagement visits, link meetings and attainment analysis highlight inconsistences in raising attainment approaches across facilities. Increased professional learning about the leadership actions of the extended leadership team to be prioritised and facilitated.  Evidence – pupil focus groups and questionnaires, parent focus groups and questionnaires, staff focus groups, staff surveys, collation of learning observation records, feedback from EAC Learning Visit, regular attainment meetings with faculties, attainment data analysis via Insight, whole school tracking, dept tracking, SQA data analysis. | | | | | | | | | | | | | |
| **NIF key drivers:** | **Performance information** | | | **Curriculum & assessment** | | | | **School & ELC leadership** | | | **Teacher & practitioner professionalism** | | |
| **HGIOS4 QIs:** | **3.2** | | **3.3** | | **1.1** | | | **2.2** | | **2.3** | | | **2.4** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our Wellbeing** | | | | | |
| **Outcomes for our learners**   * ***what do we want to improve/change?***   ***who is the target group?***   * ***by how much?*** * ***by when?*** | | **Our actions/Approaches/Interventions**   * ***what are we going to do?*** * ***how are we going to do it?*** * **•** | | | | **PEF**  **Tick row if it’s PEF-related** | **Who**  **Who will lead this work?** | | **Measures**   * ***how will we measure this?*** * ***what ongoing information will demonstrate progress?*** * ***what does “better” look like?*** * ***how will we recognise better when we see it?*** | | | **Review/milestones**   * ***monthly?*** * ***termly?*** * ***on track to meet deadlines/targets?*** | |
| Ensure that ACEL data is consistent across all curricular areas. Currently we have clear gradients of learning being demonstrated in some departments. Clarity around achievement of a level needs to be sought | | * Moderation of pupil work within the BGE to build a shared understanding of standards. * Professional learning to support staff to use questioning more effectively to develop higher order thinking skills. • The majority of lessons will use differentiated success criteria to provide increased challenge for learners at levels 3 & 4. * Target groups for achieving level 4 identified in S3 and tracked to ensure appropriate pace and challenge | | | | ü | DHT Attainment  PT Raising Attainment  HT, other DHTs, PTs | | Pupil focus groups will provide feedback on pace and challenge.   * Need to ensure that there is a gradient of learning in all subject areas. For the Stewarton cohorts, expectation is that 75 - 80% of pupils will have achieved level 4 by the end of S3. 90-95% of pupils should have achieved level 3.   • Departmental BGE tracking will show progression in level 3 and level 4 over time. | | | 2 Attainment meetings per session  Link meetings between HT/DHT/PT  Whole school attainment data at BGE exit point in May 2026  All BGE tracking points – see whole school calendar (3 x per session for each year group).  Termly meetings between HT and QIO  Annual ACEL data check | |
| Departments will increase attainment at level 5 by at least 2% in S4.  Departments will increase the number of A/B passes by at least 3%. | | Departments will evaluate pupils’ performance in component parts of courses (including reintroduced assignments where appropriate) and develop clearly identified targets for level 5 attainment based on self-evaluation of previous data.  Target groups of S4 pupils identified in each department for increase in C passes and A/B passes and supported and challenged as appropriate. | | | |  | DHT, All PTs, teaching staff | | Attainment will improve in identified areas and groups by 2%.  • Departmental tracking will show improvement over time. | | | Attainment meetings per session  Link meetings between HT/DHT/PT  Attainment meetings per session  Link meetings between HT/DHT/PT | |
| 1. Improvements in attainment for pupils in S5 and S6 | | * Improve systems for curriculum offer and curriculum choice to ensure all young people select their best 7 subjects in S4 and best 5 in S5 and S6. * Robust tracking points and intervention by PT Attainment, PT Faculty and year DHT to ensure targeted support/ intervention if young people are not maintaining suitable progression. * More effective use of tracking to ensure pupils able to access the highest possible level of numeracy and literacy at each stage. | | | |  |  | | * Whole school tracking will show improvement over time and an increase of pupils achieving 5 @ 5 by 3%.  (Aim for 73% A- D) * Year on year improvement in pupils achieving 5 @ level 6 and 3 @ level 7 * 1@L6 to increase by 5% * 5@ L6 to increase by 3% 24% increase to 27%   Year on year improvement in school leavers attainment in literacy and numeracy @ L 4, 5 and 6 | | | Sept Insight data analysis  Feb Insight update  Feb Insight update  PT Attainment to analyse tracking data throughout the session – 3 tracking points for all year groups, plus sharing of prelim results and estimates  Targeted support planned for identified pupils – see PT Attainment tracking data. | |
| More effective use of tracking by all teaching staff to inform learner conversations and to ensure L & T is built on prior learning. Staff to understanding their roles and responsibilities in terms of tracking. | | * Further enhance 2 attainment meetings with each department during the session to ensure all faculty staff engage in analysing data. All faculty staff to attend follow up DM to reflect on attainment meetings with SLT. * Link meetings between PT and DHT have BGE and Senior Phase attainment as standing item – year group tracking and faculty to be the basis of the discussion. * DMs to have Attainment as standing item – information provided by PT Attainment to be discussed and analysed and targeted support planned. | | | |  | PT Faculty, DHT for attainment,  PT Attainment.  PT Faculty/ Department All teaching staff | | * Appropriate gradient of learning evident in all faculty tracking. * PTs and teaching staff report increasing engagement with whole school tracking and insight. * DM meetings - fortnightly | | | PT Attainment to analyse tracking data throughout the session – 3 tracking points for all year groups, plus sharing of prelim results and estimates  Targeted support planned for identified pupils – see PT Attainment tracking data.  PT Attainment attending DMs – engaging with PT of each faculty.  DHT for year groups analysing results on a 3 weekly pattern in line with HT/ DHT link meetings.  DM Meeting Minutes and Link Meeting minutes | |
| Improvements in attainment interventions | | * PT Attainment to develop focused info to staff to ensure pupils are named for departments in terms of stretch aims. This is to ensure all staff area aware of particularly important subjects areas for individual young people for overall attainment. | | | |  | PT Attainment | | * PT Attainment tracking of induvial pupils – shared with all staff to highlight pupils at risk of not achieving | | | Tracking data focus on attainment interventions for particular pupils.  Whole school tracking and attainment intervention tracking analysed to track progress. | |
| Presentation policy to reflect aspirational stretch aims for qualifications.  Need to ensure consistent high levels of aspirational presentation in all faculty areas. | | * Presentation policy to be updated. * Stretch aims for levels of presentation in each subject area agreed for each level and session. * PT Attainment will have regular check-ins with PT faculty in addition to attainment meetings. | | | |  | Whole School policy by PT Attainment and DHT.  Dept by PT Faculty  PT Attainment | | * Presentation levels analysed by PT attainment at each tracking point – feedback to faculty PTs, SLT and staff to focus on maintaining highest level of presentation possible. | | | * Attainment review meetings 3 times a session. * Updated presentation policy ready by October 2025. | |
| Need to ensure tracking of achievements is even more robust and tracking is used to support learners engage in the life of the school and achieve in interests outside of school | | Pupil achievements map created and electronic system in place to support data entry | | | |  | D Dodds and IT staff | | All pupils populated onto database.  Tracking system launched with all pupils at start of term.  All pupils have entry within first term | | | By end of June 2025  By end of August  By October week | |
| Tracking of pupil leadership across the school to celebrate pupil achievements | | * Pupil achievements map created, to collate pupil leadership across the whole school. This will be updated for the 2025-26 session and a new system will be introduced, using Power Automate, to gather and populate the information. This will highlight successful pupil initiatives across the school, improving pupil engagement. | | | |  | PT HE and Pupil Voice/ Learner Participation | | Use pupils achievement data base, merits, and achievement celebrations to track pupil achievements | | | Achievement tracking fully in place by Sept 2025 – build on pilot of 2024-25 | |

**Summary of Improvement Plan directly linking to Education Service Improvement Plan**

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| **Our Leadership**    We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate professional learning and experiences to promote leadership in every classroom, playroom and centre. | **Teaching and Learning Together**    Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. Staff will be supported to deliver in new and innovative ways by accessing professional learning relevant to their needs and those of our young people. |
| * Continue to develop staff skills in Self-Evaluation, Professional Review and Development and Career Long Professional Learning to further embed a culture of agency for all staff to focus on improving engagement, pedagogy and classroom practice. All teaching staff to focus on an aspect of practice to improve through self-evaluation and practitioner enquiry, as reflected in their PRD process. * Ensure consistency of effective learning, teaching and assessment is embedded through emphasis on staff leadership with all staff taking responsibility for ensuring every learning experience and all pupil conduct in line with expectations established in Effective Inclusive Lesson Guidance. All staff will fully engage in leadership of self-evaluation for improvement through active participation in the 3 stipulated types of observations set out in Stewarton’s Self-Evaluation Calendar * Pupil leadership opportunities offered in a structured manner to all year groups and all elements of the student body. This to be done through School Pupil Improvement Groups – eg   Pupil learning and teaching group, taking responsibility for their own learning, study skills, flipped learning, active learning, feedback etc. **Effective inclusive lesson guidance will include pupil section.** | * Curriculum school improvement group to support ongoing evaluation of curriculum in each faculty. All faculties to review the range of courses provided to ensure there are appropriate pathways for all learners. * All teaching staff will ensure the current whole school focus for L & T is central to lesson planning during session. For session 2025-26the focus is on the middle section of lessons: * Effective use of skilled questioning to develop active thinking for all pupils * Rigorous self-evaluation procedures agreed with focus on learning and teaching. * All members of staff to complete peer observations outwith faculty and share feedback * Ensure staff contribute to the exemplification bank which sits inside the Learning and Teaching policy to dovetail with Effective Inclusive Lesson. * Expand number of pupils in the Learning Champions pupil leadership group. Have current group members train new members in feedback approaches which do not identify individual staff and support constructive feedback. All faculties embed own pupil evaluation processes to engage young people in giving feedback on learning within faculty. |
| **Our wellbeing and belonging**  We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages. | **Our Attainment, Destinations and Achievements**  We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels. |
| * Further training and professional learning for all staff in the Circle Framework – 2025-26 focus on Structures and Routines. * Committed, knowledgeable and skilled staff (school and partners) who can identify and support CE young people. Improved tracking to support this. * A strategic focus on improving staff wellbeing to ensure staff are supported to be effective in their roles * A strategic focus on improving attendance and engagement including investment in additional resources Appoint second Home Link worker through PEF funding to provide targeted support for young people who are not engaged in school. There will also be a nurture focus link for this role * Development of engagement with new school vision statement –   Stewarton Academy: **Best Outcomes for All: Achievement, Leadership, Learning**  The All is intended to emphasise the importance of inclusion, belonging etc. | * Ensure that ACEL data is consistent across all curricular areas. Currently we have clear gradients of learning being demonstrated in some departments. Focus to be on Moderation of pupil work within the BGE to build a shared understanding of standards. * Departments will evaluate pupils’ performance in component parts of courses (including reintroduced assignments where appropriate) and develop clearly identified targets for level 5 attainment based on self-evaluation of previous data. * Improve systems for curriculum offer and curriculum choice to ensure all young people select their best 7 subjects in S4 and best 5 in S5 and S6. * Robust tracking points and intervention by PT Attainment, PT Faculty and year DHT to ensure targeted support/ intervention if young people are not maintaining suitable progression. * Pupil achievements map created, to collate pupil leadership across the whole school. This will be updated for the 2025-26 session and a new system will be introduced, using Power Automate, to gather and populate the information. This will highlight successful pupil initiatives across the school, improving pupil engagement |