# Summary of Improvement Plan 2025-26

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| School/ Centre  Vision and Values  (reviewed and updated January 2024) | 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.  . |

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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 |