

East  
Ayrshire  
Council  
Education  
Service  
St. Joseph's Academy



Establishment  
Improvement  
Plan  
2025-26

<b>School Improvement Plan</b>	St. Joseph's Academy, Kilmarnock
<b>Head Teacher</b>	Joe Kane
<b>Date Submitted</b>	22/08/2025

<b>School / Centre Vision and Values</b>	<p><b>Vision and Values – Further Detail:</b>  <a href="https://blogs.glowscotland.org.uk/ea/stjosephsacademy/vision-values-aims/">https://blogs.glowscotland.org.uk/ea/stjosephsacademy/vision-values-aims/</a></p> <p>We see every young person, teacher, staff member, parent/carers and partner as a unique and important person made in the image and likeness of God. Our vision is to foster a culture of academic and spiritual aspiration which is tangible in the work ethic and dedication of our staff, and in the application and commitment of our pupils. We look to our patron, St. Joseph the Worker, as an example of the care, compassion and trust we strive to witness to for the greater good of our school community.</p> <p><b>RESPECT   EQUALITY   AMBITION   COURAGE   TRUTH   SERVICE</b></p>
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## 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.

<b>SIP Consultation included the following stakeholders:</b>	<b>Complete</b>	<b>Content of plan</b>	<b>Complete</b>
Children and Young People	✓	Takes account of strategic priorities outlined in the Education Service Improvement Plan. <a href="https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf">https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf</a>	✓
Parent Council and Forum	✓	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. <a href="https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf">https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf</a> <a href="https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/">https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/</a>	✓
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: <a href="https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/</a> CEF: <a href="https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/">https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/</a> SEF: <a href="https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/</a>	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
<b>Head Teacher / Head of Centre Signature: J Kane</b>		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**

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
<p>The majority of decisions that impact young people are taken at department and class level. All departments, over the past three sessions, have developed and implemented extensive Pupil Voice activities as they relate to our core business of Learning and Teaching.</p> <p>Data taken from Pupil Voice informs staff work around resourcing and support, and influences department level improvement planning on an annual basis.</p> <p>The pupil leadership (Senior and JLT) teams work with SLT to engage in various improvement activities throughout the session. Already, they have contributed to enhanced materials for use at our P7/S1 Information Evening in September, and pupils worked with SDS to lead on national resource generation to support the options process, which has been launched by SDS this session.</p>	<p>As we enter session 2025/26, our Parent Council is experiencing a period of significant change. An entirely new cohort of parents will take on office bearer roles. Changing work commitments and the fact that the children of longer serving members have moved on has resulted in need for a re-launch. There are several experienced representatives interested in joining the Parent Council, and office bearer roles will be confirmed at the AGM in October.</p> <p>As part of our work around meeting learners needs, we have consulted with parents/carers. As we progress this session's priorities, the Parent Council and wider Parent Forum will be consulted on all areas for improvement and updated on progress in line with standard procedures. At the first Parent Council meeting of the session, those present had the opportunity to inform finalisation of this SIP in advance of the formation of a new Parent Council in October.</p>

## 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.

*Our  
Vision*

*"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

### **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;

## 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:

- 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. Performance information



### Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

#### **SAC organisers:**

- Learning and teaching
- Leadership
- Families and communities

## East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
<b>1: Our Leadership</b>	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.	<b>Priorities for 2023-26:</b> <ol style="list-style-type: none"> <li>1. Our children and young people feel respected, listened to and influence change</li> <li>2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people</li> <li>3. Our children and young people feel safe</li> <li>4. Our children and young people have the best start in life</li> <li>5. Our children and young people's mental health is improving</li> </ol>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Wellbeing</li> <li>• Fairness</li> <li>• Sustainability</li> </ul> <b>Action areas</b> <ol style="list-style-type: none"> <li>1. Youth voice and participation</li> <li>2. Lifelong learning and skills development</li> <li>3. Empowering communities</li> <li>4. Wellbeing and inclusion</li> </ol>
<b>2: Teaching and Learning Together</b>	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
<b>3: Our Wellbeing and Belonging</b>	We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.		
<b>4: Our Attainment, Destinations and Achievements</b>	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.		

**Our Leadership: Improvement priority: Improve staff confidence in the use of AI; Align CLPL activity to SIP priorities in advance of 26/27; Launch agreed whole school guidance and branding for staff and pupils as it relates to Pupil Voice.**

## **AI**

Staff are encouraged to explore the emergence of AI as means by which streamlining of internal administration and processes can lead to better use of time to engage in improving outcomes for learners. At class teacher level, use of generative AI linked to learning and teaching and resource development is a clear starting point, particularly when aligned to our ongoing focus of Meeting Learners' Needs. Unlike other areas of priority, strategic engagement with AI is a response to the dawn of AI, rather than a priority that stems from internal data trends.

## **Improving Practice - CLPL**

Well established internal CLPL has laid the foundation for an increased focus on progression of SIP priorities. The annual calendar evidences a culture of leadership at all levels. Staff feedback suggests the sessions offered over the past three years have been of benefit but with a largely static staff cohort in terms of personnel, gains in offering the same sessions annually reduce over time. Some departments are moving towards a model of Practitioner Enquiry, and progress will be used as a test of change as we establish how best to take a structure that has worked well in recent years and ensure that it aligns more closely with annual SIP priorities and improved outcomes for learners in forthcoming sessions.

## **Pupil Voice**

Work undertaken at department level in recent sessions has resulted in significant evidence of Pupil Voice activity and learner agency. There is a need to now collate approaches at department level to produce a coherent overview of where, when and how Pupil Voice shapes learner experiences across the academic year and throughout the school. This area of focus also links to our launch of The Promise, in that targeted groups will be required to engage in specific Pupil Voice activities to provide an evidence base for improvement over time. 'Our Voice' will be launched across the school as a means by which young people can clearly identify where and how their voice informs change for their benefit.



<b>NIF key drivers:</b>	<b>School &amp; ELC leadership</b>		<b>School &amp; ELC improvement</b>		
<b>HGIOS4 QIs:</b>	<b>1.1</b>	<b>1.2</b>	<b>1.5</b>	<b>2.3</b>	
<b>ESIP key priorities:</b>	<b>1.1, 1.2, 1.4, 1.5, 2.6</b>				
<b>Outcomes for our learners</b>	<b>Our actions/approaches/interventions</b>	<b>PEF</b>	<b>Who</b>	<b>Measures</b>	<b>Review/milestones</b>
<p>While Pupil Voice activity is extensive and aligns with HGIOURS and Learner Participation Policy, pupil recognition and understanding of when and where their opinions are gathered and considered remains variable.</p> <p>Clear guidance and supporting materials will assist pupils to recognise the agency they have within our school. The outcome being that pupils feel heard and valued and can articulate the same.</p>	<p>Produce pupil friendly guidance, which highlights when, where and how pupil views are considered across the school.</p> <p>Particularly successful branding of Pupil Voice in one department will inform wider discussion with PTs as to potential adoption across all departments. This overtakes a wider dormant priority of continuing to develop the school environment by creating branding for QIs at pupil level. We have branding for some aspects of HGIOS, with Pupil Voice an area to develop this session.</p> <p>Our approach to considering pupil voice and rights is shared with parents/carers.</p>		<p>J Kane</p> <p>PTs</p> <p>D Howson</p>	<p>Pupil Voice activity should evidence increased awareness of where pupil views are considered and acted on.</p> <p>Ongoing evidence of department level activity will demonstrate engagement; pupil feedback will demonstrate progress in terms of awareness. All Pupil Voice activity is monitored and captured via already existent QA calendars and processes.</p>	<p>Termly via internal QA calendar</p> <p>Upon completion of overview by December 2025.</p> <p>Launch of branding across the school during session 25/26 following input at PT/SLT meeting.</p>
<p>AI Outcomes are difficult to measure across one academic year only, but class teacher engagement will focus on the ways in which AI can assist in generating differentiated materials that can better support meeting the needs of individual learners. The knowledge base staff already possess will drive generation via AI. At this stage AI work is primarily a CLPL focus for staff, with outcomes evident in later sessions for learners.</p>	<p>PT/SLT will consider the use of AI to streamline process such as minute taking, agenda generation, analysis of tracking and monitoring and planning as it relates to elements of Quality Assurance.</p> <p>PTs and SLT will also look to utilise AI to extract patterns from data and feedback that is already recorded as part of our ongoing Learning and Teaching focus on Meeting Learners Needs.</p> <p>Consideration will be given to incorporating elements of 'Scotland's Artificial Intelligence Strategy' at SLT level.</p>		<p>PTs</p> <p>Teaching Staff</p> <p>SLT</p>	<p>Department Level Standards and Qualities reports will reference engagement with AI and the ways in which AI is beginning to streamline administrative tasks and resource creation. In turn, use of AI should free staff up to focus more on interventions and feedback, which is linked to our LT focus on pace and challenge.</p> <p>A degree of professional autonomy exists on an individual teacher basis, with encouragement and exemplification part of Whole Staff meetings this session.</p>	<p>Termly via internal QA procedures between SLT and PTs</p> <p>Whole Staff Meeting given over to the use of AI as a generative tool for staff.</p>
<p>CLPL - Move towards Practitioner Enquiry/Closer links to SIP priorities.</p>	<p>The PE department are progressing with an internal Practitioner Enquiry this session. The process, challenges and findings will be shared via PT/SLT meetings, as we look to</p>		<p>All Staff</p> <p>PE Staff</p>	<p>Development of revised calendar in advance of session 2026/27.</p>	<p>Review upon completion of Practitioner Enquiry and aim to develop guidance for other departments.</p>

<p>By extension, learners should benefit from staff engagement with CLPL that aligns to SIP priorities. Practitioner Enquiry, as an area to be explored, promotes collegiate learning and closer alignment in practice across the school.</p> <p>Internal QA of Learning and Teaching is embedded in our calendar, with extensive supporting evidence collated in recent years and viewed very positively during the local authority visit. This session, PTs will participate in visits to other departments, as well as other schools as initial steps towards broadening the number of staff engaging in outward QA activities.</p>	<p>evolve our well established and successful internal CLPL offering to consider how to best utilise CLPL to meet SIP priorities. Technologies will also begin to look at a practitioner enquiry on the use of AI, with Pastoral Care having started work on Attendance.</p> <p>PTs will engage in inter-authority visits as part of an agreement between Secondary HTs to evolve early steps taken last session.</p>		<p>Technologies Staff Pastoral</p> <p>PTs</p>	<p>Review impact, success and challenges of practitioner enquiry in some departments, with guidance produced to encourage staff to consider utilising CLPL time at department level in 26/27 to collaborate on Practitioner enquiry tasks.</p>	<p>Ongoing as per agreed cycle of inter-authority visits and dependent upon school sharing calendars/plans for QA of learning and teaching.</p>
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**Teaching and Learning Together: Evolution of well-established work on Meeting Learners' Needs to focus on Questioning and Pace/Challenge in the BGE; Focus on reliability and robustness of devolved S3 tracking data and interventions at department level and how this data informs whole school tracking.**

**Rationale**

**Pace, Challenge and Questioning**

Over the past three sessions, we have overtaken a significant amount of work on Meeting Learners' Needs. The profile of our school is changing, and post-COVID, there were, and still are, a range of challenges associated with motivation and attendance. These factors led to an extensive focus on meeting needs across all departments, and informed learning and teaching and QA priorities.

Through analysis of an extensive body of evidence, staff have identified that Pace, Challenge and Questioning (within the BGE) are areas of focus for the next improvement cycle.

**Evidence used:**

- 55 Departmental QA Calendars
- 178 departmental observations
- 167 Pupil Voice Activities in departments (surveys, questionnaire or focus groups)
- 4390 pupil responses captured at dept. level
- 11 SLT Department QA Visits comprising 127 classroom observations
- 3 whole staff surveys (103 responses)
- 3 S1-6 Pupil surveys (469 responses)
- 5 LEARN pupil focus groups (37 learners involved)

**Examples of highly effective practice (HGIOS4) that will inform our work.**

- We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners
- Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.

## BGE Tracking and Monitoring

Over the past three sessions, almost all departments have developed clear local procedures to track and monitor in the BGE. This is part of longer-term work to review and align department tracking in the BGE with Whole School Tracking in the BGE. This session, quality assurance processes will focus on the reliability and robustness of the judgements that inform the data recorded, including the method of assessment, the progressive nature of course delivery and the correlation between department level tracking data in S3 and subsequent attainment in S4.

All systems will be reviewed to draw out areas for improvement, and to establish where across the school S3 BGE data can be regarded as reliable, in advance of that data informing whole school tracking.

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment				
HGIOS4 QIs:	1.1	1.2	2.3	3.2			
ESIP key priorities:	2.1, 2.5						
Outcomes for our learners		Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
Learners' experiences will draw from a wider range of resources (AI focus) that promote pace and increased challenge, while also allowing the teacher to work more closely with those not on track or with gaps in learning.  Whole staff meeting input will focus on internal examples of a challenging BGE offering.		Linked to the second point within this priority, analysis of S3 internal tracking data via QA procedures will help identify where there are potential gaps in challenge i.e. significantly strong S3 attainment trends that have not led to similarly strong S4 attainment and/or overt gaps in S3 attainment whereby learners are either tracked as only very strong or very weak in terms of progress, leaving a gap in the middle 60).			Curricular PTs  Class Teachers	In relation to integrating use of AI to streamline processes, it is very difficult to measure impact in one academic session. 'Better' will be evidenced by examples of where use of AI has assisted staff to streamline tracking, differentiation and resources created, where those resources help evidence greater challenge in S3 attainment data.	Termly, and via calendared HT/DHT/PT QA meetings by way of update.

Outcomes will be at learner level within individual subjects, whereas the focus in some departments will be cohort level exposure to appropriate pace, challenge.					
Learners in S3 benefit from whole school tracking interventions and increased rigour around the purpose and validity of assessment tools and judgements during S3.	Individual PT QA meetings with link DHT and HT in August/September to focus on robustness of department level trackers which have been developed over the past three years. Interrogation of data, with exemplification of progression will lead to a determination as to reliability. In general, around 70% of learners in S3 should then progress to attain at or beyond their projected level by the end of S4. There is a 30% margin built in to allow for the realities of increased challenge, attendance impact etc. in SQA courses.			<p>Where we identify issues at department level, their own DIP for this session will focus on S3 assessment and tracking as a key priority, with ongoing review as the year unfolds.</p> <p>Where there is data that is regarded as reliable, consideration as to any additional assessment that may solidify, or further teacher judgements will be given due consideration at department level and will again be reflected in DIPs.</p>	<p>August 2025 September 2025</p> <p>Then ongoing against dates in individual DIPs.</p>

## **Our Wellbeing and Belonging: Improvement priority: Improving attendance intelligence to encourage parents/carers to ensure young people attend school. Implementing 'The Promise' .**

### **Rationale**

#### **Attendance**

East Ayrshire Secondary Schools average attendance last session was around 85.6%. St. Joseph's average was 85.9%. Thorough data analysis and revised internal policy has prevented further deterioration in attendance data for the majority of those attenders at less than 20%. However, there is clear need, as is the case nationally, to continue to focus on encouraging and supporting families to ensure that young people attend school. There is also need to continuously reflect on internal steps that can be taken to promote attendance. While percentages should be viewed with caution (given a near 1:1 correlation between young people and percentages), data also demonstrates the following gaps.

ASN – 9% gap in attendance, Care Experienced – 8% gap in attendance, SIMDQ1 v SIMDQ5 – 6% gap in attendance, FSM – 11% gap in attendance.

While some of the above challenges are not unique to St. Joseph's, it does provide clear target groups for improving attendance rates this session. In addition, across the broad cohort, transient absence in S2 and S3 is an emerging pattern, with early data from 25/26 suggesting an S3 focus in the early part of the new session would be of benefit.

#### **The Promise**

Aligned with local priority 3.3, all staff will complete The Promise training in August 2025. Staff will be made aware of The current iteration of The Promise plan - <https://thepromise.scot/resources/2025/strategic-workplan-2025-26.pdf> with key staff considering how best to measure the impact of Pastoral Care input with Care Experienced learners.

NIF key drivers:	School & ELC improvement		Parent/carers involvement & engagement			
HGIOS4 QIs:	3.1	2.1	2.4	2.7		
ESIP key priorities:	3.3, 3.6					
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
Care Experienced learners will be aware of extensive and whole staff training on ‘The Promise’ and will recognise, in their experience of school, a level of support that reflects the aims of ‘The Promise’.	All staff will complete INSET training and associated modules prior to the September weekend.  PT Pastoral will monitor all provision as it relates to Care Experienced learners, including, but not limited to: participation returns, access to extra-curricular activity, attendance data.			A Duthie  A Boyle  All Staff  PT Pastoral	Staff completion of relevant training will evidence staff awareness and competence in terms of understanding and actioning the aims of the promise.  Funding released for staff completion will support Care Experienced learners specifically, by way of procurement of resource to support learning, and to fund any activities outwith their means where applicable.	85% completion by September weekend meets ‘The Promise’ training target.  On a needs basis and on an ongoing basis for all Care Experienced learners.
Attendance outcomes for targeted groups that emerge from week 10 will improve month to month.  Attendance average will remain clear of EAC average.  S3 attendance target of 88%	We have launched a new approach to notifying parents/carers of attendance levels as follows:  Monthly SMS to all parents/carers outlining current percentages.  Replaced letters with online Forms for completion that allow			Office Staff  Class Teachers (Registration processes)  SLT  PT Pastoral	Internally, attendance is not regarded as a performance measure, as primary responsibility sits with Parents/Carers rather than with the school.  However, we will continue to closely track and monitor cohort and individual attendance statistics in line with enhanced internal	Daily attendance analysis  Monthly universal reporting by%  Targeted individual data gathering via forms on an ongoing basis against monthly data.

<p>S2 attendance target of 90%</p>	<p>parents/carers to select from a range of explanations for absence.</p> <p>Already established a target group of 37 learners based on analysis of data in 24/25 and pastoral intelligence as to immediate circumstances.</p> <p>Revised internal policy and monthly data sharing with all staff which details interventions at Pastoral Care level.</p>			<p>procedures developed over the past three sessions.</p> <p>Internal work last session has led to confidence that our data is robust and accurate. This session's focus is on gathering feedback from parents/carers and learners as to individual reasons for lack of attendance. Extrapolating patterns will inform our self-evaluation of any steps we can take to address barriers to attending.</p> <p>We have developed different feedback forms depending upon the level of absence we are trying to address with families.</p>	
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**Our Attainment, Destinations and Achievements: Improvement priority: Launch of SDS Profile with S2 and S3 Pupils. Devise whole school tracking data across the S3 curriculum (linked to local department work above). Maintain PEF roles pertinent to AP Base.**

## **Rationale**

### **Tracking and Monitoring – S3**

Attainment over time is very healthy compared to the VC across almost all measures, particularly over the past five years. However, local data in September 2025 will likely evidence a drop in internal performance, particularly for the Lower 20% and Middle 60% of S4 learners, how that compares to the VC remains to be seen. This is likely to be a pattern over the coming two or three sessions. In part, this is due to the changing profile of learners, with significantly more learners new to English or with more complex ASN needs than in previous years. We understand fully that this does not automatically mean attainment will reduce, but internal department level BGE tracking shows a general drop in the performance of the middle 60%. The same processes and systems are in place that have been in place during a time of significant strength. However, there is a need to fine tune our approach to whole school tracking for S3 initially. During internal QA meetings in September, we will begin to work with PTs to better understand the Robustness of assessment tools and tracking data for S3 learners, in order to generate a whole school system for intervention akin to that which exists in S4.

### **Pupil Profiling – Skills and Achievements**

We retain extensive data on pupil achievement and participation. However, prior to May 2025, there was no national profiling mechanism to capture this data in a learner friendly manner, or to allow staff and learners to collate and analyse participation via a profile. Use of AI (SIP priority one) will assist in ensuring we have mapped all curricular and wider curricular input correctly in terms of Skills Development and as defined within the SDS framework. This will then inform the support given to learners as we become early adopters of the profiling facility within Glow. Longer term, the features of the software will allow us to extrapolate cohort level data and target curricular input to help cohorts and individuals develop specific skills. Wider achievement records will help target participation of those not yet participating in any internal or outwith groups/activities.

## **PEF**

Well established and successful PEF interventions will remain in place, with most of the resource allocated to our AP Base. The AP Base provides those young people with anxiety and other barriers to learning to engage in school life and attain as much as possible. It involves close collaboration between our AP lead and PTs, both curricular and Pastoral.

<b>NIF key drivers:</b>	<b>Teacher &amp; practitioner professionalism</b>		<b>Curriculum &amp; assessment</b>		<b>Performance information</b>	
<b>HGIOS4 QIs:</b>	<b>1.2</b>	<b>2.2</b>	<b>2.3</b>	<b>2.6</b>	<b>3.2</b>	
<b>ESIP key priorities:</b>	<b>4.2, 4.5</b>					
<b>Outcomes for our learners</b>	<b>Our actions/Approaches/Interventions</b>		<b>PEF</b>	<b>Who</b>	<b>Measures</b>	<b>Review/milestones</b>
All pupils will migrate centrally retained achievement data to the new 'Profile' facility within Glow and as launched by SDS. This will allow pupils to record, recognise and reflect upon their achievements, and to identify areas of wider life that they may wish to participate in moving forward.	<p>Lead staff engaging in SDS webinars in September 2025</p> <p>DHT leading on Learner Participation sharing extensive data with lead staff</p> <p>Programme of migration focussing on S2 and S3 during May and June, with aim being all S2 and S3 will end the year with all Learner Participation data fully migrated to SDS profile.</p> <p>Lead staff to develop proposals for all staff as to how to integrate profile use within curricular areas in the BGE.</p>			<p>D Shearer</p> <p>J Flanagan</p> <p>T Hastings</p>	<p>All S1-S3 pupils will have migrated all data over, and by the end of 25/26 will have full profiles.</p> <p>Staff will continue to work closely with SDS leads to utilise emerging features of the software that allow for cohort level analysis and targeting of opportunity.</p>	<p>Rolling programme of engagement via timetabled classes.</p> <p>Completion by end of study leave given scope to target further during SQA exam diet.</p>
Tracking	Analysis of post INSIGHT release cohort data will allow us to continue to target our ARONA (At Risk of Not Attaining) cohorts. Well established conventions and routines will ensure that those identified as ARONA are well supported to attain Literacy, Numeracy and range of SCQF3 qualifications as a minimum.		✓	<p>J Walker</p> <p>A Buchanan</p> <p>A Boyle</p> <p>PT Pastoral</p>	Broadly maintain L20% leaver data at least in line with VC. Over time, our L20% data has been above the VC. Need this session to ensure those in L20% and on early release also attain as highly as possible via school intervention between October and Christmas.	<p>Post INSIGHT release review of which pupils need to be targeted prior to their leaving data in December.</p> <p>Ongoing ARONA tracking against calendared dates.</p>

Long term commitment to supporting those who are most disengaged via our AP base will result in continued strong attainment for our L20% of learners	Continuation of well established model of support for those with <20% attendance to offer opportunity to attain and achieve, including but not limited to: bespoke provision in AP base, home visits, completion of SCQF2-4 qualifications	✓	J Walker A Boyle A Buchanan	INSIGHT L20% attainment trends over time should continue to demonstrate strong performance against the VC	ARONA Tracking periods and meetings which are calendared quarterly
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### Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> <li>• Staff will begin to implement use of generative AI to support creation of differentiated materials and to streamline administrative process that keep staff from core business which impacts improving outcomes for learners</li> <li>• Well established CLPL programme will evolve to integrate Practitioner Enquiry, initially in three departments, with a focus on attendance and pedagogy</li> <li>• Pupil Voice impact and overview shared with learners and rebranding of pupil voice to ensure consistency across the school</li> <li>• Collation of evidence as it relates to Leadership of Change (QI 1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of extensive and detailed evidence across the previous three sessions has resulted in identification of Pace, Challenge and Questioning as our Learning and Teaching focus this session</li> <li>• The correlation between S3 tracking data and S4 attainment over recent years has led to a focus on the assessment methodologies used in S3, and the robustness of teacher judgements when reviewed against progression data. All departments will review and, where necessary, alter S3 assessment and tracking processes at department level to provide reliable whole school tracking across the curriculum</li> </ul>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> <li>• Extensively revised internal attendance strategy will lead to greater data sharing with parents/carers on a monthly basis.</li> <li>• Where attendance drops to 90%, 80%, 70% or less than 70%, new revised approaches to gathering parental feedback will be deployed using digital technology. An analysis of returns will inform next steps, either internally, or via partner organisations.</li> <li>• All staff will complete 'The Promise' training to ensure that all care experienced learners are supported to reach their full academic potential, and to support their wellbeing needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The new SDS profile within Glow will be utilised to centralise extensive internal achievement data, and to assist pupils in collating their wider achievement over time.</li> <li>• In tandem, pupils will all engage with creating a learner profile that necessitates they reflect upon skills developed and the impact that has had on their readiness for next steps at College, University or through employment.</li> </ul>