
















School/Centre Improvement Plan	Kilmarnock Academy
Head Teacher	Mr David S Rose
Date Submitted	
Session (Date when each year is written)	Session 2023/24

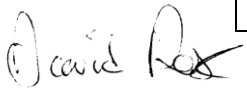
<p>School's/Centre's Vision and Values</p>	<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b><u>VISION</u></b></p> <p><i>Kilmarnock Academy strives, as a community, to ensure that all young people reach their full potential and have opportunities to achieve qualifications, learn new skills, develop as individuals and gain key employability experiences within a nurturing environment.</i></p> <p><b><u>VALUES</u></b></p> <p><b>Respect</b> Valuing one another and treating everyone fairly.</p> <p><b>Determination</b> Encouraging perseverance, resilience and promoting a can-do attitude.</p> <p><b>Compassion</b> Showing empathy, kindness and a willingness to help others.</p> <p><b>Integrity</b> Being true to yourself, honest and behaving in a way that shows strong moral principles.</p> </div>  </div>
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<p>Rationale</p>	<p>In arriving at our improvement priorities, the school took account of national guidance pertaining to improvement planning. The school has linked priorities to the National Improvement Framework (NIF) and will quality assure progress against How Good is Our School (version 4). Targets associated with the NIF have been adopted by the establishment as priorities.</p> <p>East Ayrshire’s Integrated Children and Young People’s Service Plan and East Ayrshire Council’s Community Plan permeate and feed into the Education Service Improvement plan which has been used to draw down relevant priorities to establishment level. This ensures school level priorities are relevant to the national and local direction of travel.</p> <p>The school also took account of the legislative responsibilities in respect of the new education act, GIRFEC, family engagement, health promotion, disability and equality.</p> <p>Locally, the school participated in extensive consultation with all staff including teaching, classroom assistants and other non-teaching staff as well as pupils, parents and partners to ensure our priorities reflected local need and views, as well as delivering key global, national and authority drivers.</p> <p>The SIP incorporates Pupil Equity Funded (PEF) strategies and initiatives based on three agreed work streams:</p> <ol style="list-style-type: none"> <li>1. Learning, teaching &amp; assessment</li> <li>2. School Leadership</li> <li>3. Families and Communities.</li> </ol> <p>In order to monitor spend and effectiveness of PEF strategies the school has a PEF action plan which sits below the school Improvement Plan (Copy available)</p> <p>In addition and in partnership with the local authority, the school has an SQA action plan which takes on board performance for both local and national benchmarking measures.</p> <p>The school has rigorous self–evaluation systems and performance reviews to ensure next steps are evidence based and engage with all school community partners.</p>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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

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

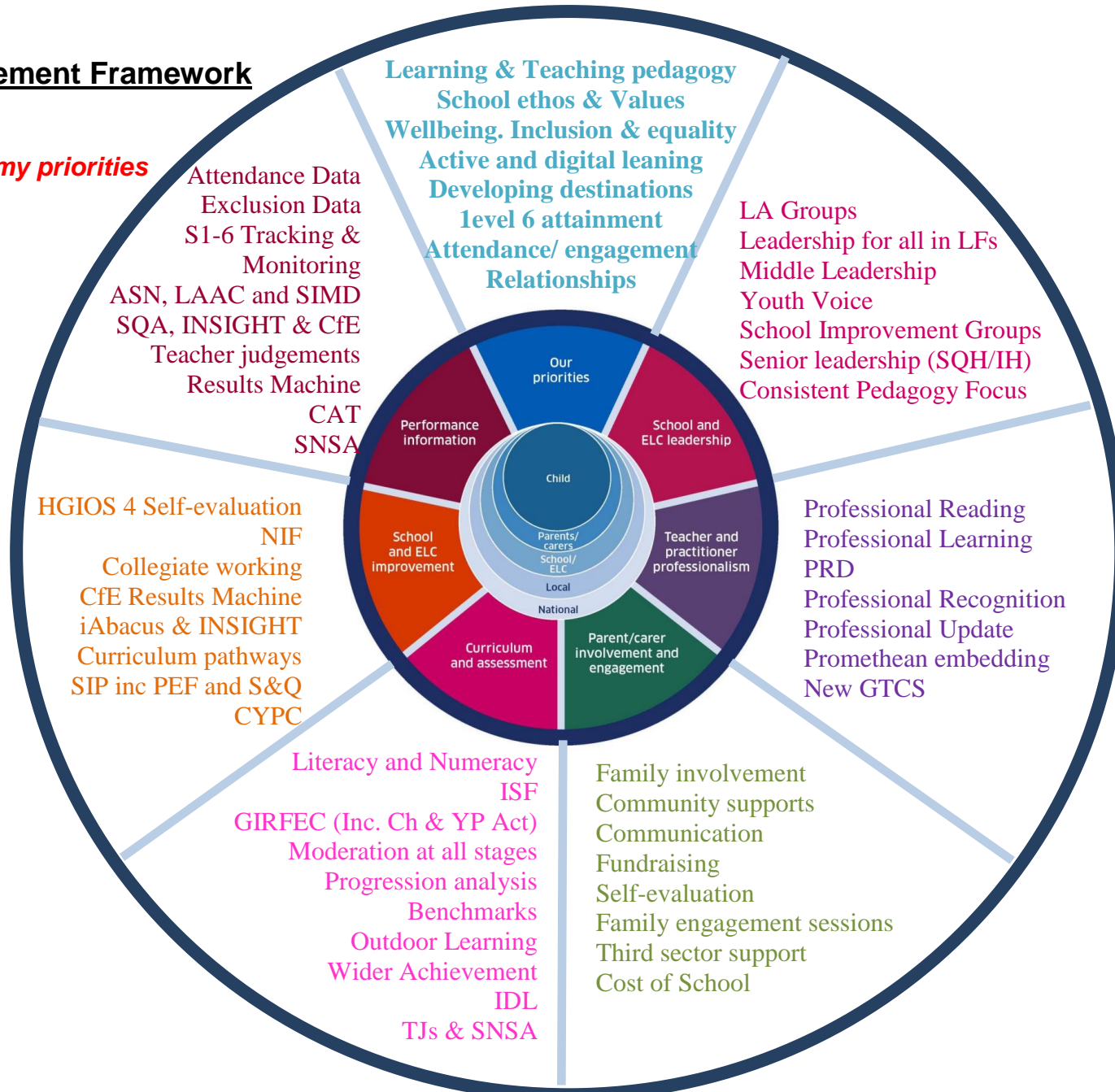
Head Teacher/Head of Centre Signature: .....  


## Pupil and parental strategic involvement

<p><i>For session 2023-24 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2023-24 , please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> <li>• Monthly QA focus groups – pupils are asked a series of questions pertaining to each of the four key QI's – their views will be considered and action taken as appropriate. (Part of QA policy at school and dept level)</li> <li>• Input into the iAbacus on a regular basis. Pupil groups will be selected to input into this. This will then be used to inform the overall self-evaluation of the school. (Pupil Imp Group)</li> <li>• A school pupil focus group is consulted on priorities for this session and plays an active part in taking forward priorities.</li> <li>• Pupil representative groups –             <ul style="list-style-type: none"> <li>❖ Pupil Forum – they represent the views of all pupils and make decisions on issues pertinent to them such as reward trips, environment etc. They will also have responsibility for a budget which they will decide on how best to spend after consultation with the whole school to lead to improvements.</li> <li>❖ Pupil Improvement Group – the Pupil Improvement Group take on responsibility for writing a Pupil Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of this group have responsibility for working with other pupils and staff to lead these priorities across the school. They produce a Standards &amp; Quality report outlining progress and achievements. In addition to this they lead on priorities from How Good Is OUR School, providing feedback and identifying action points which are shared with the SLT.</li> <li>❖ Ambassadors – Pupil Ambassadors work with staff on specific areas of responsibility in order to make decisions on issues relevant to them. These include areas such as Rights Respecting Schools, Dyslexia Friendly Schools, LGBT+, MVP, Young Carers, Wellbeing ambassadors, Mentors, equity and sports.</li> <li>❖ House captains play a role in enhancing the house and school ethos.</li> <li>❖ Pupils partake in Participatory Budgeting and have a Cost of the School Day group.</li> </ul> </li> </ul> <p>Pupil Conference/ Senate – This will take place to unite the pupil voice forums across the school, including invited guests and key speakers/ tasks throughout the day to provide a collaborative follow up to pupil voice.</p>	<ul style="list-style-type: none"> <li>• Focus groups – parents have been invited to attend focus groups and were asked a series of questions pertaining to each of the four key QI's – their views have been considered and action taken as appropriate.</li> <li>• Parent groups input into the QI machine on a regular basis. This has been used to inform the overall self-evaluation of the school.</li> <li>• Parents Evenings poster polls – parents were asked their views on a specific issue relating to learning &amp; teaching or the Parent/ School Improvement Plan.</li> <li>• Parents surveys – all parents have been asked to complete a survey at parents evening which asked specific questions about the operation and strategic direction of the school.</li> <li>• Electronic parent surveys relating to school improvement carried out at engagement nights.</li> <li>• The Parent Council took responsibility for writing a Parent Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PC have responsibility for working with the parent forum and staff to lead these priorities. They produced a Standards &amp; Quality report outlining progress and achievements.</li> <li>• Parent Council are responsible for allocation of a budget to support the Pupil Forum.</li> <li>• Parents are consulted on all aspects of school matters including PEF funding and school improvement plan review and targets</li> </ul>

**National Improvement Framework**

***Kilmarnock Academy priorities***



<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	Raise attainment for all learners across the curriculum with a focus on literacy and numeracy.	<b>Rationale for improvement priority based on evidence</b> Data from tracking & monitoring and ACEL in the BGE identify clear areas of strength and allow for measurable targets to be identified. Insight, CfE machine, performance analysis and LA Reviews highlight specific areas where improvements are needed, specifically at SCQF Level 6. The proposals outlined in the Hayward Review and feedback from self-evaluation will be used to drive forward a review of the curriculum provision at all levels.
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Drivers</b> School Improvement, Performance Information, Curriculum & Assessment.	<b>HGIOS/HGIOELC QI's for self-evaluation</b> 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2

What actions are required to reach the desired outcome?	Who	When
<i>The school will review the curriculum delivery to ensure all learners are developing knowledge and skills throughout the BGE and Senior Phase to demonstrate breadth, depth and relevance to their learning. This will be achieved by supporting all learners to increase attainment in a range of awards linked to the SCQF, increase attainment in literacy and numeracy and will include a greater focus on wider achievement and Interdisciplinary Learning</i>	DHT PTCs & PTPS PT literacy, PT Numeracy PT Attainment & Achievement All Staff	April 2024
<ul style="list-style-type: none"> <li>• Consider and reinvigorate the BGE curricular model, taking account of best practice, OECD reports etc (AM)</li> <li>• The school will continue to have a joint campus initiative (PEF Funded) to reduce the literacy and numeracy attainment gap through the provision of a specialist primary trained teacher. Early intervention for S1 pupils will be put in place for targeted support in English and Maths as part of S1 Enhanced Transition.</li> <li>• As part of P7 transition, the Maths department will work on a pilot programme with Whattriggs Primary to improve parental numeracy.</li> <li>• More 1 -2-1 support offered through use of LFs, more small group work and extraction specifically for literacy and numeracy. This needs to be timetabled as part of a LF's weekly timetable (HF/ CW)</li> <li>• Literacy and Numeracy data from Insight, SQA, ACEL and tracking and monitoring will be used to identify gaps (specifically between the most and least disadvantaged learners) and inform strategies to address learning needs.</li> <li>• Establish ambitious stretch aims in literacy and numeracy for learners in the BGE               <ul style="list-style-type: none"> <li>○ 90% of learners to achieve level 3 Reading by the end of the BGE</li> <li>○ 90% of learners to achieve level 3 Writing by the end of the BGE</li> <li>○ 92% of learners to achieve level 3 Listening &amp; Talking by the end of the BGE</li> <li>○ 55% of learners to achieve level 4 Reading by the end of the BGE</li> <li>○ 45% of learners to achieve level 4 Writing by the end of the BGE</li> <li>○ 55% of learners to achieve level 4 listening &amp; Talking by the end of the BGE</li> </ul> </li> </ul>		

- 95% of learners to achieve level 3 Numeracy by the end of the BGE
- 75% of learners to achieve level 3 Numeracy by the end of the BGE
- Establish ambitious stretch aims in literacy and numeracy for learners in the senior phase
  - 100% of learners to achieve SCQF Level 3 Literacy & Numeracy by point of exit
  - 99% of learners to achieve SCQF Level 4 Literacy & Numeracy by point of exit
  - 88% of learners to achieve SCQF Level 5 Literacy & Numeracy by point of exit
  - 25% of learners to achieve SCQF Level 6 Literacy & Numeracy by point of exit
- Utilise the improved functionality of Progress and Achievement to enable more rigorous tracking of literacy and numeracy, enabling more targeted support of individual pupils and cohorts of learners.
- Increase literacy levels across the school through whole school literacy consistencies such as 'word of the week'.
- Utilise the revised BGE Tracking and Monitoring spreadsheets to enable more rigorous target setting and tracking of BGE attainment across all curricular areas, enabling more targeted support of individual pupils and cohorts of learners.
- Consider revised approaches to BGE assessment which will lead to improved attainment across all curricular areas. This will include, if relevant, the use of standardised testing to inform strategy.
- Continue to develop strategies linked to Curricular Benchmark in the BGE to ensure staff, pupils and parents have a clear understanding of progress through CfE levels. This will include moderation of levels linked to the revised 3 point scale.
- Review the BGE curriculum by looking outwards to consider areas of best practice. This will include approaches to IDL and how to embed this in a meaningful way across the Broad General Education.
- Review the curricular provision to ensure greater access to subject choice for all learners and at all stages, this will include all stakeholders in the process.
- Review of the SCQF framework and opportunities for wider achievement awards to be embedded into teaching and learning both in the BGE and Senior Phase. A comprehensive audit of all wider achievement awards and how they can support curriculum delivery will be integral to this.
- Consider ways in which the wider achievements of all learners can be recognised and celebrated. Built into this will be a skills profile for each learner.

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1. Retain joint Campus Primary Specialist to support the closing of the attainment gap by providing Early and First Level Intervention to targeted S1 and S2 pupils as well as supporting transition	<b>Through use of monitoring and tracking and ACEL data:</b> By end of S3, the majority of targeted pupils have achieved Level 3 in Numeracy, Reading and Writing. All targeted pupils will have achieved Level 2. By end of S2, the majority of targeted pupils will have achieved Level 2 Exponential increase in reading ages (including those in PEF targeted cohort)	L Smith C Gribben C Hodge K Dale English/ Maths Dept	May 2024



<p>2. Primary specialist will support all departments in the development of First Level resources to support the needs of all learners. Purchase of additional specialised resources to support teaching and learning at first level.</p>	<p>First Level resources and assessment part of all departments' S1 BGE Curriculum. T&amp;M data shows an improvement in levels for pupils identified as working at first/ early second level.</p>	<p>L Smith PTCs All staff</p>	<p>April 2024</p>
<p>3. Purchase of additional Active Literacy kits in order to support the increase in targeted interventions</p>	<p>Increase in targeted Literacy Support T&amp;M data shows an improvement in Literacy grades</p>	<p>K Dale Learning Facilitators English Dept</p>	<p>May 2023</p>
<p>4. Appointment of Education Group Learning Facilitator coach</p>	<p>Upskilling of Learning Facilitators in order to enhance targeted support. Evaluations from LFs, staff and pupils will take place to measure impact</p>	<p>LF Coach Learning Facilitators K Dale H Fitzpatrick All staff</p>	<p>March 2024</p>
<p>5. Renew Accelerated Reader Subscription</p>	<p>Improvement in Reading Ages for S1 and S2 pupils. All S1 and S2 pupils regularly engaging in reading. Reading Ages included in BGE Tracking and Monitoring Spreadsheets to support learning and teaching in all subjects</p>	<p>C Gribben V Black English Dept L Egerton/ E Dykes All staff</p>	<p>March 2024</p>

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>All young people will achieve their full potential including our most disadvantaged learners</b>	<b>Rationale for improvement priority based on evidence</b> Data derived evidence (ACEL, Insight, Tracking & Monitoring) has shown improvements in attainment across most measures, however there are still key areas of underperformance to address. Gaps between most and least disadvantaged persist. PEF monitoring and consultation has identified a range of strategies to be implement to support gaps in learning of the most disadvantaged learners
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> School Leadership, Teacher & Practitioner Professionalism, Curriculum & Assessment, Local need.	<b>HGIOS/HGIOELC QI's for self-evaluation</b> 1.2, 1.5, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

What actions are required to reach the desired outcome?	Who	When
<p><i>Engage learners by embedding established good practice and implementing effective, innovative active pedagogical approaches where young people play an active role in their learning.</i></p> <p><i>Make good use of data to provide a strategic overview of attainment allowing for effective, targeted interventions, development of stretch aims and utilising PEF, SEF, CECYP evidence based interventions</i></p>	DHT 1, 2 & 5 Curricular PTs PT SFL, PT Inc Hub, PT Targeted Support, All staff PT Pedagogy & Skills	April 2024
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> <li>• To ensure strong leadership of staff at all levels, all staff will undertake leadership roles to motivate, support and inspire others in order to improve the learning experiences of young people. To facilitate and evidence this, QI 1.2 Leadership of Learning will be a part of department/ faculty's monthly Quality Assurance Meeting (HF).</li> <li>• The introduction of the Learning Facilitators Improvement Plan will support them to take forward whole school priorities and support their own career-long professional learning (as per the recommendations of The Morgan Report). (HF).</li> <li>• PTPS will improve pupil attendance, particularly in SIMD 1-3 and LAC at home pupils, in order to raise pupil attainment, enhance opportunities and improve outcomes. The addressing of latecoming will be a priority with a consistent approach established across the houses. (AB)</li> <li>• Revisit Curricular Benchmark in the BGE to ensure staff, pupils and parents have a clear understanding of progress though CfE levels. A review of tracking &amp; monitoring in the BGE to reflect individual progress will ensure effective targeted interventions resulting in improved outcomes for all pupils (AM).</li> <li>• Develop improved metacognition through the introduction of a curricular metaskills framework. This will involve pupils, parents and staff. Impact will be evidenced through whole school displays contributed to by all stakeholders. (CW)</li> <li>• Using Insight data to set ambitious stretch aims which improve overall progress for all whilst closing the poverty related attainment gap. Specifically these will target: <ul style="list-style-type: none"> <li>○ The proportion of school leavers attaining 1 or more passes at SCQF Level 5 or better</li> <li>○ The proportion of school leavers attaining 1 or more passes at SCQF Level 6 or better</li> <li>○ Reduce the gap in tariff points between most and least disadvantaged young people</li> </ul> </li> <li>• PT Achievement and Attainment will play a lead role in tracking progress in achieving stretch aims</li> </ul>		

- Effective use of Learning Facilitators in improving outcomes for young people will form part of the learning observation process. Good practice will be identified and shared with all staff. Appropriate training will be provided to ensure LF's upskilled in line with the Morgan ASL Review
- Use digital learning to enhance teaching and Learning.
- Enhanced use of interactive technologies (Promethean) to engage learners and provide a high quality learning experience
- PT Pedagogy & Skills will play a lead role in ensuring, staff are upskilled, continue to embed established good practice identified from evaluation of the Tapestry Programme and continue to build on areas for development, resulting in a consistent approach to pedagogical practice across the school.
- Rigorous use of data to identify gaps and set targets
- Continue to embed the schools Self Evaluation for Self Improvement process (utilising iAbacus) to identify, plan and evaluate next steps for improvement. Continue to look outwards by engaging in Local Authority and SWEIC processes.
- Reinvigorated impactful observation strategy in place to share good practice and identify development needs and next steps
- Rigorous tracking & monitoring in the BGE to reflect individual progress will ensure effective targeted interventions resulting in improved outcomes for all pupils
- Rigorous tracking & monitoring in the SP to reflect individual progress will ensure effective targeted interventions resulting in improved outcomes for all pupils
- Consider innovative approaches to raising attainment in the senior phase, for example, early or bespoke presentation for SQA Awards.
- Review and implement changes to the whole school mentoring programme to ensure the targeted cohort engage fully with this support.
- Review and implement changes to the whole school supported study provision (including BGE) to increase participation, particularly those pupils who have gaps in learning, are struggling to engage or those from more disadvantaged backgrounds

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1. Appointment of PT Attainment and Achievement. Funding to be made available to support initiatives.	High level targets linked to Insight data will be used to monitor progression of key targeted groups. The development of wider achievement courses will lead to an increase in tariff points for the most disadvantaged young people.	PT AA L Egerton E Dykes A Mossie	March 2024
2. Retention of DHT Integrated Support with strategic responsibility for improvement planning and policy pertaining to Closing the Gap and interventions of NIF Driver 3 and the identification and tracking of the PEF targeted cohort.	T&M and Insight Data highlight the closing of the attainment gap in both BGE and SP. Increased attendance and participation of PEF targeted cohort. When celebrating pupil progress and achievement, the cohort will be representative of school's SIMD profile. Departmental self evaluation will demonstrate that all staff have a knowledge of the local SIMD profile.	H Fitzpatrick	March 2024

<p>3. Revamp of Capturing Attainment Policy (overseen by PEF Funded staff) in order to increase overall tariff points of most disadvantaged pupils.</p>	<p>Increase in average tariff points for pupils in lowest quintiles. This will be achieved by expanding the Capturing Attainment Policy to increase the minimum required qualifications from five to seven. Departments will develop N3/N4 resources that can be utilised by pupils in Connect and Aspire</p>	<p>H Fitzpatrick J Gilroy/ K Alker L Egerton/ E Dykes PTCs/ All staff</p>	<p>Oct 2024</p>
<p>4. Retention of PT Pedagogy and Skills and resources to support the school's Excellent Learning Experience Policy</p>	<p>Metaskills part of every department's improvement plan to drive improvement. T&amp;M data highlights an improvement in levels of the PEF Targeted cohort.</p>	<p>B McGrath L Egerton/E Dykes</p>	<p>March 2024</p>
<p>5. Retention of Intensive Mentors to support targeted pupils in S4 and S5. Additional study resources for PEF targeted cohort as deemed necessary by PTCs .</p>	<p>Prelim and SQA results show an improvement of targeted PEF cohort as evidenced in Impact Reviews 1 and 2</p>	<p>PT AA Intensive Mentors L Egerton/ E Dykes PTCs</p>	<p>March 2024</p>
<p>6. Targeted support to improve attainment for S4-S6 PEF targeted cohort ( TBC-Supported Study bus or weekend residential, this will be confirmed following consultation)</p>	<p>Insight and SQA results show a narrowing of the attainment gap between the most and least disadvantaged pupils</p>	<p>E Dykes/ L Egerton</p>	<p>March 2024</p>
<p>7. Renewed subscription of iAbacus in order to facilitate school's Quality Assurance policy to improve outcomes for young people.</p>	<p>HGIOS 4 ratings show an improvement in outcomes for all young people (with specific reference to PEF targeted cohort)</p>	<p>H Fitzpatrick SLT PTCs</p>	<p>June 2024</p>
<p>8. Relaunch of the Fab Lab to support creativity skills and enhance teaching and learning.</p>	<p>Feedback from young people (which includes PEF targeted cohort) and staff highlights impact. This is evidenced in iAbacus.</p>	<p>V Black</p>	<p>March 2024</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Improve inclusion and wellbeing for our young people and families</b>	<b>Rationale for improvement priority based on evidence</b> Post-pandemic absenteeism has exacerbated with attendance currently, on average, 10% lower than pre-pandemic levels. Following self-evaluation, we have identified non-attendance and internal truancy as barriers to learning. Both local and national data identifies that young people and their families continue to suffer from the after-effects of the pandemic, particularly regarding mental wellbeing. These often impact negatively on attendance and engagement at school.
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing. Placing rights and the need of every yp at the centre of education.	<b>NIF Drivers</b> Parental/ Carer Involvement Engagement, School leadership, School Improvement, Local need.	<b>HGIOS/HGIOELC QI's for self-evaluation</b>  2.1, 2.4, 3.1

What actions are required to reach the desired outcome?	Who	When
<i>The school will place a high priority on promoting positive attendance and improving pupil wellbeing outcomes through the enhancement of family engagement and involvement strategies. Partners will be used to support positive attendance and wellbeing initiatives to ensure young people are attending and engaging with their learning.</i>	DHT 3/5 PTPS PT SFL, PT Inc Hub, PT Targeted Support, Curricular PTs, Attendance Support Worker All staff	April 2024
<b>Evidence of Impact against outcomes for learners</b> <ul style="list-style-type: none"> <li>The school will continue to support and promote the <a href="#">UNCRC</a> through our school ethos. The Gold RRS status will be maintained by embedding Children's Rights in the School Charter, curriculum and extra-curricular activities, as well as assemblies. Both staff and pupil RRS groups will continue to plan and facilitate ways in which the school can use the UNCRC to ensure all young people know their rights are respected and supported. [NIF Priority 5]</li> <li>To fully embed the NIF Priority – Placing the human rights and needs of every child and young person at the centre of education through a strategic plan to support the delivery Learning for Sustainability across the school (AM)</li> <li>There will be a renewed focus on promoting positive attendance using a wide range of strategies including regular and robust analysis of statistical data, increased profile of the importance of school attendance, praising good attendance as well as early involvement of partners to support young people and their families.</li> <li>A PEF-funded Attendance Support Worker will be appointed to support the positive attendance strategy. By ensuring accurate attendance records and gathering statistical data, this will allow deeper analysis of attendance statistics with PTPS putting solution-focused supports in place at an earlier stage.</li> </ul>		

- There will continue to be an increased focus on the wellbeing of young people using data from the [Glasgow Motivation and Wellbeing Profiles](#) (GMWP) from S2 and extending to the new S1. Following analysis of data, strategies will be put in place to help young people increase their determination, motivation and sense of wellbeing.
- Early intervention grief programme, [Seasons for Growth](#), to be further developed across the school to ensure young people, affected by bereavement, are supported to understand and cope with grief and loss.
- Investigate the possibility of accrediting young people, via PSE programmes, using awards such as [Essential Skills](#), [Heartstart](#) and/or [Mental Health and Wellbeing Award](#).
- Restorative Approaches will continue to be embedded and refreshed, with whole-school training taking place, training for parents and carers as well as visible consistencies being renewed and refreshed. The Working group will devise case studies and work with Pupil Champions to devise PSE lessons, ensuring pupils are all aware of restorative approaches.
- [‘When the Adults Change’](#) partner school status to be sought which will promote and enhance the good practice being done in school to support restorative approaches and visible consistencies.
- Family learning activities to increase and to include more departments leading lessons. This will give families a greater insight into the life of the school and the opportunity to build relationships with school staff.
- [Respect Me](#) programme to be further enhanced across the school with a high profile on anti-bullying awareness and staff logging bullying incidents appropriately on seemis to ensure incidents are tracked and monitored.
- Community links to be further enhanced through collaborative working with local links including [HEART](#) representatives and New Farm Community Council, amongst others. This will build on good practice already established and ensure that we have common goals across the wider school community.
- Increased meaningful parental consultation will take place via Parent Council, Parents’ Evenings and online Forms to allow greater feedback from parents/carers regarding school issues and any areas for improvement. There will also be scope to ascertain how families can support school plans, e.g. delivering career talks, offering work experience, delivering training on wellbeing, etc.
- Staff health and wellbeing to be supported and enhanced with wellbeing opportunities on offer as well as support networks to promote positive wellbeing.
- The history of Kilmarnock Academy to be recognised in the creation of a “wall of fame” where previous alumni are recognised and links are forged with these people, involving them more in the life of the school.
- Build racial literature through the MVP action plan to further develop equality for all young people (SS FIP)
- As a key stakeholder in the Integrated Support Faculty, the inclusion hub will continue to improve the attendance and confidence of our most vulnerable and disadvantaged learners. The hub will focus on building confidence and resilience to allow the young people to access as much mainstream provision as possible. (CW)
- Enhance pupil leadership across the school, including the introduction of a school leadership conference to capture and share practice leading to more active participation and increased representation (CW)
- [Equally Safe At School \(ESAS\)](#) to be rolled out across the school, including pupil training and further staff development. Departmental audits on their curriculum to identify links to ESAS will take place along with pupil surveys with the new S1 cohort. These will enhance awareness of gender-based violence and how to prevent this. (SS FIP)
- Begin preparation for a consultation on a refresh of the school’s Vision, Values and Aims for 2024/25.
- Enhance and increase the profile of youth voice across the school, including the input into the school leadership conference and increased pupil input to assemblies.
- To continue to support staff development via aspiring PT/DHT programme and other CLPL opportunities. Introduce a development programme for aspiring PTs Pupil Support.

- The continued development of the Integrated Support Team will further merge the Inclusion Hub, Connect Hub (PEF Funded), and Support for Learning as well as the school's Nurture Provision, Early/First Level Literacy and Numeracy Intervention (PEF Funded) and other targeted supports both within and out with the school. This will ensure a cohesive, integrated, inclusive and responsive child centred provision where the needs of the individual pupil are effectively planned and implemented to ensure that they are present, participating, supported, and achieving.
- The Integrated Support Team will offer small group and bespoke provisions to young people with a range of additional support needs including social communication needs, behaviour needs, attendance needs and learning needs. These provisions will include greater involvement of subject teachers.
- As a key stakeholder in the Integrated Support Team, the inclusion hub will continue to improve the attendance, confidence and attainment of our most vulnerable and disadvantaged learners. The hub will focus on building confidence and resilience to allow the young people to access as much mainstream provision as possible.
- As part of the Inclusion Hub's strategy to meet learner needs more effectively, two SAC funded Hub support workers will be appointed.
- The successes and achievements of young people with additional support needs will be recognised, celebrated and promoted. This will be captured and monitored using the new national measurement framework.
- Nurture training will be provided to key staff by the PT Targeted Support (PEF Funded) to allow integrated nurture between SCN and Hub pupils to take place as of September 2023.
- The school will continue to improve the professional learning and development of staff at all levels in order to support pupils across the Integrated Support Team. Working in partnership with educational partners, the school will develop a calendar of CPL in line with the recommendations outlined in The Morgan ASL Review and Autism Action Plan. This will include: DDP Training, Circle Framework, Trauma Informed Practice training, CLG training, Seasons for Growth and Autism training.
- The P7 transition programme will be further enhanced to incorporate Partnership for Schools and Families to ensure our most vulnerable families participate in transition.
- Explore possibility of achieving The Nurture Award with a view to raising the profile of nurturing practice and how this positively impacts staff/pupil relationships, in turn improving engagement with Learning & Teaching therefore raising attainment and improving well-being of all. (PT Targeted Support)

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1. Retention of PT Targeted Support, Connect Support Worker, and Connect Learning Facilitator. Funding of resources for the Connect Support Hub.	Improved wellbeing of young people who access the Connect Support Hub-measured through pupil feedback and Child's Plans. Improved attendance of targeted young people who access the Connect support hub. Pupils accessing the Connect Support Hub achieve a minimum of 7 NQs. Increased number of pupils accessing the Connect Support Hub returning to the majority of timetabled classes.	L Pugh J Gilroy LF TBC C Wallace PTsPS	April 2024

2. Appointment of Principal Teacher of Restorative Approaches	Reduction in number of behaviour referrals (with no disparity between the PEF targeted cohort and rest of school). Improved pupil and staff wellbeing measured through evaluations and will form part of Learning Observation Strategy.	PT RA A Brownlie	March 2024
3. Appointment of Attendance Support worker	Improved pupil attendance and reduction in pupil latecoming (including those in PEF targeted cohort).	A Brownlie Attendance SW PTsPS	March 2024
4. Renewal of Electronic Parents' Night Booking System to support parental engagement	Improved attendance at Parents' Nights with no disparity between the most and least disadvantaged young people.	SLT	March 2024
5. Launch of the Partnership for Schools and Families Programme (as part of P7 Enhanced Transition)	Feedback from targeted families will show an increase confidence in coming to school. Attendance for targeted pupils will be above 80% in S1. The majority of targeted families will attend Parents' Evenings and other in school events.	K Dalglish	May 2023 (feedback) March 2024 (evaluation)
6. Departments/Faculties will increase family engagement (with a particular focus on the PEF targeted cohort) and PEF funding will be used to support this. Specific plans will be specified in departmental improvement plans	Attendance and engagement of families will be monitored. Feedback from targeted families will be positive. Dept/Faculty specific outcomes to be outline in DIPs/FIPs	PTs PTPS- Family Engagement A Brownlie	March 2024
7. Adaptations of Flexi Zone 1 to enhance learning environment for all	As part of the school's Quality Assurance policies, evaluations will take place on the impact of this new learning feedback. Pupil feedback (including those in PEF targeted cohort) will report improvements in the learning faculty	D Rose	March 2024
8. The ISF will engage will outside partners in order to create bespoke experiences that will support the attainment and wellbeing of the most disadvantaged young people.	Through working with outside partners, pupil achievement within the ISF will be recognised (with the opportunity to gain wider achievement qualification).	PTs ISF ISF Faculty Claire Wallace Identified Partners (TBC)	March 2024



<p>9. As part of the Child Poverty Action Plan, the school will seek to eliminate the cost of the school day by ensuring that all aspects of school are free at the point of use. The school will be supported by the new Financial Inclusion Officer in order to support families in need and will work collegiately with the Child Poverty Action Group. Inhouse events to support equity such as Summer Pop Up Shop and Winter Clothing drive will be retained and the school will continue to consult with key stakeholders including staff, pupils, parents/carers and partners in order to meet local need.</p>	<p>Feedback from Cost of the School Day survey will be actioned and shared with all key stakeholders and will highlight awareness of Cost of School Day initiatives. Pupil/Parental feedback will show that there are no identified poverty related barriers to attending school. The overall impact of these measures will result improved attendance for the most disadvantaged young people.</p>	<p>H Fitzpatrick Financial Inclusion Officer PTsPS Cost of School Day Group</p>	<p>March 2024</p>
<p>10. School will establish Participatory Budgeting 'Cost of the School Day' Group</p>	<p>Through consultation with wider school community, group will identify key priorities and will be given a £5000 PEF budget. Group will evaluate outcomes and present impact to pupils, staff, and parents/carers</p>	<p>H Fitzpatrick Cost of School Day Group</p>	<p>March 2024</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>To improve the positive destinations of our young people through a wide range of career pathways and improved employability skills.</b>	<b>Rationale for improvement priority based on evidence</b> Leaver data highlights some variations in particular areas/groups. Self-evaluation review highlighted the need to involve parents/carers in more activities linked to preparing for post-school destinations. The COVID pandemic has highlighted potential effects linked to the local labour market, learner engagement and ambition.
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> School Improvement, Performance Information. Teacher & Practitioner Professionalism, Local need.	<b>HGIOS/HGIOELC QI's for self-evaluation</b> 2.2, 2.4, 2.6, 2.7, 3.3

What actions are required to reach the desired outcome?	Who	When
<p><i>In order to ensure all young people are fully prepared for post-school destinations and participating in education, employment or training, based on the SDS annual participation measures, a wide variety of employability and entrepreneurial experiences will be led, involving all departments and year groups.</i></p> <p><i>Current Labour Market Information will be used to ensure young people are prepared for relevant post school opportunities. A focus on Metal Skills focus will ensure a relevant experience for learners to allow them to be adaptive and successful in any future context.</i></p>	DHT, PT Developing Destinations, PT Positive Relationships, PT Technologies, PT STEM, PTPS (Wider Achievement), PTPS (Careers) and PTPS (Work Experience)	March 2023
<b>Evidence of Impact against outcomes for learners</b> <ul style="list-style-type: none"> <li>• CR-IS Award no longer exists so we are now progressing the Digital Wellbeing Award through the Digital Literacy Group with the first section of evidence already gathered (Leadership and Vision). This highlights the good work undertaken across the school to raise awareness digital literacy. Work will continue on this next session (CW)</li> <li>• Continue the emphasis on creativity for next session's YPI cohort. This will also be the first session we will raise part of the money for YPI ourselves. (SS FIP)</li> <li>• Use Learning for Sustainability to link with Subject Areas across the school (SS FIP)</li> <li>• Consider the scale of OL across the curriculum and identify areas for improvement. (PE DIP)</li> <li>• Continue to develop Gaelic as a part of the whole school community (ML DIP)</li> <li>• Top-Up and Reach programmes will build on previous success to continue to give our young people equity of access to further education. Both Top-Up and Reach will be extended further to include more S4 and S5 pupils in session 2023/24.</li> <li>• Focus West will include external visits to further education providers to inspire, motivate and remove barriers for our young people, specifically SIMD 1 and LAAC pupils.</li> </ul>		

- Work Experience opportunities will be maximised to allow as many S4 pupils as possible to undertake a work placement. Placements will be sourced through WorkIt or self-found with virtual work placements also being explored.
- My World of Work will continue to be promoted and all new S1 pupils will receive input in PSE and will be signed-up. My WOW Live to be utilised next session to better inform young people of destination opportunities.
- Continue to develop and embed a range of pathways using current labour market information to ensure young people are best prepared for existing and future employability opportunities.
- Capture and embed meat-skills throughout the curriculum.
- Bespoke DYW group to be formed to explore transferrable skills and career pathways. (PT DD)
- Wider community employer engagement - site visits, STEM ambassadors etc (PT DD)
- Careers day to be developed to incorporate greater parent, community support and former pupil involvement to explain their journey after leaving KA to help motivate and promote all pathways. (PT DD)

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
1. Appointment of PT Positive Destinations. PEF funding to be made available to support most disadvantaged young people access work experience placements, college and other positive destinations.	Increase in positive leaver destinations for PEF targeted cohort. (derived from Insight). All PEF targeted cohort complete work experience	PT PD PTPS- Work Exp C Wallace	March 2024
2. Retention of REDCOIN equitable rewards programme	Rewards received by PEF targeted cohort are tracked and highlight no gap in recognition of achievement.	PTPS-Redcoin	March 2024
3. Funding for Pupil Leadership initiatives in order develop key skills	Senior Pupil Leadership is representative of school SIMD profile with young people from most disadvantaged background having the opportunity to take on leadership roles	G Clark	June 2023
4. Renewal of Show My Homework Subscription to improve pupil and parental engagement	Show My Homework data shows increased engagement from both young people and parents with a particular focus on the PEF cohort	J Malloch C Wallace	March 2024

## School Improvement Plan Summary

**1. Raise attainment for all learners across the curriculum with a focus on literacy and numeracy.**

**2. All young people will achieve their full potential including our most disadvantaged learners.**

**3. Improve inclusion and wellbeing for our young people and families.**

***4. To fully prepare our young people for post-school destinations and successfully participating in education, employment or training.***