East Ayrshire Council

Kilmarnock Academy Improvement Plan 2024/25

School Improvement Plan	Kilmarnock Academy
Head Teacher	Mr David Rose
Date Submitted	Submitted to Chief Education Officer on :
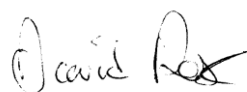
| School's/Centre's Vision and Values | **VISION**
Kilmarnock Academy strives, as a community, to ensure that all young people reach their full potential and have opportunities to achieve qualifications, learn new skills, develop as individuals and gain key employability experiences within a nurturing environment.

VALUES
Respect
Valuing one another and treating everyone fairly.
Determination
Encouraging perseverance, resilience and promoting a can-do attitude.
Compassion
Showing empathy, kindness and a willingness to help others.
Integrity
Being true to yourself, honest and behaving in a way that shows strong moral principles. |

Rationale	In arriving at our improvement priorities, the school took account of national guidance pertaining to improvement planning and from the Local Authority Guidance. The school has linked priorities to the National Improvement Framework (NIF) and will quality assure progress against How Good is Our School (version 4).
	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.
	The school also took account of the legislative responsibilities in respect of the new education act, GIRFEC, family engagement, health promotion, disability and equality.
	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.
	The SIP incorporates Pupil Equity Funded (PEF) strategies and initiatives based on three agreed work streams: 1. Learning, teaching & assessment 2. School Leadership 3. Families and Communities.
	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)
	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.
	The school has rigorous self–evaluation systems and performance reviews to ensure next steps are evidence based and engage with all school community partners.

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	Content of plan	Completed
Children and Young People	✔	Takes account of strategic priorities outlined in the education authority's Annual Plan.	✔
Parent Council and Forum	✔	Takes account of the strategy for parental involvement under section 2 (4A)	✔
Teachers, practitioners and ALL school/centre staff	✔	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✔
Volunteers/ Community partners	✔	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✔
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	NA	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

For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	*For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre*

• Monthly QA focus groups/ L & T quality assurance – 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 department level)
• 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)
• A school pupil focus group is consulted on priorities for this session and plays an active part in taking forward priorities.
• Pupil representative groups –
   • House Forum – they represent the views of all pupils and make decisions on issues pertinent to them such as reward trips, environment etc.
   • Cost of the school Day Group – this group have responsibility for spending an allocated £5K Participatory Budget on pupil identified priorities.
   • 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. 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.
   • 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.
   • House captains play a role in enhancing the house and school ethos.
   • Pupil Leadership Conference – This takes place in June 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.
	• Parent groups input into iAacus or an alternative. This has been used to inform the overall self-evaluation of the school.
	• Parents Evenings poster polls – parents were asked their views on a specific issue relating to learning & teaching or the Parent/ School Improvement Plan.
	• 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.
	• Electronic parent surveys relating to school improvement carried out at engagement nights.
	• 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. This leads into the Standards & Quality report outlining progress and achievements.
	• Parents are consulted on all aspects of school matters including PEF funding and school improvement plan review and targets
	• Parent baseline surveys are issued and from these school decisions are made and priorities adopted.

Improvement Priorities *(Expressed as outcomes for learners)* QI 1.3 Leadership of Change UNCRC Article 12: Right to be heard/ respect for the views of the child	**Education Service Improvement Plan 1: 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 CLPL and experiences to promote leadership in every classroom, playroom and centre.**

What actions are required to reach the desired outcome?	Who	When
1.1 We will maintain and improve on our success in ensuring all young people are fully prepared for post-school destinations. Using current labour market information and the expertise of key partners, young people will be well prepared for current and future post-school opportunities.		
• A greater number of work experience opportunities will be available which will be targeted at leavers. Opportunities will be more flexible and more relevant in order to ensure this group is fully prepared for post-school opportunities.	DHT 1, PTsPS, PT DYW, SDS	May 2025
• In partnership with Ayrshire College, further school/college partnership courses will be considered to provide young people with a greater choice of experiences. Courses will also be made available to young people who access the school's Hubs with the aim of ensuring their vulnerability is not a barrier to a positive destination.	DHT 1, PT DYW, Ayrshire College, PT Inclusion Hub, Connect Hub, Support Worker.	May 2025
• In partnership with Ayrshire College, a local engineering business partner will be sought to support the school's introduction of Performing Engineering Operations with a view to securing employment opportunities specific to Kilmarnock Academy leavers.	DHT 1, PT DYW, Ayrshire College.	May 2025
• A Labour Market information workshop will be delivered to all staff to allow LMI to inform curriculum rationale and design in both the BGE and Senior Phase.	DHT 1 SDS	May 2025

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1.2 We will continue to develop and enhance all aspects of pupil and staff leadership by providing opportunities for current, new and aspiring leaders		
• Following the school's inaugural Pupil Leadership Conference, pupil leaders will undertake a consultation and refresh of the school's vision, values and aims by consulting all stakeholders.	DHT 1 , PTsPS , All staff	
• Continue to develop and enhance existing pupil leadership opportunities and ensure that all pupils feel their views are taken into account (flagged up from Pupil Questionnaire). [ESIP]	DHT 1, PTsPS	
• Create new pupil leadership opportunities and roles through house assemblies (House Assembly Ambassadors) [ESIP]	DHT 1, PTsPS	
• School Improvement Groups to be reinvigorated and opportunities for new groups sought to capture key school priorities and staff interests. [ESIP]	All staff	
• Aspiring Principal Teachers programme to be delivered to a new group of aspiring PTCs and PTsPS with key inputs from current PTs. Practical experiences will be offered to support development.	DHT 1, JLT	
• Continue to develop leadership and manage change around SCN adaptations and ASN provision/ targeted support/ SEBD [ESIP]	DHT 1, HUB Staff, All staff	
• CLPL around the CIRCLE Framework.	Ed Psychs/ DHT 1/ PT Hub	
• Continue to develop quality assurance procedures in line with inspection asks and incorporating learning and teaching observations and pedagogical discussions. [ESIP]	DHT1, DHT 2 all staff	
• Following on from staff feedback the school will look to provide opportunities for staff to work with colleagues from other establishments, as appropriate.	HT, DHT1, all staff	

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
• Family Learning: Partnerships to be enhanced, particularly around family partnership and community (use YPI), such as increasing academic opportunities for parents/carers to access and termly drop-ins for families and curricular offer	For consideration to enhance family engagement.	PTPS	End March 2025
• Retention 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 DHT 1	
• Retention of REDCOIN equitable rewards programme in order to promote school values and positive ethos	Rewards received by PEF targeted cohort are tracked and highlight no gap in recognition of achievement.	PTPS – Red Coin	
• Funding for Pupil Leadership initiatives in order develop key skills. This will include support for extra-curricular leadership [ESIP]	Senior Pupil Leadership is representative of school SIMD profile with young people from most disadvantaged background	PTPS- Leadership PTCs	
• 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	DHT 1	
• Renewed subscription of iAbacus in order to facilitate school's Quality Assurance policy to improve outcomes for young people.	HGIOS 4 ratings show an improvement in outcomes for all young people (with specific reference to PEF targeted cohort)	DHT 1 SLT PTCs	

Evidence of Impact against outcomes for learners.
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priorities *(Expressed as outcomes for learners)* QI 2.3 Learning, teaching & Asse't UNCRC Article 3: Best interests of the child	Education Service Improvement Plan Priority 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.

What actions are required to reach the desired outcome?	Who	When
2.1 The school will have a renewed focus on learning & teaching with agreed strategies to support a consistent, high quality learning experience for all. This will be enriched by innovative approaches to digital technologies.		
• All staff, pupils and parents to be involved in the review of Our Excellent Learning Experience to agree a shared understanding of the learners experience. Integral to this will be an agreed lesson framework. [ESIP]	DHT 2, All staff, Parents, Pupils	September 2024
• A revised approach to learning observations will be implemented allowing for data to be utilised to drive forward improvement. [ESIP]	DHT 2, PT Pedagogy & Skills, PTC	April 2025
• To continue to embed metaskills throughout the BGE and Senior phase. Pupils should be able to clearly articulate the skills they are developing and link these to their future career aspirations. [ESIP]	DHT 2, PT Pedagogy & Skills, PT Developing Destinations, All staff	April 2025
• Working in partnership with Microsoft, the school will strive to become a 'Microsoft Showcase School'. As a result of this innovative digital approaches will be embedded into classroom practice. [ESIP]	DHT 2, PT Pedagogy & Skills, All staff	April 2025
• The school will develop an effective school and community approach to Learning for Sustainability. This will ensure global citizenship, sustainable development education and outdoor learning are woven through the curriculum to create a coherent experience for all learners.	DHT 2 PT SS, PT PE & OL	April 2025
• There will begin to be a focus on best use of Artificial Intelligence (AI) to enhance learning and teaching and differentiated approaches. [ESIP]	DHT 2, PT Pedagogy & Skills.	April 2025

2.2 The school will continue to will review curriculum delivery to ensure all learners are developing knowledge and skills across the BGE. This will include processes to monitor and evaluate learners' progress to ensure we have clear information on their attainment across all curriculum areas, including literacy & numeracy.		April 2025(for all)
• Stretch aims will be embedded across the BGE. This will allow for cohorts of learners to be identified and tracked leading to improved attainment across all BGE levels.	DHT 2, PTC	
• All departments will have a focus on reviewing their BGE curriculum to ensure consistent approaches are evident across the department. Self-evaluation will identify areas where improvements can be made. [ESIP]	DHT 2, PTC, All staff	
• Learner pathways will be established to better inform curriculum progression for learners. This will be incorporated into the School Prospectus allowing this to be shared with all stakeholders.	DHT 2	
• We will utilise BGE tracking and monitoring data on attainment across all curriculum areas to more rigorously analyse cohorts of learners. We use data to evaluate the effectiveness of interventions designed to improve outcomes for all learners This will include, for example, ASN, LAC, most disadvantaged young people and top 20%. [ESIP]	DHT 2, PTPS, PTC	
• Robust processes for moderation activities across, and between, departments will be considered to ensure we have a shared understanding of standards within the BGE.	DHT 2, All staff	
• Working in partnership with pupils and parents/ carers we will develop processes to ensure tracking information is well-understood by all stakeholders and used effectively to plan next steps in learning.	DHT 2, Parents, Pupils	
• Using ambitious stretch aims we will continue to raise attainment in literacy and numeracy at all levels across the BGE and senior phase. This will be evidenced through ACEL and Insight data.	DHT 1, PT English, PT Maths	
• A whole school focus on numeracy across the curriculum will be driven forward through development of department numeracy Sway's. This will ensure numeracy skills can be shared with all stakeholders and cross curricular links identified.	DHT 2 PT Maths, Numeracy SIG	
• The school will develop a whole school approach to embedding literacy listening skills across the curriculum. As a result of this there will be increased attainment in Listening and Talking in the BGE evidenced though ACEL data.	DHT 2 PT English, Literacy SIG	

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
• Appointment of PT Digital Learning and Skills	School is certified as a Microsoft school which leads to improved teaching and learning. This will be evidenced as part of the school's QA processes	PT Digital Learning and Skills DHT 2	End March 2025
• Purchase of additional Active Literacy kits in order to support the increase in targeted interventions	Increase in targeted Literacy Support. T&M data shows an improvement in Literacy grades	PT SFL DHT 2	
• Renew Accelerated Reader Subscription	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	PT English Librarian DHT 2	
• Renewal of Timetabler Software	Free choice model enables all pupils (including those in the PEF Targeted Cohort) to choose a pathway that best suits their needs.	DHT 2	
• The school will continue to embed the Fab Lab to support creativity skills and enhance teaching and learning.	Feedback from young people (which includes PEF targeted cohort) and staff highlights impact. This is evidenced in iAbacus.	Librarian	

Evidence of Impact against outcomes for learners.
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priorities *(Expressed as outcomes for learners)* QI 3.1 Ensuring Wellbeing, Equity & Inclusion UNCRC Article 2: Non-discrimination	Education Service Improvement Plan Priority 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.

What actions are required to reach the desired outcome?	Who	When
3.1 We will have an increased focus on supporting and improving attendance and timekeeping with progressive and robust strategies in place, allowing pupil attendance to be tracked, data to be analysed and promoting the idea that there is no "safe" threshold for non-attendance. • More robust and rigorous systems in place to ensure consistency when supporting attendance, with earlier universal and targeted interventions put in place. • Attendance Support Work in place to support accurate record-keeping of attendance data. • Principal Teacher of Attendance in place to analyse data and highlight improvements and concerns. • New electronic sign in/out system to be introduced to track late-coming effectively, allowing more focused interventions to be put in place quicker. • Partners to be accessed, as appropriate, to support young people with school attendance and engagement, e.g. Home Link Worker, SL33, Take a Bow, etc. • Continue to build on good practice within the Gaelic curriculum in line with the authority Gaelic Plan.	SLT, PTsPS, all staff Attendance Support Worker PT Attendance DHT 3, PTsPS, Admin staff SLT, PTsPS, External Partners PT Mod Langs/Gaelic Teacher	April 2025

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3.2 We will continue to develop and support pupil and staff wellbeing through a variety of bespoke and universal supports. This will be led by well-trained staff, pupils, peer mentors and external agencies. Data will be gathered around the effectiveness of inputs as well as impact on young people.		April 2025
• Continue to develop health and wellbeing supports to promote self-care and improve outcomes by working with SAMH to develop an S3 Peer Support service. [ESIP]	DHT 3, PTsPS	
• Continue to support staff wellbeing by building on data and good practice gathered last session. This will be enhanced further by the support of UWS research staff.	DHT 3, HWB Group, All staff	
• Raise awareness and understanding of The Promise with all staff to help them understand the needs of care-experienced young people, while working towards outcomes of "Keeping the Promise" Award.	DHT 3, PTsPS, All staff	
• Kinship kids and young carers to continue to be supported through support networks, dedicated staff and awareness-raising with all staff. [ESIP]	All staff	
• Wellbeing period to be reinvigorated to provide a more engaging and relevant programme for pupils and staff. [ESIP]	PTsPS , All staff	
• Health and Wellbeing inserts in S1-3 PSE courses to be embedded and tracked to ensure evidence is gathered towards wider achievement awards. [ESIP]	PTsPS	
• Provide parent/carer awareness sessions on health and wellbeing to enhance supports available at home.	PTsPS	
• Following on from staff feedback the school will look to facilitate improvements in staff communication across the school.	HT, DHT 3, all staff	
3.3 We will continue to build on our success by further developing staff capacity around respectful relationships to ensure processes are sustainable. We will also review our whole school expectations to ensure all staff and young people are involved in that process, instilling a positive, calm ethos across the school.		April 2025
• Staff training to continue this session with an increased focus on building staff confidence and capabilities to lead restorative conversations and uphold visible consistencies.	DHT 3, PT Respectful Rels, All staff	
• Staff and pupil groups to be further developed to support the progression of restorative approaches.	DHT3, PT Respectful Rels, All staff	

	Who	
• Whole school expectations to be revisited with outcomes documented on a new poster and visible across all school platforms.	DHT3, PT Respectful Rels, All staff	
• Awareness of respectful relationships to be shared with parents and carers, allowing them to support this at home.	DHT 3, PT Respectful Rels.	
• RespectMe to be further progressed with a high profile campaign running to raise awareness of bullying and the impact it has on young people. [ESIP]	PTsPS	
• Gold RRSA Award to be maintained with the UNCRC articles featuring prominently within school policies and procedures. [ESIP]	All staff	
• ESAS to continue across the school with data analysed and next steps devised.	All staff	
• MVP programme to continue with peer mentors trained to explore and challenge attitudes and cultural norms.	All staff	

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
• Appointment of PT Attendance and retention of Attendance Support Worker	Improved pupil attendance and reduction in pupil latecoming (including those in PEF targeted cohort).	DHT 3 PT Attendance PTsPS	End March 2025
• Retention 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 DHT 3	
• 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	
• Continuation 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	PTPS- Family Engagement	

	will attend Parents' Evenings and other in school events.	
• 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	PTCs
• 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 PT Equity in order to support families in need and will work collegiately with the Child Poverty Action Group. In-house 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.	Feedback from Cost of the School Day survey will be actioned and shared with all key stakeolders 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.	PT Equity DHT 3 PTsPS Cost of the School Day Group
• School will continue to embed Participatory Budgeting with the 'Cost of the School Day' Group	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	PTPS- Pupil Voice Cost of the School Day Group

Evidence of Impact against outcomes for learners
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priorities *(Expressed as outcomes for learners)* QI 3.2 Raising Attainment & Acievement UNCRC Article 6: Right to life, survival and development	Education Service Improvement Plan Priority 4: Our Attainment 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.**

What actions are required to reach the desired outcome?	Who	When

4.1 The school will continue to focus on closing the attainment gap between the most and least disadvantaged children. We will endeavour to ensure that all young people attain to the best of their ability by achieving qualifications at the highest levels possible.
 	
 • <mark>Continue excellent Capturing Attainment practice of identifying young people early and supporting them to achieve across a wide variety of subjects</mark>
 	
 • Establish and share high-level stretch aims in a timely fashion, based on interrogation of August data.
 	
 • Level 6 Numeracy improvement target incorporated into high-level school targets to drive forward improvement in this area.
 	
 • Establish and rigorously monitor ambitious stretch aims in Literacy and Numeracy for leaners in the BGE.
 	
 • Establish and rigorously monitor ambitious stretch aims in Literacy and Numeracy for leaners in the senior phase.
 	
 • Local Authority Stretch Aims as per SG Guidance for SCHOOL LEAVER ATTAINMENT were introduced this session as follows:
     ○ 1 @ SCQF 5: Overall 84.5- 86%, Q1 74-77.5%, Q5 96.5 – 97%, Gap (Q5 – Q1) 19.5-22.5%
     ○ 1 @ SCQF 6: Overall 62.4- 64.4%, Q1 46.5-49.5%, Q5 86.3 – 86.6%, Gap (Q5 – Q1) 37.1- 39.8%
 [ESIP]
	DHT 4, PTPS, PEF PT, All staff
	
	 DHT 4, All staff
	
	 DHT 4, PT Maths
	
	 DHT 2
	
	 DHT 4
	
	 HT, DHT 4
		April 25 (for all)

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4.2 The school will continue to build on our success by further developing our curriculum offer to include a range of wider achievement offers and additional ways that young people can be certificated for their work.		April 25 (for all)
• We will ensure that the SCQF Framework is supporting staff and learners to maximise attainment.	DHT 4, PTPS	
• Continue to grow the range of additional qualifications offered to cohorts of learners or as bespoke packages in line with AGD and current educational thinking/ policy [ESIP]	DHT 4, DHT 2, PEF PT, all staff	
• Make use of the audit of all wider achievement awards and pupils undertaking them to plan further opportunities.	DHT 4, PEF PT	
• Support PTs to continue for cross-certification, NPA awards, etc. where evidence of learning and achievement can be captured and certificated.	DHT 4, DHT 2, PEF PT	
4.3 We will continue to make effective 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.		April 25 (for all)
• Develop and implement Expected Grade model utilising previous SQA attainment data.	DHT 4, All staff	
• Shift from using Negotiated Target Grades as the basis for targeted interventions. Utilise Expected Grades to allow for more effective T&M earlier in the session and ensure that resources are targeted more effectively.	DHT 4, All staff	
• Rigorous and robust tracking in place and utilised effectively within all departments/faculties. Continue to develop and refine school T&M sheets in conjunction with EAC in order to support departments/faculties. [ESIP]	DHT 4, PTC	
• Evaluate the existing departmental processes of establishing working grades at various points in the session. Share examples of good practice.	DHT 4, JLT	
• Continue to evaluate Impact Review paperwork in order to increase efficiency and effectiveness and also to accurately measure contributions towards NPA and Baccalaureate awards.	DHT 4, JLT	
• Continue to evaluate and develop supported study offer including study weekends, Easter school and Mentoring scheme.	DHT 4, DHT 2, PEF PT	

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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
• Appointment of PT Equity with strategic responsibility for the identification and tracking of the PEF Targeted Cohort and the school's Capturing Attainment initiative	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. 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	PT Equity DHT 4	End March 2025
• Retention 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 DHT 4	

Evidence of Impact against outcomes for learners
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
We actively support, promote and enact leadership at all levels.	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context.

Our wellbeing and belonging	Our Attainment, Destinations and Achievements
We want all of our young people and staff to feel supported and feel included. Improving attendance will be a major focus.	We want the very best for all of our young people in positive destinations, attainment and achievement.