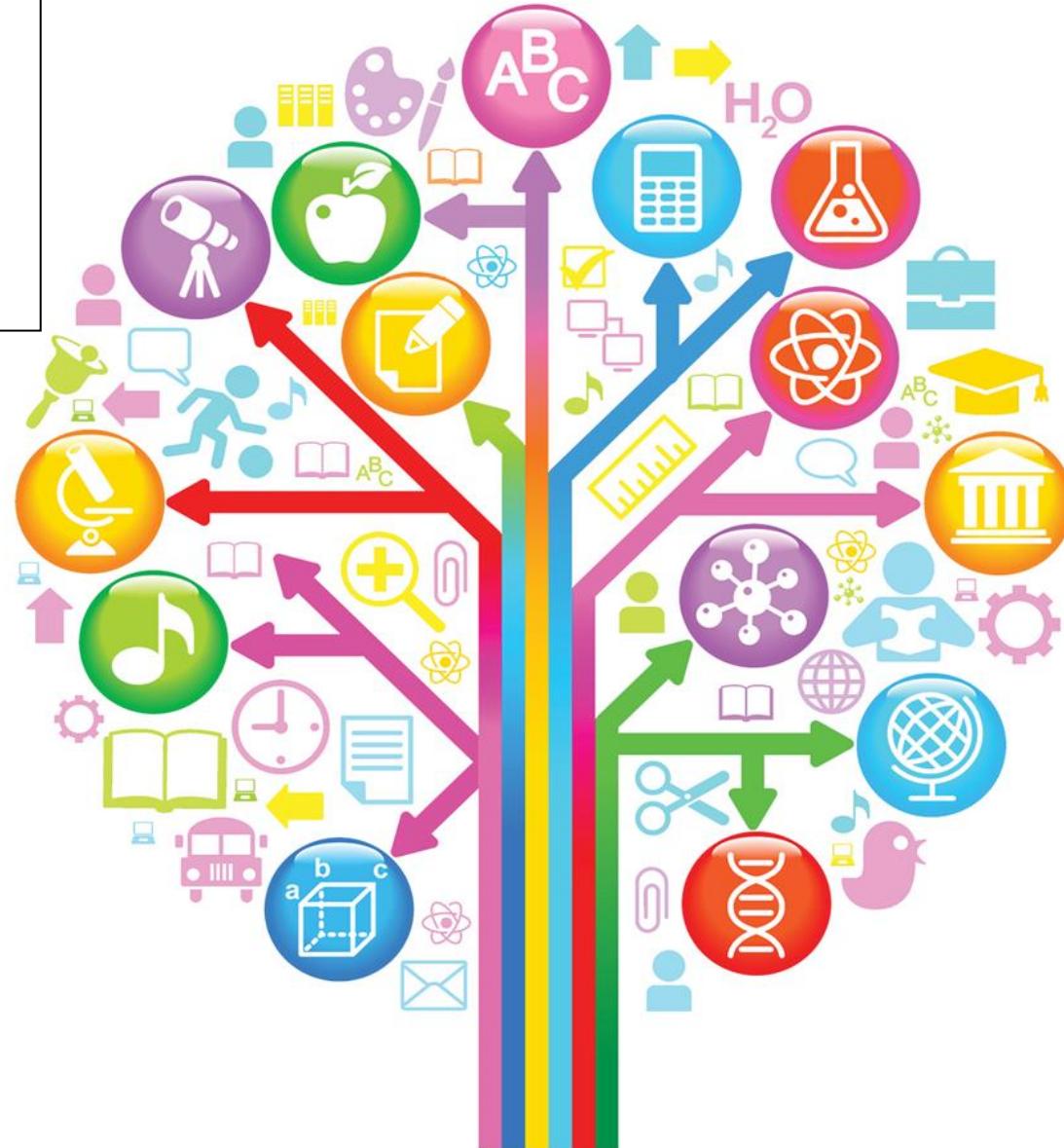




## Standards and Quality Report

2023 -24

# Kilmarnock Academy



## **Establishment Context**

The school took account of national guidance pertaining to improvement planning in addition to taking advice from Education Scotland and the Local Authority seminars. The school has linked all priorities to the National Improvement Framework (NIF) and quality assures progress against How Good is Our School (version 4) standards. Targets associated with the NIF were adopted by the establishment following extensive partnership collaboration.

East Ayrshire Council'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 was used to draw down relevant priorities to establishment level in keeping with the schools local need. 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 as well as 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 which included home link workers, Young person and LAAC mentors, Educational Psychologist, Campus Police officer and our Connect Hub worker, amongst others, 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
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.

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 procedures and performance reviews to ensure next steps are evidence based and engage with all school community partners to facilitate the school moving forward towards continuous improvement.

## Establishment Vision, Values and Aims



### 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.

**Motto:** *Aspire Together, Achieve Together*

Kilmarnock Academy opened in the new William McIlvanney Campus in April 2018 which merged Kilmarnock Academy and James Hamilton Academy. Kilmarnock Academy is a non-denominational school with a very proud tradition, and many of our students have gone on to achieve acclaim in their field of work serving the central and west area on the town. Most notably, Kilmarnock Academy is the only school in Scotland to boast two Nobel Prize winners as former students. In fact only Eton competes with this tremendous accolade. Indeed the school also boasts five Moderators of the Church of Scotland, the current head of the RAF and many sporting, artistic and musical successes. We strive to ensure all pupils are challenged to achieve their full potential in a nurturing environment of trust and mutual respect. The positive ethos at Kilmarnock Academy allows all kinds of learning to flourish: an environment in which all of our young people can develop their own personalities, talents and mental and physical abilities to the full, both educationally and socially, in cultural, sporting and leisure pursuits. At Kilmarnock Academy we seek for our pupils an education which will meet their needs, and which will prepare them to take their place in society and in the ever changing world of work. For this, they will need to develop competence in a wide range of skills, a sense of self-reliance and, increasingly, the ability to adapt to changing circumstances. Our values underpin all aspects of our school community and in 2019 we launched our exciting new RED COIN rewards' system. Our motto is: "Aspire Together, Achieve Together." which reflects not only the inclusive and nurturing environment of our school community but our high expectations for all of our young people.

The associated primary schools are Whatriggs, James Hamilton, Onthank and Loanhead Primaries. The school had rising role of 1264 pupils of which an increasing 434 (34.3%) have an identified Additional Support need of which 24 are either looked after at home or accommodated. In addition, 18.3% of young people were registered for a Free School Meal. As a centre which supports Gaelic Education within the local Authority the school has 8 Gaelic Medium students and a further 260 Gaelic learners. The Scottish Index of Multiple Deprivation (SIMD) profile indicates 34.1% of the pupils are in the lowest quintile of Scottish Data Zones (above the EAC average) and 10.7% in the highest. Attendance has fallen post Covid - 19 to 83.0% whilst exclusions continue to be minimal and only essential. The staffing compliment consists of an 82.2 full time equivalent of teachers, with 23 permanent promoted posts including a Senior Leadership Team of 5 plus a PEF funded DHT.

### Ethos & Culture:



<b>Improvement Priority</b>  (Expressed as outcomes for learners)	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, Assessment of Children's Progress.	<b>HGIOS/ HGIOS/ELCC QI's for self-evaluation</b>  1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2
<b>Progress and Impact</b>  <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>		
<p>On considering published Leaver Data (most recent 2023) the performance of the school in terms of literacy and numeracy is as follows.</p> <p>At SCQF Level 3, literacy and numeracy were both 97% and above all comparator measures (EAC, Virtual, Regional and National).</p> <p>At SCQF Level 4, literacy and numeracy were 97% and 92 % respectively and above all comparator measures (EAC, Virtual, Regional and National).</p> <p>At Level 5, literacy was 95% and numeracy was 80% and 92 %, above all comparator measures (EAC, Virtual, Regional and National).</p> <p>In ALL measures above, this performance has been maintained over time for a 5 year period indicating a strong performing school.</p> <p>At level 6, literacy was 62% which was above comparator measures and again has been over times for the last 5 years. However, numeracy remains a target with only 19% achieving this level which is below comparators for the second year running. The school has implemented an action plan to address this shortfall and indicators are evident that this situation will improve for 2024 leaver data (published February 2025).</p> <p>A review of BGE curriculum concluded that further consideration of a variety of models needed to take place. <b>This will be carried forward to next session.</b> As a prelude to this a 'Personal Pathway' has been added to the S1 curriculum for session 2024/2025. Almost all departments will be offering a range of pathways, to include, for example, Musical Theatre, The Art of Maths, Spanish Language &amp; Culture and History Heritage Heroes. These provide opportunities for project based learning and will focus on skills development.</p> <p>Data driven stretch aims have been established linked to SQA attainment, this will drive forward attainment through the BGE and senior phase. ACEL data evidenced the following:</p> <ul style="list-style-type: none"> <li>• 89% of learners achieved level 3 reading (target 87%)</li> <li>• 88% of learners to achieved level 3 Writing (target 66%)</li> <li>• 85% of learners to achieved level 3 Listening &amp; Talking (target 53%)</li> <li>• 42% of learners to achieved level 4 Reading (target 24%)</li> </ul>		

- 41% of learners to achieved level 4 Writing (target 24%)
- 41% of learners to achieved level 4 listening & Talking (target 16%)
- 90% of learners to achieved level 3 Numeracy (target 94%)
- 57% of learners to achieved level 4 Numeracy (target 52%)

Most pupils (84%) and most parents (86%) agree or strongly agree that the school supports with literacy, while most pupils (81%) and most parents (86%) feel the school support them with numeracy.

A school strategy to further improve Literacy and Numeracy levels in the senior phase have been adopted this session to ensure maximum attainment in these measures for all young people. This has included the use of SCQF Level 6 Numeracy as a free standing unit to support learners achieve this qualification.

Leavers 2023 data:

SCQF Level 3 Literacy: 96.9%  
SCQF Level 3 Numeracy: 97.4%

SCQF Level 4 Literacy: 96.5%  
SCQF Level 4 Numeracy: 92.1%

SCQF Level 5 Literacy: 93.9%  
SCQF Level 5 Numeracy: 80.4%

SCQF Level 6 Literacy: 60%  
SCQF Level 6 Numeracy: 18.8%

Leaver's data in 2024 will be used to evidence improvements in these measures.

All Learning Facilitators have been included in the delivery of for either: Active Literacy, Number Talks or Nurture which is enhancing the role and benefitting young people directly. All new Learning Facilitators have received training in the delivery of Active Literacy and Number Talks which has led to an increase in the delivery of one to one targeted support for Literacy and Numeracy.

Parental engagement with Literacy & Numeracy was introduced to provide parents with suggested ways they can support their young person at home to develop these skills. This was launched at the S1 parents evening with many parents showing a commitment to take this forward. Although an honourable initiative this has yet to prove fruitful.

The Literacy and Numeracy working group worked together this Session with a shared vision. The focus group allowed staff to consider how to involve and develop parental engagement and understanding around literacy and numeracy.

From this, S6 pupils were given responsibility of being Literacy and Numeracy ambassadors and they explained AR to parents at BGE parents' nights. Resources were also created to inform parents how to contact the school if they wanted to develop their own literacy skills.

Moving forward, the school will continue to build parental engagement around this. Also discussed was adding information to Progress and Achievement Reports, ideally with input from all departments.

The Maths department have delivered a secondary style Maths/Numeracy lesson to all P7 pupils in every catchment primary. This allowed almost all P7 pupils to experience a secondary lesson to further prepare them and build their confidence for S1 Maths.

The school has been represented on EAC working group to consider improved functionality of the Progress & Achievement aspect to BGE tracking. The outcome of this will include an option to set individual pupil targets and track progress towards these. In addition to this the school is to be represented at a sharing practice event which will empower selected PTs curriculum to support staff across the school to take forward this priority next session.

Progress and Achievement data is now being subsumed into BGE Tracking & Monitoring spreadsheets to allow for rigorous analysis and 'deep dive' into progress of individual and cohorts of learners. All joint leaders are using this functionality to set ambitious stretch aims based on senior phase attainment data. All departments have identified cohorts of learners, initially in S3 (Level 4) who will be 'stretched' to meet these aims. These stretch aims range from 30% to 90% with the average being 58%. Almost all staff are more confident in using the data to monitor progress of learners and identify where interventions are required. This has resulted in the number of pupils BGE Levels being increased from:

**S1:** 2<sup>nd</sup> Level increased from 60% in 2023 to 67% in 2024  
3<sup>rd</sup> Level increased from 4% in 2023 to 11% in 2024

**S2:** 3<sup>rd</sup> Level increased from 6% in 2023 to 36% in 2024

**S3:** 4<sup>th</sup> Level increased from 17% in 2023 to 33% in 2024

A strategic approach to improving the BGE has been introduced utilising self-evaluation and Quality Indicators to identify where improvement is required. This data based approach provides a framework to support Principal Teachers of Curriculum (PTCs) to identify priorities, enact action plans and monitor impact. This has been undertaken by the Social Subject Faculty where feedback was positive with identified actions forming Department Improvement Plan (DIP) targets for next session. This approach will now be rolled out to all Departments.

Approaches to BGE assessment and articulation with CfE levels has been shared with all staff during a whole staff meeting with further exemplification taking place with the Joint Leadership Team. This has provided a better understanding of assessment strategies in the BGE leading to improved consistency across the school. Almost all departments are becoming more confident in using a range of approaches to assess pupils in the BGE and how to use this to show progress through the CfE levels. **Further work still needs to be undertaken to ensure pupils and parents have a much better understanding of assessment and progress through CfE levels.**

Moderation takes place in all departments to ensure standards and quality and in addition, key staff were involved in writing moderation with all feeder primary colleagues to help improve consistency of judgment across the education group.

Inter Disciplinary Learning (IDL) has been now introduced into S1 through Learning for Sustainability. All pupils in S1 will be involved in developing meta skills (collaboration and creativity) through a series of lessons linked to the Global Goals. All departments have contributed towards this IDL which it is hoped will enhance pupil engagement.

The Scottish Baccalaureate was a brand new timetabled course for Level 7, S6 high achievers. Although the school had presented a candidate before, this was the first time we assigned a lead teacher, marker, timetabled class time and created a verification model. There were five candidates (initially 16 pupils were listed and considered): three were SIMD 2 and one was FMC+LAAC. They consisted of two Expressive (one in music, one in art) and three Social Subjects (all modern studies based).

Results were strong (four B grades and one C grade) and feedback from pupils was excellent, saying they "enjoyed the skills development for the future" (S6 pupil going on to study law). Three of these grades were verified as predicted and two were moved to within one grade boundary by external verification due to non-teaching factors, overall showing the strength of teacher judgements and pupil work.

The SQA have called the school's verification model "excellent" and the range of staff involved with the process as an example of good practice for this unit. Pupils were also complimented for "innovative method[s]" of presentation.

Capacity and standards were shared within other staff members. This makes the course sustainable and deliverable should the school consider it viable.

The option process for S3-S4, S4-S5 and S5-S6 was been revised with pupils having 'free choice' on subject progression meaning that they effectively have a say in and devise the Senior Phase curriculum. Integral to this is the use of data (CfE Levels and SQA prelim performance) to ensure pupils are progressing with their highest attaining subjects. In addition, there has been some element of 'free choice' for S1-S2 options whilst maintain a Broad General Education. Almost all pupils have been able to progress with their preferred choices (S2 = 97.7%; S4 = 94.5%; S5/S6 =95.4%). Most parents (76%) and the most (83%) of pupils felt that the revised options process made it easier to progress with chosen subjects. The majority (69%) of parents and pupils (71%) agreed or strongly agreed that the information provided in the prospectus was useful. The majority of parents (50%) and the majority of pupils (73%) feel they were well supported through the option process. Almost all staff (89%) felt that communication, processes and procedures around the option process was clear. To support this a comprehensive Kilmarnock Academy Prospectus was devised including information on course content, CfE and SQA levels, progression and post school careers. Feedback on this was extremely positive with all stakeholders indicating they felt more prepared for the options process. To supplement this and further support families and young people, bespoke options information evenings for parents were run. These were very well attended with over 350 attending each event which evidences high engagement.

To support a wider range of learners with additional support needs (ASN) a bespoke programme of learning has been introduced into the S2 curriculum pathway. This will support literacy and numeracy through Social Studies, languages and Literacy, Personal Development and Digital Skills. A total of 32 pupils will be supported by this enhanced curricular offer. This will be evaluated in due course.

The SCQF Framework is supporting learners to maximise attainment. A review of senior phase attainment has led to curricular changes in identified areas; Social subjects – 17 pupils now undertaking Scottish Studies at SCQF Level 5; Science – 17 pupils now undertaking Health Sector at SCQF Level 5. The range of additional qualifications offered to cohorts of learners or as bespoke packages continues to grow across the school. For example – all S1 learners have now completed SCQF Level 2 Self in Community (Environmental Issues), senior pupils entered for volunteering and mentoring Awards at SCQF Levels 4 & 5. To support further development of this the Joint Leadership Team underwent training provided by

D Wood (SCQF: Learning Pathways Lead). From this almost all departments have identified courses to support a range of learners across the curriculum. A number of these will be introduced for session 2024/2025 (Criminology & Legal Studies – L6; Performing Engineering Operations – L5; Human Biology – L6) with others being developed for introduction in session 2025/2026. An audit of all wider achievement awards and pupils undertaking this is to be progressed by the PT of Wider Achievement.

Care-experienced young people are well supported to achieve their best and PTPS are aware of supports available such as IT devices, extra tuition, materials for particular subjects, funding for excursions. Due to the number of pupils who are kinship kids or young carers (37), we felt it was important to have a renewed focus on this group. The PTPS team made invaluable links with the East Ayrshire Kinship Carers group and they presented to all staff on the challenges faced by kinship kids. This raised awareness of those pupils and how we can best support them. We linked up our Financial Inclusion Officer with the group and he attended one of their weekly meetings to go over financial support available. The school has also set up a drop-in lunchtime group for pupils, offering support and advice, and plans are underway to build on this next session.

Wider achievement of pupils will be recognised through a revamped 'Celebrating Success'. This will include bespoke categories to maximise the numbers of young people achieving awards. This session the achievement of 238 Young people will be recognised.

A wide range of awards and qualifications across a variety of wider achievement courses have been certificated this session with the number of entries increasing to 464 from 224 in 2023.

The school continues to be an SCQF Gold status centre.

<b>Next Steps</b>	<ul style="list-style-type: none"><li>• BGE Curriculum development and evolution</li><li>• BGE assessment judgements work with pupils and parents</li><li>• Re-accreditation of RRS Gold Status</li></ul>
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<b>Improvement Priority</b>  (Expressed as outcomes for learners)	<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 implemented 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 Professionalism, Assessment of Children's' progress.	<b>HGIOS/ HGIOS/ELCC QI's for self-evaluation</b>  1.2, 1.5, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3
<b>Progress and Impact</b>  <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>		
<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>		
Local Authority Stretch Aims as per SG Guidance for SCHOOL LEAVER ATTAINMENT were introduced this session as follows:		
<ul style="list-style-type: none"> <li>➤ 1 @ SCQF 5: Overall 84.5- 86%, Q1 74-77.5%, Q5 96.5 – 97%, Gap (Q5 – Q1) 19.5-22.5%</li> <li>➤ 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%</li> </ul>		
The school leaver data 2024 will ascertain whether or not these have been overtaken.		
In terms of Leaver data 2023, the schools measures in this respect were as follows:		
<ul style="list-style-type: none"> <li>➤ 1 @ SCQF 5: Overall 85.6%, Q1 79.3%, Q5 100%, Gap (Q5 – Q1) 20.7%</li> <li>➤ 1 @ SCQF 6: Overall 65.9%, Q1 55.2%, Q5 86.4%, Gap (Q5 – Q1) 31.2%</li> </ul>		
In all these measures the school is either already meeting these stretch aims or surpassing them. However, the target in 2025 has to be to continue to improve.		
In terms of raising attainment for all and cohort tracking, the school's lowest 20%, Middle 60% and highest 20% are all outperforming local South West Region and National comparators. Indeed the Highest 20% which has been a target for a number of years has resulted in an average 1941 tariff points, the second highest in 5 years and the school is above all measures for the second year in succession. This means young people at Kilmarnock Academy are attaining above all average measures.		

As the school continues to strive for equity and close the poverty related attainment gap, there was a pride in the significant increase in performance of those young people living in SIMD 2 which is significantly much greater than that of the national average. In addition, those from SIMD 3 and 8 significantly outperformed the national average.

School latecoming procedures have been tightened up with pupils going straight to class, ensuring this minimises disruption to teaching and learning. The new Attendance Support Worker is updating late codes which confirms accuracy. The Not in Class Explanation (NICE) form has been introduced to tighten up attendance procedures and PTPS then get weekly updates on their pupils and are able to address any concerns which has proved effective in reducing the number of pupils out of class. Matters are also discussed during DHT/PTPS check-ins and then during Wellbeing time and provides coherence across all House groups.

Attendance strategies have helped boost attendance and ensure it has a high profile. Attendance statistics for SIMD 1-3 are positive and on a par with the local authority figures, as noted below:

- **SIMD 1** 76% (KA) v 79% (EAC)
- **SIMD 2** 82% (KA) v 82% (EAC)
- **SIMD 3** 83% (KA) v 84% (EAC)

Statistics for care-experienced young people are better than the local average as noted below:

- **LAC** 67% (KA) v 66% (EAC)
- **LAAC** 85% (KA) v 80% (EAC)
- **Previously LAC/LAAC** 76% (KA) v 74% (EAC)

Although these strategies are having an impact there is a need to continue to improve attendance and as such this will be a major focus of the 2024/ 25 SIP.

The curricular metaskills framework for S1 has been embedded in the form of a Roadmap which is used by staff and recognisable to young people. This has resulted in staff and pupils being more aware of metaskills and their relevance.

An analysis of Negotiated Target Grades (NTG) was introduced this session due to concerns about disparities and inconsistencies of Target Grade which was diluting the effectiveness of whole school target setting and interventions which would hinder whole school high level targets. All Principal Teachers were offered universal and targeted support Target Grades, and as a result of this, most departments revisited their initial NTG and examined their departmental processes for setting NTG and were in line with SQA attainment. This enabled the school to more effectively identify pupils requiring targeted intervention and for resources to be allocated to pupils and groups more efficiently. The accuracy of Target Grades will be analysed with the publication of SQA local data in September 2024.

In order to ensure that all learners and stakeholders have a clear understanding of assessment, the Parent Council were consulted on future shift from Target Grades to Expected Grades. This will allow for more effective Tracking and Monitoring earlier in the session and ensure that resources are targeted more effectively. This was positively received by the Parent Council. The school will now develop and establish a system to provide departments with Expected Grades at the start of each session based upon local and national attainment and progression data and this will be a priority for next session.

A PEF Funded PT Attainment and Achievement was appointed in order to raise attainment through targeted intervention and effective distribution of resources in line with whole school targets (with an emphasis on reducing the poverty related attainment gap). Analysis of Insight and feedback from staff resulted in the narrowing of whole-school targets in

order to reduce bureaucracy and replication of workload. The school analysed the previous high level targets from the previous session; identified the ones that had been successfully implemented; and there was a rigorous interrogation of unmet targets and this facilitated the identification of new high level targets. The targets identified were:

- Target 1 (S4): Increase number of pupils achieving 5+ qualifications at SCQF Level 5 to above VC. [All staff]
- Target 2 (S5): Increase number of pupils achieving 4+ qualifications at SCQF Level 6 to above VC [All staff]
- Target 3 (S5/6): Increase number of pupils achieving Level 6 Numeracy and Literacy with a particular focus on Numeracy [Maths Dept]

These targets were shared with all staff and were standing items on SLT, JLT and faculty agendas as well as being an integral part of both the Impact Reviews 1 (October) and 2 (February) analysis.

Through academic session 2023-2024, a number of whole school strategies were implemented in order to achieve these high level targets. Based on both staff and pupil feedback, the school relaunched the Intensive Mentoring Programme which effectively utilised IR1 and IR2 progression and attainment data in order to improve the impact of targeted mentoring. Mentoring programme evaluation from the previous session looked at progress within the mentoring target group, rather than comparing progression of those in the mentoring group against those out with the programme. Baseline data has been set and SQA data will be utilised to fully evaluate the impact of the mentoring scheme. As well as this, Tracking period dates were altered during the session, in consultation with staff, in order to make more efficient and effective use of prelim data in setting targets during IR2 and in order to support PTPS options interviews in a consistent manner. All PTPS were provided with tailored data for the S4 in to S5 Options Process, which highlighted pupil's strongest subjects and the subjects where progression was most likely to be successful. Feedback from PTPS was positive and SQA data will be utilised in order to measure effectiveness.

Local and National SQA progression data was used effectively in order to identify departments that may require intervention. As a result of this, the school created a framework in order to undertake departmental engagement visit using HGIOS Quality Indicators as themes for focus. One faculty was identified as requiring intervention and an Engagement Visit was undertaken that included: departmental observation, pupil focus groups, analysis of attainment data, course outlines and scrutiny of previous self-evaluation ratings. An action plan was co-created and shared with the faculty and identified next steps will form the faculty's departmental improvement plan in session 2024-2025. A follow up Engagement Visit will take place by senior leaders in order to ascertain that progress is being made.

An initial evaluation of the Targeted Supported Study took place. Feedback from staff and pupils highlighted that the large number of 'targeted' pupils decreased effectiveness. IR1 processes were adapted as a result of this to identify relevant targeted pupils by department, allowing a more concentrated area of focus and consistency in approach. PT feedback has highlighted that all PTs found the process of monitoring relevant targeted pupils was much more manageable. SQA data will be analysed in order to evaluate its effectiveness.

34 S5-S6 pupils attended a Residential Study weekend run by the Social Subjects, Science and Mathematics departments. On evaluation, almost all pupils felt that the study sessions were very positive and the majority of pupils felt that it had given them a more positive outlook on studying. SQA data will be analysed in order to measure impact.

Previous analysis of Easter School highlighted that our provision required updating in order to support pupils more effectively. In consultation with parents/carers and staff, the provision was adapted to a blended model with both in-house and online support offered. The school ensured equity of access by providing an in person learning hub so that all pupils had sufficient access to IT and appropriate learning resources. In-person sessions for Practical Woodwork allowed over 40 pupils to access staff and make progress on

coursework. This element in particular will be developed in the coming session. Online sessions were poorly attended therefore the model will be adapted in the coming academic session.

IR2 processes have been adapted to include progression data from previous prelims to final SQA attainment. This allowed more effective statistical analysis to take place and target interventions more effectively. This tied in with a more focussed and department-centred system for identifying targeted pupils. SQA attainment data will be analysed to evaluate impact.

Evaluation from IR1 meetings highlighted the need for departmental contributions to NPA to be incorporated in analysis. A faculty model of good practice in this area was highlighted and the effective utilisation of NPAs was shared to all Principal Teachers. This will be developed for incorporation the coming session to better encapsulate pupil achievement and evaluate the contribution of departments to additional qualifications and value for pupils.

QI 1.2- Leadership of Learning has been introduced into a standing item in all faculty, PTPS, JLT, SLT, and whole school meeting agendas where staff at all levels to share good practice and lead on aspects on whole school improvement.

Following interrogation of evidence arising from previous observation cycles as part of the schools drive to improve learning, teaching and assessment it was clear that the processes in place had become stale and less impactful. Consequently, following consultation with stakeholders, a new model was launched, 'Learning Snapshots, to refresh and reinvigorate practice. This second model pairs members of staff to observe each other, share best practice and critically review their own practice. The schools Learning and Teaching policy was updated to include this new model. Time was built into the working time agreement to facilitate this new model and support staff to engage with the process to improve learning and teaching. Its aims are:

- To give staff the autonomy to manage their own professional development through the learning snapshots and pedagogical discussions.
- To encourage staff to make stronger professional relationships and therefore engage in critical discussions about learning and teaching.
- To give staff leadership opportunities by leading the Professional Learning Communities (PLCs).
- To create a culture of continuous professional development.

All staff are involved in the observation process, all are assigned to a professional learning community and paired with a pedagogical buddy for snapshot observations and pedagogical discussions. The focus of these Learning Snapshots (LS) was determined from data from the previous year's self-evaluation cycle in order to drive forward improvement. Prior to each snapshot period, PT Pedagogy & Skills arranged TLC, which many staff engaged with, to provide CLPL opportunities in order to refresh skills and knowledge. Feedback from these sessions was very positive.

This session the school focussed on the following 3 areas highlighted in previous sessions as development needs:

- LS 1 – Learning Intentions and Success Criteria revisited through use of effective plenaries
- LS 2 – Engaging teaching strategies through use of Tapestry Techniques
- LS 3 – Pupils leading learning through use of Promethean Technology

Evidence is triangulated from pedagogical discussions, completed reflection MS forms and pupil voice surveys. Following each snapshot cycle high level messages were fed back to all staff for consideration and action.

After the first Learning Snapshot cycle, interrogation of evidence indicated that

- Most (81%) staff engaged in the learning snapshot and subsequent professional dialogue - 81/100. (*most missing were accounted for due to absence or pair absence*)

- Most (86%) of staff observed all pupils taking part in the plenary
- Almost all (93%) of staff noted that plenaries clearly linked back to the LI & SC
- Almost all (94%) of the plenaries gave information needed to support the planning of further lessons.
- A variety of plenaries were taking place, including – exit cards, find the fib, plenary pyramid, show me boards, word walls, Kahoots, Classflow amongst others.
- It is evident that critical discussions took place during the pedagogical discussions as effective next steps were noted by staff, including “using sentence starters for pupils struggling to access literacy”, “moving around the room more will help support learners”, “I could be making better use of my CA”.
- Almost all staff had taken into account any barriers to accessing the plenary such as ASN – “colored Powerpoint background”, “pairing with more able pupils”, etc.

Actions which arose were:

- Staff noted that time constraints were the biggest barrier to carrying out plenaries in every lesson. Other barriers included delivering units or work or folio work where plenaries were not appropriate at points in the learning and hot desking.
- Staff noted that pupils who leave early are consistently missing the consolidation of the learning through the plenaries so at times we cannot say that **ALL** learners engaged in the plenary.
- Some housekeeping actions like encouraging staff to engage in their learning snapshots earlier in the block to avoid running out of time from cover issues/absences

Following the second Learning Snapshot cycle, interrogation of evidence indicated that

- Almost all staff engaged in the learning snapshot and subsequent professional dialogue by the deadline – 77 staff (*some staff were accounted for due to absence or pair absence*)
- Almost all (91%) of staff observed all pupils taking part in the active learning activity.
- Of those pupils, ALL staff noted that either all or mostly all pupils were engaged in the task.
- In contrast, when reflecting on their own lesson, Most (77%) of staff felt that all learners engaged in their own activity.
- Almost all (95%) of lessons were differentiated to allow all learners to access the task.
  - Simple supports such as colored paper, vocab books, other dyslexia friendly strategies were noted. Time out passes were also used appropriately by pupils with SEBN.
  - A number of staff noted ability pairings which allowed for an appropriate challenge and pace of work for learners.
  - Some staff noted that a barrier to carrying out active learning tasks was due to finding resources due to inconsistent Tapestry Boxes across the department.
  - Lack of access to show me boards. (Sets are shared across a few rooms)
  - When staff perception data was measured against pupil perception data for active learning and engagement, there is a clear disparity.

It is clear a number of critical discussions took place during the professional discussion; staff comments included

- ‘Being more explicit when self/peer assessment is being used so that the students are more aware of this’
- “I will try to use carousel task in my lesson, have thought of a few opportunities to do so. Allow pupils to lead their own learning more.”
- “Try to blend more practical, ICT and written tasks together. Doesn’t have to just be one thing kept separate.”

Actions which arose were:

- Staff have been encouraged to collect and update their Tapestry boxes from the PEF PT though few staff have done this. The PEF PT will do an ‘audit’ of all boxes and ensure all boxes are filled with resources and that each class has their own Tapestry box so that hot desking isn’t an issue

- Greater accountability on the PLC Leaders to be checking on their PLCs to ensure all staff meet the deadline for Learning Snapshot 3. This was taken forward by the PT Pedagogy & Skills along with PLC Leaders
- The school will use a budget to purchase show me boards for each classroom as these seem to be the widest used resource in the boxes. – This was taken forward by the PT Pedagogy & Skills along with PEF DHT
- Reinvigorating the Teacher Learning Community (TLCs) to encourage staff to try out a wider range of activities and become more confident in using the Promethean Panel's full range of capabilities to allow pupils to lead learning – this was taken forward by the PT Pedagogy & Skills along with Promethean Experts.

Following the third Learning Snapshot cycle, interrogation of evidence indicated that

- Almost all staff engaged in the learning snapshot and subsequent professional dialogue by the deadline – 73 staff (*some staff were accounted for due to absence or pair absence*)
- 29% of activities allowed **all** learners to physically come into contact with the board during the activity.
- 22% of activities allowed **almost all** learners to physically come into contact with the board during the activity.
- 78% of lessons were noted to have allowed learners to develop Higher Order Thinking Skills.
- 77% of staff felt they make best use of their Panel **all** the time, **almost all** the time or the **majority** of the time.

Feedback from pupils:

- This contrasts how staff feel as **77% of staff feel they make best use of their Panel all the time, almost all the time or the majority of the time**.
- Half of learners noted that they (or their classmates) rarely have the opportunity to engage with the Promethean Panel.
- This disparity suggests that although staff feel that they are using their panels well, learners would like to have more opportunity to engage with the panels.

All staff were encouraged to participate in a survey of the whole Learning Snapshot process. Feedback from staff was:

- 32 members of staff responded to the survey.
- Almost all staff who responded commented on the benefits of the strategy and they enjoyed the process.
- The majority of staff stated that they felt most prepared for Learning Snapshot 2 – Engaging Teaching Strategies.
- Less than half of staff commented on having 2 longer snapshots would be more meaningful.
- A few staff suggested that the 3<sup>rd</sup> snapshot could be 'own choice'.

Staff commented:

- "It encourages critical thinking and the slight "pressure" of discussing with someone else always encourages a more in-depth examination of your practice."
- "Once embedded, there was real potential for this format to work well."
- "I like the peer evaluation processes- more open discussions can take place with advice/support. As a new KA teacher, the focus being given for the snapshots helped to highlight school-wide priorities."
- "I completely welcome the opportunity to discuss ideas with colleagues but I feel a discussion about a very short (15 minute) part of the lesson is extremely limited. I would welcome a return to an observation of a full lesson or, even, a series of lessons (2/3 in a row?) so that more meaningful feedback, taking account of context around the lesson, can be sought / given."
- "I would rather see one or two full lessons than three parts of lessons. I understand the cover implications but staff feel under pressure already without giving up non-contact time so some allowances for cover would make the process seem more valued"

- “I do feel that 2 slightly longer snapshots might have worked better, myself and my partner missed a little bit of each other’s lesson that would have been important to the activity they were coming to observe.”
- “I feel the observations would be more impactful if it was within my department”

Action point – following this consultation the observation strategy for next year will be reviewed to incorporate the indication that staff would prefer fewer and longer observations episodes.

All Learning Facilitators contributed to their own improvement plan with each having a strategic responsibility for literacy, numeracy, and/or health and wellbeing. All Learning Facilitators now have leading responsibility where they have the opportunity to share good practice. A CLPL calendar has been created in order to support their own career-long professional learning.

Self-evaluation for self-improvement continues to be embedded through monthly QA meetings with strengths and next steps targeted and tracked through iAbacus. Good practice is regularly shared at all levels in order to drive forward school improvement. SLT attended the SWEIC sharing good practice on evaluative writing and this was shared with all Principal Teachers in order to support the evaluation and writing of departmental improvement plans.

<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Revisit Curricular Benchmark in the BGE to ensure staff, pupils and parents have a clear understanding of progress through 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 will need embedded.</li> <li>• Embed 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.</li> </ul>
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<b>Improvement Priority</b>  (Expressed as outcomes for learners)	<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	<b>NIF Driver</b>  Parental Engagement, school leadership, School Improvement, Local need.	<b>HGIOS/ HGIOS/ELCC QI's for self-evaluation</b>  2.1, 2.4, 3.1
<b>Progress and Impact</b>  <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>		
<p>An increased focus on attendance has led to the development of new strategies with some success, some of which have already been mentioned under Priority 2.</p> <p>PTPS Team used 'spotlighting' strategies with 40 S2 pupils, with a focus on pupils with attendance below 90%. The school's Wellbeing Web was adapted to include school refuser questions and individual supports put in place to address any concerns. At December 2023, most pupils (31 pupils - 78%) had increased their attendance with an average increase of 7%. By March 2024, the majority of pupils (26 pupils – 63%) had further increased their attendance by an average of 4%.</p> <p>S6 attendance was monitored and linked in with Prom attendance. Pupils with attendance below 90% were progressed in line with the school's policy. This was done in October 2023 (31 pupils were flagged up) and in December 2023 (13 pupils progressed) The impact was that 18 pupils improved their attendance between October and December checks. Final checks were done in January and 4 pupils were not allowed to attend prom as a consequence of non-attendance without good reason or circumstance. As a result of this focus, combined with general strategies, S6 attendance was 87.3% at the end of March 2024. This was the second highest attendance amongst year groups, with S1 being the highest at 87.4%, showing that this strategy had a positive impact on attendance.</p> <p>Attendance has been tracked on a termly basis for year groups, House groups and gender. From the data gathered, it is clear that S1, S5 and S6 have the highest attendance rates this session (87.4%, 87.3% and 87.3% respectively). S1 have improved their attendance compared to last session (84.8% in 2023 to 87.4% in 2024) and S5 have higher attendance than the previous session (85.7% in 2023 to 87.3% in 2024). Males have had higher attendance than females (85% v 82%) and the top House is Fleming at 85%. The school organised an Attendance Conference dedicated to attendance strategies and devised clear expectations of all staff involved, including speakers from Education Scotland, It was opened up to all Secondary Schools in East Ayrshire with over 50 delegates attending. <b>Attendance will continue to have a high priority next session where we hope to build on the conference by working together with colleagues from other establishments.</b></p>		

The school appointed an Attendance Support Worker (ASW) to assist in managing the huge volume of attendance coding. However, ironically, the Attendance Support Workers absence meant a slight delay in updating of codes and a further absence has meant that this resource has not been as successful as initially hoped. Nevertheless, strong systems are in place to ensure pupil attendance is accurate every period and parents/carers are alerted each period pupils are marked absent. The ASW has also produced monthly statistics highlighting pupils whose attendance has dipped significantly or whose latecoming has increased. This helps the PTPS team to put plans in place to support identified pupils. Attendance is at the forefront of the PTPS remit with inserts in assemblies and Wellbeing around the importance of maintaining good attendance and timekeeping.

Monitoring, tracking and supporting young people's wellbeing has continued to be a focus using Glasgow Model of Wellbeing Programme (GMWP) data. This has now been gathered across S1 and S2. Data has been shared with PTPS so that they can put relevant support strategies in place for individuals or groups. S2 data has also been compared to previous S1 data to ascertain any changes (positives and concerns) from the previous session. This data was also used during meetings with parents/carers and to decide on pupils who may benefit from inputs such as group work with, for example, the Home Link Worker or Campus Cop. It has proven to be a useful method of gaining an holistic overview of each individual young person.

Different Courses were investigated to ascertain suitability of delivering inserts into PSE programmes. Following this it has now been agreed that the Health and Wellbeing Award will be delivered across S1-3 PSE so that young people can gain this award at the end of the BGE. **This will be added to courses starting next session.**

Restorative Approaches continue to be embedded and a poster summarising visible consistencies has been issued to staff, displayed in classrooms, and launched with all pupils at assembly. Whole-staff refresher training took place in October 2023 with "When the Adults Change" and ensured all new staff were aware of the approaches used in school as well as refreshing this with other staff. The school's PEF PT wrote an [article for TES](#) highlighting the journey we have been on. The Respectful Relationships policy has been updated to reflect the visible consistencies and this has been shared with all staff, ensuring consistent approaches across the school. Our identified good practice by the Local Authority, following routine PEF scrutiny, has been shared at local authority level with all Primary Head Teachers, with a view to cascading and further developing their own strategies in their establishments. **Further development and leadership of the working group will continue next session and parent/carer training will also take place.** Statistics around restorative conversations and referrals are noted in the PT Restorative Approaches Improvement Plan.

Partner School status was achieved with "When the Adults Change" recognising the work the school has done to create a climate and culture where relational practice is at the heart of everything we do. The school is only the 7<sup>th</sup> Secondary School, from across the world, to achieve this recognition. [More information here.](#)

RespectMe continues to have a high profile through PSE and through the RespectMe Ambassadors who share information at parents' evenings. A video was devised to highlight how we support young people experiencing bullying. A Buddy Box was also built following consultation with pupils and parents, to allow pupils the chance to flag up any concerns anonymously.

PTPS have attended one HEART meeting this session but the format is being revamped and therefore the school is unsure how this partnership will progress moving forward. Initially the New Farm Community Council (NFCC) meetings were cancelled but an AGM in December was held and then then meetings took place in 2024. In the PTPS absence, a DHT sent school updates to NFCC and expressed interest in being involved in community projects.

Parental surveys have been carried out at parents' evenings, PSE consultation has also taken place with parents/carers, pupils and PSE Teachers which will inform changes for next session.

The Parent Improvement Plan highlights the wide range of consultation taking place to gather parental views, supports and feedback such as Parent Council (2.10.23) consulted on future shift from Target Grades to Expected Grades and proposed changes to targeted interventions. This will allow for more effective T&M earlier in the session and ensure that resources are targeted more effectively. This was positively received by the Parent Council and will now be developed further.

A staff wellbeing survey took place this Session and [statistics](#) show that almost all staff feel optimistic, feel useful and feel supported by their Line Manager. 90% of staff said they have felt stressed in the past month (mid-September to mid-October). Results were perused by the Health and Wellbeing Committee. The group then worked together to devise suggestions to take forward which would complement the current activities available to staff. Staff wellbeing has continued to have a high profile with expert inserts arranged, including [Mind Positive](#) for Curricular PTs and SLT, [Action for Happiness](#) for whole staff as well as promoting staff clubs and various 'feel-good' days, e.g. Day of Happiness, Day of Kindness, etc. The staff survey will be carried out again at the end of term to ascertain if there are any changes or improvements on staff wellbeing. In addition, a whole staff resilience session (including office, CAs, and teachers) took place led by a company called 'The Art of Being Brilliant' which was challenging, motivational and enjoyed by all by staff. Staff since the session have often referred to phrases and take aways which have helped them improve their wellbeing.

There is a new 'Wall of Fame' underway which will recognise previous alumni.

Pupils taking the new S4 course in Citizenship have successfully led several fundraising initiatives this year. Learning opportunities for the Citizenship class have been developed with a focus on sustainability, world religion and global citizenship. As a result, pupils have developed their creativity skills with different approaches to sustainable arts and crafts that have been used as part of the fund-raising effort. The positive experience in the class and the work of the group has led to numbers for the S5 Citizenship course increasing, from one class to two classes in 24/25 school session.

A Building Racial Literacy Staff Working Group was established, with 13 members of staff across the school taking part which included a formal reading log with the opportunity for staff to gain Professional Recognition from GTCS. This has led to staff being more engaged in the area of anti-racism which will lead to improved leadership in the classroom on this topic.

The school continues to develop Equally Safe at School (ESAS) Strategies including incorporating inserts into the PSE programme. The school provided the opportunity for all pupils to complete an ESAS survey. 284 responded to the survey. Responses were analysed by gender and age to establish any patterns which existed. Pupil focus groups supported these surveys. The findings from these have set in place an action plan for pupil training and further staff development. This will enhance awareness of gender-based violence and how we tackle and prevent. [A new ESAS lead to be appointed in 2024/25 session and drive this forward further.](#)

In terms of Mentors in Violence Prevention (MVP), 30 pupils were trained with 15 in S3 and 15 in S6. There was a limited delivery to the PSE Programmes this year to S2 PSE. Mentors involved were utilised to help with the ESAS Action Groups during January 2024. This has enhanced awareness of gender-based violence and how to prevent this. [A new MVP Lead is to be appointed in 2024/25 to drive the work of MVP forward at KA.](#)

The schools Rights Respecting Schools (RRS) Ambassadors organised and led the S1 Fresher's Fair again with great success. There were 16 stalls focussed each on an extra-curricular activity for S1 pupils to sign up to. These were mainly manned by pupils from older year groups who were already members of the group. Pupil focus groups highlighted

that the extra-curricular offer was ample, and the Fresher's Fair allowed them to sign up in one place. The Fresher's Fair is now a regular part of the school calendar and will run again in 2024/25. Rock 4 Rights again took place in June raising awareness of the rights of the child. RRS leads continue to support pupils to develop a Rights focus for PSE. Lastly, the re-accreditation of the school's GOLD status is almost completed.

The eco committee attended the annual EAC Climate Conference, worked closely with colleagues at EAC Climate and Travel team to support NetZero initiatives. The group planted trees in the school garden, and engaged with local Councillor Graham Boyd and others on the introduction of more wildflowers and potential Squirrel boxes in the local Loch Park. Clean Green Awards and Green Flag Awards are now integrated into the work of the school, and the group are working towards these for next academic year. The group also has taken part in the following: EAC Climate Calendar Competition, EAC PowerDown Initiative, EAC Dinnae Forger your Caddy Initiative. The introduction of the Green coin reward has promoted eco conscientiousness at Kilmarnock Academy. In total 343 green coins were issued this session showing an increased commitment to environmental issues across the school. **In the year ahead, the group will aim to gain further community engagement, adopt and promote whole school environmental friendly advice and further develop the green coin initiative.**

The Youth Philanthropy Initiative (YPI) Charities network took place in February with pupils given the opportunity to meet with and have open discussions with their chosen charity. 6 local Ayrshire charities took part in this year's Charities Network. Pupils were actively engaged in conversations with charities and Charity feedback was positive with many staying in touch with pupils throughout their YPI journey. Charities are keen to continue to foster a positive, pro-active relationship with the school. S3 YPI finalists took part in the final on 15 of May with the winning charity The Royal British Legion- Kilmarnock Branch receiving £3000. **A new YPI lead will be appointed next session to continue to drive this forward.**

Subject departments contributed to the S1 Learning for Sustainability course running this year. S1 elective classes for 2024/25 to have an LfS focus. A P7 Citizenship Competition was held, with a focus on Learning for Sustainability. Engagement from Primary Schools was positive, with 3 out of the 4 feeder primaries delivering the Citizenship Project and a group from each primary presenting at the competition final.

#### Inclusion

The Inclusion Hub is fully embedded in the school and continues to operate a needs-led curriculum focusing on Literacy, Numeracy, Health and Wellbeing and Nurture. The provision also seeks to increase mainstream opportunities for pupils and almost all pupils now access at least three mainstream classes with support. The provision also promotes small group and one-to-one opportunities with mainstream teachers where staffing allows. This allows pupils to build relationships with staff while taking advantage of subject specialist teaching. In order to further build access to the curriculum, Cycle Maintenance taster sessions have been introduced for interested pupils and this has been a resounding success. As a result, other DYW courses, including Barista, are being considered for August 2024.

Almost all pupils have improved their attendance and are making good and better progress in their attainment since accessing the hub facility with all Senior Phase pupils having some National 3 and National 4 qualifications and the majority having five National 3 qualifications.

The provision always seeks to enhance the attainment profile of the young people and has introduced National 3 Science for all young people. As of August 2023, a number of NPAs have been available in Photography (level 4 and 5), Tenancy (level 4) and Creative Industries (level 4) with a number of other qualifications will be offered for session 2024/25.

Two SAC funded Support Workers have been appointed and utilised throughout the session to lead small group lessons in key areas, such as outdoor learning and cookery, which has resulted in greater flexibility and a wider range of experiences for young people.

The Hub provision has become an integral part of the school and has become involved in all aspects of whole school life such as the pantomime in November 2023. This truly inclusive event involved young people and staff from the Hub leading with the Performing Arts Department on script writing, set design, backstage work, costumes and props and even on-stage roles. 38% of the pantomime's cast had additional support needs.

The new strategic direction to include pupils with social communication needs in the hub provision has resulted in an improvement in attendance and overall behaviour for almost all pupils who access this resource. Almost all pupils attend 50% of their timetabled classes. The pupils access small group and bespoke provisions within the Inclusion Hub. A sensory and nurture focus within the rooms and a primary/SCN based curriculum has resulted in pupils being more regulated, more resilient and has led to less behaviour escalations.

Nurture training took place in September 2023 and was delivered to key staff and newly appointed staff (e.g. the two Hub Support Workers) who would be required to facilitate Nurture groups.

In line with the recommendations outlined in The Morgan ASL Review and Autism Action Plan, a calendar of CLPL has been introduced to support staff. So far, this has included Nurture training, DDP training, Trauma Informed Practice training, CLG training, Neuro-diversity training and Autism training. This has allowed existing and newly appointed staff to be upskilled in order to best meet pupil need and upskill Hub staff in supporting young people with SCN.

#### Leadership

A new programme was launched and delivered this session to support the development of aspiring Principal Teachers (PTs). The group consists of twelve teachers some of who have previous PT experience, some who are newly appointed PTs and some who are interested in pursuing promotion. The group is divided into aspiring PTs Curriculum and aspiring PTs Pupil Support with monthly sessions taking place led by current PTs and focusing on relevant PT roles. Professional reading is also assigned to the group on a monthly basis and those who have current/previous PT experience have undertaken the ESCI 360 to gain further insight into their own leadership. As well as supporting staff development and building their personal capacity, this programme has sought to build capacity within the school by supporting a new group of staff to undertake leadership opportunities across KA. All participants in the programme have given positive feedback and have reported a positive impact on their development.

Pupil voice has been refreshed across the school and a new system introduced based on pupil feedback. With pupil forums now based on values, more pupils have the opportunity to become involved and pupils now present forum feedback to SLT, rather than staff doing this for them. This has resulted in young people feeling more responsible for and involved in pupil voice. Pupils also regularly update the "you said; we did" board based on the feedback they have been given so that everyone is aware of the impact the forums have made.

House captains now have an input into all assemblies and play a significant role in promoting house ethos at assemblies and improving their leadership skills and identity.

Kilmarnock Academy's first Pupil Leadership Conference will take place on 11th June 2024. The event will include key-note speakers from various leadership backgrounds such as educational leadership, business leadership, sporting leadership and civic/local authority leadership. The conference focused on celebrating the leadership opportunities available to young people in KA. 108 pupil delegates from S1-6 and from our associated primaries were represented with 20 pupils taking part as 'Our Future' delegates.

Next steps will be to update/ refresh the school's Vision, Values and Aims

### Transition

Based on pupil, parent and primary feedback, the P7 transition programme was further enhanced to include earlier enhanced transition experiences and also inserts on digital literacy. Partnership for Schools and Families inputs ran from March 2024 until June 2024 to ensure our most vulnerable families participate in transition. This session, these inputs also ran for P7s who may access the Inclusion Hub/SCN provision. The programme served a record number of 40 young people this session.

The performing Arts Faculty has offered/participated in a range of opportunities for young people such as The Young Musician of the Year competition at School and Local Authority; Ghost Tour; Pantomime; Christmas Concert; Carol singing in the community such as various care homes and Crosshouse Children's Fund Christmas Fayre; Songwriting Workshops with Scott Nicol, Live Orchestra Performances at the Grand Hall and Royal Concert Hall. In addition to the school's Easter Concert, Beetle Drive, Summer Show, Transition Events with Primary Musicians, YPI Final Performance. These opportunities have helped young people grow and thrive as well as enhanced their wellbeing and school experience.

Finally, the school has embarked on two curriculum and experience enhancing trips abroad this session to Berlin and Paris, as well as a residential trip to Lockerbie for S2 pupils.

### **Next Steps**

- Attendance will continue to have a high priority next session where we hope to build on the conference by working together with colleagues from other establishments.
- The Health and Wellbeing Award will be delivered across S1-3 PSE so that young people can gain this award at the end of the BGE.
- Further development and leadership of the Respectful Relationships will continue next session and parent/carer training will also take place to ensure sustainability.
- A new ESAS lead to be appointed in 2024/25 session and drive this forward further.
- A new MVP Lead is to be appointed in 2024/25 to drive the work of MVP forward at KA.
- The Eco group will aim to gain further community engagement, adopt and promote whole school environmental friendly advice and further develop the green coin initiative.
- Update/ refresh the school's Vision, Values and Aims.

<b>Improvement Priority</b>  (Expressed as outcomes for learners)	<b>To improve the positive destinations of our young people through a wider 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.	<b>HGIOS/ HGIOS/ELCC QI's for self-evaluation</b>  2.2, 2.4, 2.6, 2.7, 3.3
<p><b>Progress and Impact</b></p> <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>		
<p>The Digital Wellbeing Award is almost complete with all submissions approved. The verification visit for the award takes place in August 2024.</p> <p>Work Experience opportunities have been maximised with 41 pupils undertaking placements. In addition, 5 pupils are undertaking long-term work experience placements to support their transition into the world of work.</p> <p>Work experience opportunities have continued to be targeted at our most vulnerable cohorts. 19 work experience placements were allocated to pupils in SIMD 1-3.</p> <p>95% of the school's pupils are signed up to My World of Work which is well above ALL local and national statistics.</p> <p>Following the most recent labour market information, KA has introduced Performing Engineering Operations course at SCQF level 5. This course will be delivered jointly from August 2024 by KA and Ayrshire College and will be piloted with a cohort of 17 pupils. As this course is a pre-requisite of numerous local engineering employers, this will give KA pupils in advantage when applying for modern apprenticeships.</p> <p>Acting on labour market information, we have successfully trained 2 teachers in City and Guilds Barista Skills level 1 and 2. This has ensured the continuation of the Barista classes which is a key future employment opportunity in the local area. Kilmarnock Academy has also been approved by SQA to deliver Barista Skills Level 5. This will allow the school to potentially present around 60 young people for Barista Skills</p> <p>Level 5 in 2024/25 which will have a positive impact on individual and whole school attainment.</p>		

Careers day for all S1-S6 pupils took place on the 16<sup>th</sup> January and had a greater range of local employers than ever before including Ardagh Glass, QTS and Egger Barony. In response to current labour market information, the event was attended by multiple engineering and manufacturing companies including XLCC, a new company in Ayrshire who will initiate 900 new jobs by 2026. KA is the first secondary school to engage with and host XLCC and the hope is to form a partnership with this company for the benefit of our young people in terms of future pathways.

The S1 John Muir award was re-introduced as an interdisciplinary experience for all S1. Most departments contributed towards this with the award being gained on a final day at Dean Country Park.

The school also utilises the Eglinton and Dean parks for orienteering.

An outdoor learning (OL) audit was conducted to facilitate increased OL in each year group, look for gaps and further opportunity. **This is still ongoing and outcomes will be actioned next session.**

Following on from last sessions very successful STEM Fair the school plans to run another on June 24. This will involve a variety of inputs such as Glasgow Caledonian University, Engineers, Dean Park, EAC ICT and ZooLab. This will allow the school further enhance parental and community involvement and build further links with outside agencies to benefit young people and families.

It is our intention next session to introduce Performing Engineering Operations (PEO) in conjunction with Ayrshire College next session to respond to labour market information and Ayrshire Growth Deal developments. In addition Design Engineer Construct (DEC) qualifications will be considered to enhance engineering and design skills in the BGE and beyond to benefit young people's post school opportunities.

The school hosted its annual STEM week in March this year with the Theme 'Time'. Departments across the school, including: Mathematics, Music, English and Modern Languages engaged in the week long event. Young people were able to make links between subject areas in Interdisciplinary learning tasks, building transferrable skills including problem solving, communication and teamwork. Young people also built their confidence of addressing audiences with presentations of their findings. The overall winners of STEM week were afforded the opportunity to attend the Science Centre Glasgow as a reward for their hard work and determination. The plan is to allow STEM Week to continue to grow, ensuring more departments get involved in the coming years.

Education Scotland awarded the STEM faculty with the STEM Nation award in December 2023. This recognises the provision offered by Kilmarnock Academy across all STEM subjects and for promoting excellence, equity, inspiration and connection in STEM. Following on from this we were selected as one of two schools in Scotland to visit a school in Switzerland to showcase our approach to delivering STEM. They will return the visit in September where we will host for two days giving them experience of Senior Phase Science. The local MSP Willie Coffey submitted the motion to the Scottish Parliament to allow fellow MSPs to offer their congratulations to all involved. We are the first school in Ayrshire to receive the award.

The school's Drone club won the Scottish final and participated in the National Final in Lincolnshire where they came seventh overall which was following up on last session's 3<sup>rd</sup> place. This demonstrates the skills and talent of the young people and staff in this modern, forward thinking technology rich and socially responsible club.

Two Top Up cohorts took place this session. Of the 22 pupils that took part. For those who completed the programme, it was clear to see the high expectations instilled in them during this programme and thereafter.

The school invited all S4 pupils that were involved with the Focus West project in S3 to participate in a campus visit to review skills and supports worked on last year. All pupils that took part were invited and PTPS staff identified others who met the criteria but had not attended last year. 40 pupils who fit the criteria for inclusion in this programme were identified and offered a place. 22 pupils took this opportunity with 19 actually attending. The 19 that engaged all reported an increase in confidence with study skills and skills to support learning in Higher Education. All reported finding this input useful.

Four S6 pupils were identified as meeting the criteria to take part in the Reach programme and registered. Due to changes in career plans, 3 chose not to complete this course as they no longer wished to pursue a career in medicine. The one pupil that completed this course achieved an A pass and reported that it helped increase her confidence with the medical application process and with her eventual transition to University. This course aided her achieving an unconditional offer for a medicine course at university.

As part of the Campus, plans have progressed considerably to ensure that Gaelic is an important, recognised part of the community and there has been an increase in the actions taken by Gaelic staff to engage across the Campus. There have been increased meetings and community events such as the celebrations around Gaelic Week and the celebration Ceilidh. Plans are already in place for increasing visibility in the next session.

<b>Next Steps</b>	<ul style="list-style-type: none"><li>• OL outcomes to be actioned next session.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Capture and embed meat-skills throughout the curriculum.</li><li>• Bespoke DYW group to be formed to explore transferrable skills and career pathways. (PT DD)</li><li>• Wider community employer engagement - site visits, STEM ambassadors etc (PT DD)</li></ul>
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## PUPIL EQUITY FUND 2023/ 24

### Priority 1

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
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	<p><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)</p>	Primary specialist retained to deliver Early and First Level intervention to targeted S1 and S2 pupils in English and Maths. Initial testing highlights the majority have increased their reading ages. In S2 English, almost all pupils have improved their reading ages and all have improved their writing levels. S1 English targeted pupils have all improved their reading ages. In S2 Maths, all have achieved their unit 1 of National 3 Maths. Primary specialist met with Primary colleagues as part of enhanced transition in order to share data and identify pupils who would benefit from intensive intervention. ACEL data highlighted that the majority of targeted pupils had achieved Level 3 in Reading and Writing and almost all pupils had achieved Level 2 in Literacy and Numeracy.
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.	First Level resources and assessment part of all departments' S1 BGE Curriculum. T&M data shows an improvement in levels for pupils identified as working at first/ early second level.	CLPL delivered with targeted departments. Specialist inputs delivered to Science department to support development of additional resources. Good practice shared with SfL department who will deliver first level to targeted pupils in S1-S3. Final BGE tracking data highlights that almost all pupils in S2 and S3 have achieved at least second level in the majority of curricular areas. The majority of pupils in S1 are working at least second level. As part of the new S2 Options Process, a bespoke curriculum was offered to support learners who are working at first level.
3. Purchase of additional Active Literacy kits in order to support the increase in targeted interventions	<p>Increase in targeted Literacy Support <b>T&amp;M data shows an improvement in Literacy grades</b></p>	<p>17 S1 pupils are currently being supported using First Level Number and all are progressing through Level 1 skills, with 11 having completed the programme. Of the total number, 11 pupils are in the PEF targeted cohort. Support is ongoing for 6 pupils due to issues with pupil attendance and staff absence/redeployment.</p> <p>6 pupils have been supported using Active Literacy Kit this session. All 6 pupils are in the PEF targeted cohort. 2 pupils have completed the programme, the other 4 continue to be supported. All 6 pupils now know their alphabet where they did not before the intervention. Almost all pupils had made gains in their Reading and the majority are on track to achieve Level 2</p>

<p>4. Appointment of Education Group Learning Facilitator coach</p> <p>5. Renew Accelerated Reader Subscription</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>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><b>Staff unavailable to deliver this- Learning Facilitators will receive inhouse CLPL training. Funding reallocated.</b></p> <p>All S1 and S2 pupils tested in STAR Reader each term. This led to further literacy intervention for those pupils who were identified as having low reading ages: this included Active Literacy support or Primary specialist intervention. From August-December. The average reading age of the S1 PEF Targeted Cohort improved by 1 year over the space of five months. The average reading age of the whole year group increased by 7 months. The average reading age of the S2 PEF Targeted cohort also improved by 1 year. Final AR tracking data highlights that S2 pupils had gained an average of 1 years 9 months and S1 1 year and 3 months. The PEF Targeted Cohort in S1 had main gains of 1 year and 6 months.</p>
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## Priority 2

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Review
<p>1. Appointment of PT Attainment and Achievement. Funding to be made available to support initiatives.</p> <p>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.</p> <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>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.</p> <p>T&amp;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.</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</p>	<p>Three High Levels linked to September Insight data identified and shared with all PTCs at IR1s. All departments have identified targeted pupils – with a particular emphasis on those in the PEF targeted cohort</p> <p>IR1 data highlights the closing or removal of the attainment gap in almost all areas. Initial T&amp;M data for BGE and SP indicates no significant gap in attainment. Context of the School updated to represent the school's most up to date SIMD data and presented to all staff to ensure all staff have a knowledge of the local SIMD profile. February Insight data highlight that the performance of pupils in SIMD2 and 3 is significantly greater than the National Establishment. There was a slight dip in the performance of pupils in SIMD 1. This has been reviewed and action points progressed.</p> <p>Capturing Attainment now includes an additional two subjects in order to increase the average tariff points for pupils in the lowest quintiles and the bottom 20%. Departments continue to engage with the Connect Support Hub and almost all have developed accessible resources for pupils working in targeted hubs. The school will analyse</p>

<p>4. Retention of PT Pedagogy and Skills and resources to support the school's Excellent Learning Experience Policy</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>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>7. Renewed subscription of iAbacus in order to facilitate school's Quality Assurance policy to improve outcomes for young people.</p>	<p>five to seven. Departments will develop N3/N4 resources that can be utilised by pupils in Connect and Aspire</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>Prelim and SQA results show an improvement of targeted PEF cohort as evidenced in Impact Reviews 1 and 2</p> <p>Insight and SQA results show a narrowing of the attainment gap between the most and least disadvantaged pupils</p> <p>HGIOS 4 ratings show an improvement in outcomes for all young people (with specific reference to PEF targeted cohort)</p>	<p>September Insight data and a PT Equity will be appointed in order to measure the impact of The Capturing Attainment Policy.</p> <p>All departments have metaskills built into planned learning for S1 and S2. Feedback from the Pupil Improvement Group highlighted that the majority of pupils feel confident applying these skills. PEF money has been used to replenish Tapestry boxes for this session and staff are free to come and collect resources as and when required. These resources support staff to carry out high quality learning and teaching, utilising their Tapestry techniques. Learning Snapshot 2 highlighted that 91% of staff observed all pupils taking part in active learning. Of those pupils, all staff noted that either all or almost all pupils were engaged. Almost all pupils (including those in the PEF Targeted Cohort) agreed or strongly agreed that they experience creative teaching methods which build essential skills. Almost all pupils (including those in the PEF Targeted Cohort) agreed or strongly agreed that their needs and background were used to plan learning. Almost all pupils (including those in the PEF Targeted Cohort) agreed that their needs and progress are considered when being assessed or given feedback.</p> <p>21 N5 pupils (76% in the PEF Targeted Cohort) and 36 Higher pupils (58% in PEF Targeted Cohort) were identified as part of the IR2 process to receive intensive mentors and targeted interventions. SQA results will be analysed in August to evaluate impact of interventions.</p> <p>34 S5-S6 pupils attended a Residential Study weekend. Almost all pupils in the PEF Targeted Cohort who attended felt positively about the study sessions on offer and 75% felt it positively changed their outlook on studying.</p> <p>iAbacus used to facilitate monthly QA meetings. QI 3.1 (Ensuring Wellbeing, Equality and Inclusion) is now a monthly quality indicator for all faculties to ensure that all departments and faculties evaluate their strategies for ensuring the needs of all young people- with a particular emphasis on those in the PEF targeted cohort- are being met.</p>
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8. Relaunch of 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.	Between August and December, the Fab Lab has been used by classes during 25 periods by the Technical, English, and Social Subjects department. 100% of respondents said that the FabLab gave them access to materials that they would not have at home. 100% stated that the FabLab allowed them to work with others. 92% respondents stated that the FabLab allowed them to be creative. Two thirds said it made their lesson more interesting. PEF targeted respondents: 88% able to be creative, 100% got to work with others, 50% used numeracy skills, 75% felt lesson was more interesting in the FabLab, 37.5% used problem solving skills, 100% had access to materials that they wouldn't have at home.
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### Priority 3

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
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.	Decision was made to not renew PT Targeted Support contract after staff member secured permanent contract elsewhere. The retention of the Connect Support Worker and Learning Facilitator has enabled 37 pupils to access the Hub with a blend of wellbeing support and support to transition back into timetabled classes.
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.	Principal Teacher of Restorative Approaches appointed. Refresher of Pivotal Training delivered to all staff with additional training for Learning Facilitators. Pupil voice survey using challenge questions from How Good is OUR school: Our Relationships issued to all pupils.
3. Appointment of Attendance Support worker	Improved pupil attendance and reduction in pupil latecoming (including those in PEF targeted cohort).	Attendance Support Worker appointed. Weekly analysis of attendance data has led to the identification of key targeted pupils with support plans overseen by Principal Teachers of Pupil Support. Attendance data highlights that there is a

		<p>disparity in the attendance between the most and least disadvantaged young people with 31% of the most disadvantaged learners having less than 80% attendance in comparison to 8% of the least disadvantaged learners. A PEF appointed PT Attendance will be appointed in session 2024-2025 and improving attendance will be a whole school priority</p>
<p>4. Renewal of Electronic Parents' Night Booking System to support parental engagement</p>	<p>Improved attendance at Parents' Nights with no disparity between the most and least disadvantaged young people.</p>	<p>Analysis of S2 Parents' Night attendance data highlighted a disparity between the attendance of pupils receiving FSM and the rest of cohort. This led to targeted interventions carried out by Principal Teachers of Pupil Support to support Parents' Night attendance for pupils in this group. Parents' Night attendance analysis of FSM learners highlighted an improvement in the attendance of this cohort for S4, S5/6 and S1.</p>
<p>5. Launch of the Partnership for Schools and Families Programme (as part of P7 Enhanced Transition)</p>	<p>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.</p>	<p>Launch of PSF Programme for 12 targeted families. All families attended almost all sessions with feedback being positive. The average attendance for pupils in this targeted group is 81.6% with half of the pupils having over 90% attendance.</p>
<p>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 plan</p>	<p>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</p>	<p>Maths department have launched a pilot family Learning Numeracy programme with parents at Whatriggs Primary. 14 families have expressed interest and the programme will officially launch in Term 3. The New Year Badminton initiative ran for 12 weeks with the aim for families to spend more time together and to be more active. Across 12 weeks, 11 different families attended. All parents and families involved felt they had spent more time together as a family and they felt encouraged to continue to be more active in the future.</p>
<p>7. Adaptations of Flexi Zone 1 to enhance learning environment for all</p>	<p>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</p>	<p>Adaptations have been made. This is supporting pupil attainment through increased presentation levels in Music Technology. The majority of learners are from the PTC.</p>
<p>8. The ISF will engage with outside partners in order to create bespoke experiences that will support the</p>	<p>Through working with outside partners, pupil achievement within the ISF will be recognised</p>	<p>Pilot of Outdoor Learning Programme targeted at 6 pupils with Social Communication Needs working with a range of outside providers. Pupils developed resilience, team building and communication skills and engaged with a range of partners. Almost all pupils reported an increase in confidence and</p>

<p>attainment and wellbeing of the most disadvantaged young people.</p> <p>9.</p>	<p>(with the opportunity to gain wider achievement qualification).</p>	<p>positive relationships. Direct observation highlighted that pupils had been able to develop their interpersonal skills.</p>
<p>10. 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>14 Young People worked with the Child Poverty Action Group on Cost of the School Day workshops. 9 young people represented their views to a local elected representative about the school's strategy to reduce the Cost of the School Day. Pupils created promotional videos and presented to all pupils at assemblies and Parent Council in order to raise awareness about the school's COTSD initiatives. The school continues to support families through the Request for Assistance form and through the following initiatives: S1 Backpack appeal, Summer Pop Up Shop, KA Cares at Christmas and the Prom Dress Appeal. The school contributed to an East Ayrshire Case study which was be shared with the Child Poverty Action Group and was highlighted as good practice .</p>
<p>11. 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>40 young people took part in a Participatory Budgeting event with four ideas put forward to be voted on by the whole school cohort. 576 pupils voted on four projects: expansion of pupil rewards to ensure equity of reward for all; creation of outdoor wellbeing space; sensory boxes for all classrooms to support inclusion; and pupil yoga. 41% of pupils voted to expand pupil rewards. Three house reward events have taken place for two house groups (50% of school cohort) and 93 Gold Coin Winners. Results of the Participatory Budgeting have been shared with pupils via assemblies, parents, and local representatives. Feedback from the Pupil Improvement Group highlighted that pupils felt that this helped promote a positive school ethos and the majority of pupils had experienced a reward.</p>

## Priority 4

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>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.</p> <p>2. Retention of REDCOIN equitable rewards programme</p> <p>3. Funding for Pupil Leadership initiatives in order develop key skills</p> <p>4. Renewal of Show My Homework Subscription to improve pupil and parental engagement</p>	<p>Increase in positive leaver destinations for PEF targeted cohort. (derived from Insight). All PEF targeted cohort complete work experience</p> <p>Rewards received by PEF targeted cohort are tracked and highlight no gap in recognition of achievement.</p> <p>Senior Pupil Leadership is representative of school SIMD profile with young people from most disadvantaged background having the opportunity to take on leadership roles</p> <p>Show My Homework data shows increased engagement from both young people and parents with a particular focus on the PEF cohort</p>	<p>Insight Data shows that 97.82% of leavers achieved a positive destination with no disparity between the most and least disadvantaged young people. 40 Senior Phase pupils were offered a work placement</p> <p>63% of Gold Coin winners are from the PEF targeted cohort. All rewards received highlight no gap in the recognition of achievement</p> <p>Senior Prefect Team and wider House Captain team is representative of school SIMD profile. Analysis of further pupil leadership opportunities to follow.</p> <p>The majority of the school cohort have engaged with Satchel One. This included the majority of pupils in the PEF Targeted Cohort. 30% of parents have engaged with the app and the school will look to increase this engagement through parental engagement evenings.</p>

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4 (4.23)*
Quality Indicator 2.3 Learning, Teaching and Assessment	4 (4.46)*
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5 (4.92)*
Quality Indicator 3.2 Raising Attainment and Achievement	5 (4.62)*

*\*The data is collected from a summative evaluation in May based on monthly analysis, recording and revisiting targets throughout the session utilising the iAbacus platform to host the self-evaluation. Thus it is reflective of a whole school community informed perspective based on HGIOS benchmarks.*

### Establishment Capacity for Improvement

*The school is in a strong position to self-improve given the robust and thorough self-evaluation process that ensures actions are followed through to effect improved outcomes for young people based on evidence.*

*The school uses iAbacus as a tool for housing all self- evaluation and QA activity which captures department, PT, teaching, non-teaching, parent, pupil and partner evaluations. The process is ongoing throughout the session with improvements identified and overtaken as part of the dynamic process leading to a summative picture which in turn influences the next session's school improvement plan.*

*The over process is one which the school can ably demonstrate continuous self-improvement both during a session and over time.*

*The data represented in this document is captured by a summative May snapshot reflecting improvements throughout the session as a perpetual ongoing piece of dynamic self-evaluation for self-improvement .*