

Standards and Quality Report

2024 -25

Kilmarnock Academy



Establishment Context

OUR CATCHMENT

Kilmarnock Academy is a comprehensive state secondary school in Kilmarnock, within East Ayrshire Council. Our associated Primary Schools include James Hamilton, Loanhead, Onthank and Whattriggs. A number of young people also attend Kilmarnock Academy through successful placing requests from other areas of the local authority.

SCHOOL PROFILE

In September 2024, the School Roll was 1247 pupils, composed as follows: S1: 242; S2: 255; S3: 215; S4: 234; S5: 183; S6: 118. Approximately 30% of pupils reside in areas within the quintile 1 of the Scottish Index of Multiple Deprivation (SIMD), with a further 10% residing in areas within quintile 5. In September 2024, approximately 14% of young people in S1-6 were entitled to Free School Meals and 5% of our population are currently or previously care-experienced.

ADDITIONAL SUPPORT NEEDS

Approximately 29% of young people attending Kilmarnock Academy had a recorded Additional Support Need (ASN) in Academic Session 2024/25.

ATTENDANCE & EXCLUSIONS

Average attendance for the Academic Session 2023/24 was 83% across all year groups S1-6, which was below the East Ayrshire Council average for all secondary schools and below the National average. Attendance for the Academic Session 2024/25 is currently to be 87.9% at 16 June 2025 showing a 4.9% increase.

In Academic Session 2023/24, there were 14 Exclusion Incidents involving 10 pupils, accounting for 50 Exclusion Openings.

POSITIVE DESTINATIONS

In Session 2023-2024, 97% of the 221 pupils in S4-6, who left Kilmarnock Academy, entered into a positive initial leaver destination. In session 2022/23, 98 of pupils sustained a positive destination.

LITERACY & NUMERACY ATTAINMENT

Academic Session 2023/24, young people leaving Kilmarnock Academy in S4-6 attained significantly well on average in Literacy and Numeracy. For Literacy, 100% of leavers achieved Level 4 and 98% of leavers achieved Level 5. These are 5-year trends above all comparators. For Numeracy, 94% of leavers achieved Level 4 which is a 4-year trend above all comparators and 78% achieved Level 5 which is a 5-year trend above all comparators. For Level 6, 99% of our leavers achieved Literacy while 21% achieved Numeracy.

BREADTH OF ATTAINMENT AND QUALITY OF AWARDS

In Academic Session 2023/24, average tariff points in qualifications for young people who left Kilmarnock Academy in S4-6 was above all comparators for the lowest 20% attaining and for the highest 20% attaining. The middle 60% attaining were above virtual, local and regional comparators and level with the national comparator.

Young people leaving Kilmarnock Academy in Academic Session 2023/24 in S4-6 attained above all comparators in Breadth & Depth measures at 1+ at Level 3, 4 and 5 which were above the local, regional and national averages. Those achieving 3+ and 5+ qualifications at SCQF Level 4, Level 5 and at Level 6 are higher than all comparators.

PARTNERSHIPS

Kilmarnock Academy has a wide range of partnerships to support a wide range of contexts. The school has a Home Link Worker who funded through Vibrant Communities and are based at the school three days per week, offering a wide range of supports to young people and their parents and carers. Additionally, we have a Vibrant Communities Active Schools Co-ordinator who supports young people's participation and achievement in a wide range of sports and health and wellbeing activity. Kilmarnock Academy Education Group also has a Campus Police Officer who is based at the school.

ACHIEVEMENT

There are a wide range of opportunities for young people at Kilmarnock Academy to engage and achieve in a wide range of extra-curricular provision which is greatly valued by pupils, including large numbers of pupils on Duke of Edinburgh programmes. This is in addition to contexts for learning within the curriculum for pupils to undertake the Leadership Award, Personal Development, Volunteering Skills and community involvement through the Youth Philanthropy Initiative.

Establishment Vision, Values and Aims



OUR 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.

OUR 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.

OUR MOTTO

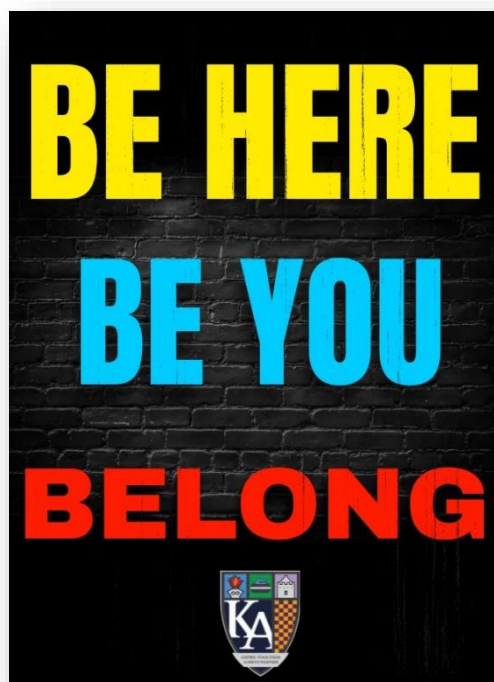
Aspire Together, Achieve Together

OUR ETHOS & CULTURE

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 pupils 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 pupils. 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 link to our 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. Our slogan "Be Here, Be You, Belong" also emphasises our focus on attendance and the sense of belonging we nurture in all our young people.



Improvement Priorities (Expressed as outcomes for learners) QI 1.3 Leadership of Change UNCRC Article 12: Right to be heard/ respect for the views of the child	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.	
Lead QI: 1.3 Leadership of Change QI: 1.1 Self-Evaluation for Self-Improvement QI: 1.2 Leadership of Learning QI: 1.4 Leadership and Management of staff / practitioners (ECC) QI: 1.5 Management of resources to Promote Equity QI: 2.7 Partnerships QI: 3.3 Increase Creativity and Employability	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information	
1.1 We will maintain and improve on our success in ensuring all young people are fully prepared for post-school destinations. Using current labour market information and the expertise of key partners, young people will be well prepared for current and future post-school opportunities. We have increased the number of pupils taking part in work experience with 66 placements this session. Following the most recent labour market information, we successfully introduced a Performing Engineering Operations course at SCQF level 5 in partnership with Ayrshire College. A Labour Market Information workshop was delivered to all PTs by SDS, focusing on opportunities within the Ayrshire Growth deal and how we can tap into them going forward. 1.2 We will continue to develop and enhance all aspects of pupil and staff leadership by providing opportunities for current, new and aspiring leaders Following the Pupil Leadership Conference, a comprehensive whole school survey was created and developed by pupil leadership groups to review our school values and meanings. Pupil Voice continues to grow and strengthen through House Forums, Pupil Improvement Group, Participatory Budgeting and Pupil Leadership. Pupils have presented and led at every assembly since and the House Forum now presents at SLT meetings on a termly basis where House Forum views/ideas are shared and SLT feedback is sought.		

Junior House Captains, Head and Depute Head Prefects have been appointed, following rigorous leadership tasks and interviews. Head Prefects organise Prefect duties and oversee that these are carried out, reporting to PTPS if there are any concerns during bi-weekly meetings. Prefects also take part in a variety of courses linked to respectful relationships, self-defence, etc.

New School Improvement Groups were created for session 2024/25 to reflect SIP priorities and staff interests/expertise. New groups, such as Teaching and Learning Together and Our Values, have been introduced. Leadership at all levels continues to develop with a number of SIGs led by unpromoted staff. The Aspiring Leaders programme continued for aspiring middle leaders.

The school's inclusion supports continue to grow with an integrated approach now delivering a successful model to support those with SEBN, SCN and learning ASN. Pupils now access small group and bespoke provisions within the supports as required while all pupils attend timetabled classes as appropriate and as their needs allow.

Next Steps	• Continue to build on previous leadership approaches, widening them to include more staff and pupils. • Robust Quality Assurance strategies will be used to effectively track progression across the school. • Undertake a refresh of in-house CLPL programme for aspiring leaders to ensure all staff have the opportunity to develop. • To undertake a refresh of the school's values by October 2025. • To refresh and relaunch RedCoin Rewards. • To further embed new aspects of Pupil Voice across the school and provide more BGE opportunities. • UNCRC to continue to have a high profile across the school community, including reference to school values, continuing to build on our RRSA Gold Award.
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Improvement Priorities (Expressed as outcomes for learners) QI 2.3 Learning, teaching & Assessment UNCRC Article 3: Best interests of the child	Education Service Improvement Plan Priority 2: Learning & Teaching Together Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.	
Lead QI: 2.3 Learning, Teaching and Assessment QI: 2.2 Curriculum QI: 1.2 Leadership of Learning QI: 2.5 Family Learning QI: 2.6 Transitions QI: 2.7 Partnerships QI: 1.1 Self-evaluation for self-improvement QI: 1.3 Leadership of change QI: 2.2 Curriculum QI: 3.2 Raising attainment and achievement	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information	
2.1 The school will have a renewed focus on learning & teaching with agreed strategies to support a consistent, high quality learning experience for all. This will be enriched by innovative approaches to digital technologies. The Excellent Learning Experience was reviewed alongside the formation of an agreed lesson framework - Our Kilmarnock Standard. This now forms the basis of learning and teaching across all departments. In addition to this parents, carers and pupils were consulted on this and their views taken on board to ensure all stakeholders ownership of this. Building on this, a renewed focus on Learning and Teaching has been underpinned by a strategic approach to learning observations. A three-stage approach to learning observations has been implemented at school, individual and departmental level. This approach to Learning and Teaching has been recognised as good practice at Authority level with the strategy being shared at a Head Teacher meeting and with individual schools across East Ayrshire Council. Learning Insight 1 highlighted a clear focus for improvement to be identified collaboratively by all staff. This, in addition to feedback from the EAC review resulted in a comprehensive CLPL plan supported by the Learning & Teaching Together SIG to include Plenaries, Tapestry Techniques, Adaptive Tasks and Co-constructed Success Criteria. Learning Insight 2 identified the areas of improvement including Tapestry techniques, plenaries, differentiated tasks and end and send. Further CLPL was offered to support these areas. Learning Insight 3 identified that plenaries and differentiation were to be a continued focus and that staff were growing in confidence across many previous areas.		

PT Digital Learning & Skills and PT Social Subjects created a plan for Global Goals week. This saw all faculties delivering lessons designed to develop their metaskills to almost all S1 pupils. Microsoft Showcase School status has been progressed by the PT Digital Learning & Skills through working in collaboration with the Microsoft Team. The majority of teaching staff (50%) are set up with a Microsoft Learn Account.

YPI Charities network was established with pupils given the opportunity to meet with and open discussions with their chosen charity. 12 local Ayrshire charities took part in this year's Charities Network. The S5 Citizenship elective has been successful in raising funds for Citizenship projects at KA through selling candy canes and running a toy drive at the Christmas Fayre. The group have also formed a positive working relationship with the East Ayrshire Resettlement Team focusing on refugees. This partnership is providing young people with an opportunity to look in-depth at Article 22 of the UNCRC. MVP continues to thrive and the group promoted the '16 days of action' alongside the ESAS campaign going from strength to strength. As a result of the good work taking place, the school was reaccredited Gold Rights Respecting School status in December 2024 reinforcing the commitments to the Rights of all young people in the school.

The Eco Committee have been working to achieve Gold with Clean Green Award this year. The group's work has been included in the Council update on a number of occasions for their work reducing litter in the community, the creation of their green health brochure and their celebrations of a variety of environmental days such as Earth Day and World Water Day. They have worked alongside the Clean Green team to promote sustainability and have been awarded the 'Power Down' award due to their work on reducing carbon through energy sources.

At Kilmarnock Academy, Outdoor Learning experiences are woven through the S1 curriculum to create a coherent experience for all learners with each department contributing content which connects with their subjects. At the end of the year, this has culminated with an Outdoor learning experience at the Dean Park. All S1 pupils (approx. 250) engaged in this experience. All S2 and S3 pupils engage in orienteering as part of their P.E. Curriculum. Progressing from this, pupils get recommended to use these skills in an orienteering championship out with the school grounds (approx. 50 pupils). S2 pupils get the opportunity to go on an outdoor residential trip for the week where they get to experience outdoor activities beyond what can be offered in school (approx. 30 pupils). Pupils are given the opportunity to extend outdoor learning into senior phase by having Duke of Edinburgh as an option in sixth year (approx. 75 pupils). A review of the school's DofE application process has taken place and we have now agreed our updated approach. It is hoped that this process will now lead to a higher completion percentage.

2.2 The school will continue to will review curriculum delivery to ensure all learners are developing knowledge and skills across the BGE. This will include processes to monitor and evaluate learners' progress to ensure we have clear information on their attainment across all curriculum areas, including literacy & numeracy.

All departments have reviewed progress against stretch aims from last session and updated these accordingly. Average stretch aims across the BGE have increased from session 2023/2024 as follows. Progress of pupils towards these are monitored through tracking spreadsheets with final average BGE levels achieved being as follows:

	Stretch Aim 2023/24	Average Level Achieved 2023/24	Stretch Aim 2024/25	Average Level Achieved 2024/25
S1 (2 nd Level)	57%	67%	69%	41% (-26%)
S1 (3 rd Level)	12%	11%	22%	1% (-10%)
S2 (3 rd Level)	45%	36%	57%	48% (+12%)
S3 (4 th Level)	57%	33%	58%	36% (+3%)

The increase in pupils achieving 3rd level in S2 and 4th Level in S3 is beginning to show impact of the raising strategy in the BGE.

Cohorts of learners (ASN, CEYP, most disadvantaged young people), have been identified across all departments for targeted interventions and attainment leads put in place to support those pupils not progressing as expected. These identified pupils have been mentored by a staff to ensure sustained progress towards 3rd level (S2) and 4th Level (S3) in 5 or 6 targeted subjects.

S2 Targeted Cohort

- 73 pupils were targeted to achieve 5 or 6 subjects at Level 3 by the end of S2. 30 pupils (41% of the targeted cohort) achieved 5 or 6 subjects at 3rd Level or above with 49 pupils (67% of the cohort) achieving 4+ subjects at 3rd Level.
- 21 pupils with ASN were targeted to achieve 5 or 6 subjects at Level 3 by the end of S2. 11 pupils (52% of the targeted cohort) achieved 5 or 6 subjects at 3rd Level or above with 15 pupils (71% of the cohort) achieving 4+ subjects at 3rd Level.
- 3 CEYP were targeted to achieve 5 or 6 subjects at Level 3 by the end of S2. 2 of those pupils achieved 5 or 6 subjects at 3rd Level or above.
- 16 pupils from SIMB 1&2 were targeted to achieve 5 or 6 subjects at Level 3 by the end of S2. 4 pupils (25% of the targeted cohort) achieved 5 or 6 subjects at 3rd Level or above with 8 pupils (50% of the cohort) achieving 4+ subjects at 3rd Level.

S3 Targeted Cohort

- 52 pupils were targeted to achieve 5 or 6 subjects at Level 4 by the end of S3. 14 pupils (27% of the targeted cohort) achieved 5 or 6 subjects at 4th Level with 31 pupils (60% of the cohort) achieving 4+ subjects at 4th Level.
- 8 pupils with ASN were targeted to achieve 5 or 6 subjects at Level 4 by the end of S3. No pupils with ASN achieved Level 4 in 5 or 6 subjects, however, 5 pupils with ASN (63% of the targeted cohort) achieved 4+ subjects at 4th Level.
- 15 pupils from SIMB 1&2 were targeted to achieve 5 or 6 subjects at Level 4 by the end of S3. 5 pupils (33% of the targeted cohort) achieved 5 or 6 subjects at 4th Level with 7 pupils (47% of the cohort) achieving 4+ subjects at 4th Level.

Data suggests that the strategy of targeting pupils in S2 and S3 is beginning to have an impact, with S2 showing greater impact than S3. Moving forward the S2 cohort for this session will continue to be tracked to review further progress.

The Parent Council have undertaken the process of reviewing the language used in tracking reports. This will be further progressed using the feedback provide. Reporting language will be updated to ensure it is clearly understood by all stakeholders.

Maths & Numeracy

Stretch aims for BGE established using senior phase data for Maths:

	S1 (2 nd Level)	S1 (3 rd Level)	S2 (3 rd Level)	S3 (4 th Level)
Stretch Aim	78%	10%	65%	66%
Final BGE Level	78%	12%	70%	49%

Numeracy

Numeracy stretch aims for end of the BGE (S3) are as follows:

- Level 3 – stretch aim 95%: **88% - not achieved**
- Level 4 – stretch aim 75%: **61% - not achieved**

Numeracy stretch aims for senior phase (leavers) are measured through Insight Leavers attainment data.

- Level 3 Numeracy – stretch aim 100%: **100% - achieved**
- Level 4 Numeracy – stretch aim 99%: **94% - not achieved**
- Level 5 Numeracy – stretch aim 79%: **78% - not achieved**
- Level 6 Numeracy - stretch aim 38%: **22% - not achieved**

Performance in Numeracy at SCQF Level 3, 2024 is much greater than the Virtual Comparator.

Performance in Numeracy at SCQF Level 4, 2024 is greater than the Virtual Comparator.

Performance in Numeracy at SCQF Level 5, 2024 is greater than the Virtual Comparator.

The school has a continued focus on Level 5 and 6 Numeracy through targeting pupils for Applications of Maths. The introduction of Higher Application of Maths will further support this next session.

English & Literacy

Stretch aims for BGE established using senior phase data for Literacy. Final progress towards these stretch aims will be gathered through final ACEL levels.

	S1 (2 nd Level)	S1 (3 rd Level)	S2 (3 rd Level)	S3 (4 th Level)
Reading				
Stretch Aim	85%	25%	68%	68%
Final BGE Level	62%	18%	50%	58%
Writing				
Stretch Aim	85%	25%	60%	60%
Final BGE Level	66%	16%	47%	35%
Listening & Talking				

Stretch Aim	85%	25%	60%	75%
Final BGE Level	80%	19%	56%	57%

Literacy stretch aims for senior phase (leavers) are as follows:

- Level 3 Literacy – stretch aim 100%: 100% - achieved
- Level 4 Literacy – stretch aim 100%: 100% - Achieved
- Level 5 Literacy – stretch aim 95%: 98% - Achieved
- Level 6 Literacy - stretch aim 73%: 68% - Not Achieved

Performance in Literacy at SCQF Level 3, 2024 is greater than the Virtual Comparator.
Performance in Literacy at SCQF Level 4, 2024 is greater than the Virtual Comparator.
Performance in Literacy at SCQF Level 5, 2024 is much greater than the Virtual Comparator.
Performance in Literacy at SCQF Level 6, 2024 is much greater than the Comparator.

The Maths department are developing interactive scheme of works that provides a SWAY for each topic covered at National 5 level. Attached to this there is a self-evaluation form to allow pupils and parents to monitor their progress. Some staff are developing a similar scheme of works to cover all topics in the higher course. Pupils and parents will be able to track progress and will have access to valuable revision resources through the Sways

This will be enhanced by developing this resource across all curricular areas to embed within the SWAY examples of where numeracy skills are used in different subject areas. Progress towards this is on-going across departments and will be further progressed next session.

Level 3 and 4 Listening Outcomes and benchmarks shared with PTCs and Literacy Across Learning Group to identify tasks within whole school BGE Curriculum that develop Listening skills. During the Feb inset day, the Literacy Across Learning Group will develop whole school listening success criteria which can be used in all relevant departments. The Social Subjects department will support the assessment of Level 4 Listening and Talk through YPI through cross curricular moderation by the English dept.

Next Steps	- Further embed ‘Our Excellent Learning Experience’ and ‘Our Kilmarnock Standard’ to ensure a consistent approach across the school for all learners. - Further enhance the CLPL programme to embed effective, high quality pedagogical strategies across all curricular areas.
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	• Develop and implement a creative, innovative and inspiring curriculum for the BGE which incorporates Project Based Learning approaches. • To seek closer links with S1 families in order to create a more positive start for our most vulnerable S1s. • Continue to measure progress in the BGE against agreed stretch aims. This will ensure a continued focus on improved attainment across all BGE levels. • Continue to raise attainment in Literacy and Numeracy at all levels across the BGE and Senior Phase. • Working in partnership with Microsoft, the school will become a 'Microsoft Showcase School'.
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Improvement Priorities <i>(Expressed as outcomes for learners)</i> QI 3.1 Ensuring Wellbeing, Equity & Inclusion UNCRC Article 2: Non-discrimination	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.
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Lead QI 3.1 Ensuring Wellbeing, Equity & Inclusion QI: 1.5 Management of Resources to promote equity QI: 2.1 Safeguarding and Child Protection QI: 2.2 Curriculum QI: 2.3 Learning, Teaching and Assessment QI: 2.4 Personalised Support QI: 2.5 Family Learning QI: 2.6 Transitions QI: 2.7 Partnerships	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information
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3.1 We will have an increased focus on supporting and improving attendance and timekeeping with progressive and robust strategies in place, allowing pupil attendance to be tracked, data to be analysed and promoting the idea that there is no “safe” threshold for non-attendance.

Robust policy devised with clear role and responsibilities of all involved. Target grades also in place for all year groups, gender, SIMD, etc. Attendance spreadsheet in place which is tracked and updated every week.

Data at May 2025

HOUSE	23/24	24/25	Change
Burns	82.1	86.7	+4.6
Fleming	85	87.1	+2.1
Orr	85	88.2	+3.2
Wallace	84	88.2	+4.2

The whole school data shows significant increases in attendance across all House groups. This indicates there has been an improvement in learner engagement in education resulting in more young people accessing opportunities to learn and achieve at Kilmarnock Academy. As a whole-school we have achieved 87.5% attendance which reflects well against the stretch aim of 86.5%-88% for this session. Quintile 1 is at 84.3% which, again, sits favourable amongst the stretch aim of 82.4%-82.6%. Quintile 5 is 92.9% which is also within the stretch aim of 92.6%-94.1%. The gap between Quintiles 1 and 5 is 8.6% which is within the stretch aim of 8%-11.7%.

Stage	23/24	24/25	Change
S1	87.1	89.4	+2.3
S2	82.2	86.2	+4.0
S3	78.3	84.7	+6.4
S4	81.8	86.6	+4.8
S5	86.8	89.5	+2.7
S6	86.0	90.8	+4.8
Whole School	83.5	87.5	+4.0

There have been increases in attendance across all year groups with most success in S3, S4 and S6. This indicates the new Attendance Policy and Procedures are supporting key staff to meet whole school attendance targets and highlights current PTPS interventions are effective. While attendance for females remains lower than males, this attendance rate has seen the most improvement. The gap is reducing from 2.7% (23/24) to 2.2% (24/25). Significant improvement in attendance for ASN pupils and reducing the gap from 11.9% (23/24) to 5.4% (24/25). Significant improvement in attendance for Care Experienced young people reducing the gap from 8.7% (23/24) to 5.9% (24/25). Significant improvement in attendance for young people in receipt of Free School Meals reducing the gap from 17% (23/24) to 9.5% (24/25).

PT Attendance in place and has undertaken training on using the attendance spreadsheet so that relevant data can be extracted for analysis. Monthly and weekly figures as well as comparisons are being devised with PTPS putting interventions in place. Best classes are highlighted each week and commended as well as rewarded which has built momentum and competition. Strong links are in place with various agencies to support young people with attendance and engagement.

3.2 We will continue to develop and support pupil and staff wellbeing through a variety of bespoke and universal supports. This will be led by well-trained staff, pupils, peer mentors and external agencies. Data will be gathered around the effectiveness of inputs as well as impact on young people.

Nine pupils completed SAMH training. Pupils attended all Parent/Carer evenings to raise awareness of the group and wellbeing supports on offer for young people.

Staff wellbeing has had a prominent place this session with several meetings have taken place to plan out the staff wellbeing research project in conjunction with UWS. Following ethical approval, focus group sessions took place in February followed by shadowing of three members of staff (PTC, PTPS and Class Teacher). The data is being collated by UWS and will be shared with staff. Priorities will be devised for next session, based on the findings. DHT has spoken at a national event on the research project and has spoken at UWS to promote this with other schools.

The school has achieved the Keeping the Promise award with the first whole-staff session delivered in December 2024. The second session was delivered in May 2025 and the online modules completed by staff. This should enhance awareness of the challenges care experienced young people face and how we can support them. We also have strong connections with Kilmarnock Kinship Group. Representatives have attended every Parent/Carer evening to share supports on offer to Kinship Carers.

3.3 We will continue to build on our success by further developing staff capacity around respectful relationships to ensure processes are sustainable. We will also review our whole school expectations to ensure all staff and young people are involved in that process, instilling a positive, calm ethos across the school.

Refresher training took place with all staff on in-service days at the start of this session. There has been further training and support around restorative conversations, visible consistencies and referrals via subject department meetings. New staff and Prefects have also undergone training to ensure this is a joined-up, whole-school approach.

Restorative conversations have continued, with pupil and staff requests taken. There has been a significant reduction in the number of referrals carried out in 2024/25, compared to previous years. Significant reduction in number of referrals in 2024/25 compared to previous years.

Total referrals for 2024/2025

- S1 M 655 F 353
- S2 M 302 F 281
- S3 M 590 F 119
- S4 M 418 F 156
- S5 M 74 F 23
- S6 M 22 F 14
- Total referrals: 3,008

Comparison with previous year 2023/2024

- S1 M 280 F 129
- S2 M 764 F 160

- S3 M 719 F 359
- S4 M 138 F 79
- S5 M 28 F 30
- S6 M 26 F 13
- Total referrals: 2,725

Increase of S1 referrals reflects the data given from primaries ahead of transitions, with dysregulation of pupils reflected across the school.

Disruptive behaviour referrals 2024/25

- 2024/25 = 923
- 2023/24 = 974

Overall increase of referrals by 10.38%. Decrease in disruptive behaviour referrals by 5.23%. Decrease in disruptive behaviour referrals overall across the school coincides with increase in staff training and competence in restorative approaches as well as building of relationships, helping to reduce number of referrals as pupil groups progress throughout the school.

Anti Bullying week was promoted with Respect Me marketed in a positive way.

STAR Centre workshops were delivered to Senior Phase PSE classes which were very well received. A staff drop-in session also ran to allow staff to ask questions around gender-based violence.

Next Steps

- Refresh our Respectful Relationships Policy across the school community to ensure there is a shared understanding and consistent implementation.
- RespectMe Antibullying Award to be progressed.
- Further develop our Inclusion Support resource to meet the needs of our most vulnerable learners.
- Ensure we will keep The Promise and deliver improved outcomes for all care-experienced young people.
- Embed the Planning, Learning, Teaching and Assessment Guidance, and the HWB Progression Frameworks.
- To continue our increased focus on supporting and improving attendance and timekeeping.
- To continue to support and promote staff health and wellbeing by implementing targeted wellbeing initiatives.
- Further embed health and wellbeing initiatives aimed at supporting young people, e.g. SAMH, Wellbeing Champions, etc.
- Pupil wellbeing data to be tracked at key points, allowing staff to support any issues arising.

Improvement Priorities <i>(Expressed as outcomes for learners)</i> QI 3.2 Raising Attainment & Achievement UNCRC Article 6: Right to life, survival and development	Education Service Improvement Plan Priority 4: Our Attainment and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.	
Lead QI 3.2 Raising Attainment & Achievement QI: 1.5 Management of resources to Promote Equity QI: 2.2 Curriculum QI: 2.4 Personalised support QI: 2.6 Transitions QI: 2.7 Partnerships QI: 3.3 Developing creativity and skills for life and learning	1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parental/carer involvement and engagement 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information	

The school’s Capturing Attainment system continues to offer all young people the opportunity to attain National Qualifications through early identification, targeted intervention, rigorous tracking and collegiate working. Our PT Equity has a strategic and operational overview of this system. For 2024-25, there were 71 pupils targeted who were at risk of not achieving positive outcomes or their full potential.

Of these 71 pupils:

- 25 pupils (35% of CA Cohort) are achieving in departments.
- 46 pupils (65% of CA Cohort) are part of the target group supported by the Principal Teacher of Equity.
- 37 have completed 5+ National 3 awards (80% of PT target group), a further 4 pupils are almost complete (9% of target group) and are on track to complete by the end of May- PTPS are involved in requesting these pupils to complete.
- 5 pupils (11% of target group/ 7% of CA cohort) have not completed their outcomes. The pupils are either missing in education or are unable to attend school/CA sessions. Work continues to increase engagement with this group of pupils through PTsPS.

These qualifications have supported pupils to access positive post-school destinations.

2025 whole school attainment stretch aims were established through interrogation of SQA results analysis and September Insight update.

- **Target 1 (S4):** Increase the number of S4 pupils achieving 1+ qualifications at SCQF Level 5 to above VC [All staff]
- **Target 2 (S5):** Increase number of pupils achieving 5+ qualifications at SCQF Level 6 to above VC [All staff / PT RA]
- **Target 3 (S5/6):** Increase the number of pupils achieving Level 6 Numeracy [Maths Department]

2024 L4 / L5 / L6 Numeracy attainment

Establishment	Year	% Level 4 Numeracy	Number in Cohort
Kilmarnock Academy	2024	94.12	221
Virtual Comparator	2024	89.68	2210
Kilmarnock Academy	2023	92.14	229
Virtual Comparator	2023	90.61	2290
Kilmarnock Academy	2022	98.28	232
Virtual Comparator	2022	92.63	2320
Kilmarnock Academy	2021	93.81	194
Virtual Comparator	2021	89.12	1940
Kilmarnock Academy	2020	89.02	246
Virtual Comparator	2020	89.15	2460

Establishment	Year	% Level 5 Numeracy	Number in Cohort
Kilmarnock Academy	2024	78.28	221
Virtual Comparator	2024	71.27	2210
Kilmarnock Academy	2023	80.35	229
Virtual Comparator	2023	70.7	2290
Kilmarnock Academy	2022	85.78	232
Virtual Comparator	2022	72.67	2320
Kilmarnock Academy	2021	76.29	194
Virtual Comparator	2021	67.78	1940
Kilmarnock Academy	2020	73.58	246
Virtual Comparator	2020	66.1	2460

Establishment	Year	% Level 6 Numeracy	Number in Cohort
Kilmarnock Academy	2024	21.35	89
Virtual Comparator	2024	33.03	890
Kilmarnock Academy	2023	8.33	84
Virtual Comparator	2023	30	840
Kilmarnock Academy	2022	14.68	109
Virtual Comparator	2022	27.8	1090
Kilmarnock Academy	2021	27.55	98
Virtual Comparator	2021	28.37	980
Kilmarnock Academy	2020	21.01	119
Virtual Comparator	2020	27.73	1190

Literacy and Numeracy targets have been shared with all stakeholders and form an integral part of department reviews. The plan for improving Level 6 Numeracy levels was further developed and agreed at the Mathematics & Numeracy Impact Review 1. The school will now take forward a plan for a L6 Numeracy elective period to be available for pupils not sitting Higher Maths in S5 for session 2025/ 26. In addition to this, the L6 Applications of Maths course will be developed and implemented for Senior Phase pupils. Significant PEF funds have been utilised to establish a new IT suite in A06. Although this will be a whole school resource, Applications of Maths will have priority access to this space to ensure all course requirements are met. Development time has also been provided for dept staff to ensure a robust course is in place, starting June 2025.

4.2 The school will continue to build on our success by further developing our curriculum offer to include a range of wider achievement offers and additional ways that young people can be certificated for their work.

SCQF Ambassadors have attended Parents' Evenings and Information Evenings throughout the year. They have shared key SCQF messages to parents / carers of all year groups. Moving forward into session 25/26, further work will be done to communicate SCQF messages to pupils via PSE classes and having a greater presence within the school during the Options Choice process. They will also continue to attend parent events. The ambassador's programme has increased:

- Staff awareness and understanding of the range of qualifications available to widen our school curriculum
- Pupil knowledge and understanding of the range of available qualifications and how they link to post school destinations
- Parent / carer knowledge and understanding of school qualifications and how they meet the needs of pupils.

The aim is for each department to offer at least 1 non –NQ L4/5/6 subject. A summer term audit and post-summer focus on meeting this aim will be undertaken.

The school continues to develop partnership working with:

- UWS regarding the L7 UWS Foundation Academy
- SWEIC @ SW Connects model
- YASS OU qualifications
- Kilmarnock Consortium model

This is with a view to expanding the school's curriculum offer, with the aim of ensuring our young people have the best opportunities to maximise attainment and future career opportunities.

The schools Personal Development course has been adapted to consist of 4 periods teacher led learning, 1 period of volunteering and 1 library period whereby online courses are being completed using the Inspiring Digital Enterprise Award website (<https://idea.org.uk/>). The Leadership Course now has 3 periods teacher Led, 1 period volunteering and 2 library period where online courses are being completed using the Inspiring Digital Enterprise Award website. Although these courses do not hold formal qualifications recognised on the SCQF Framework they develop relevant skills in digital technology and independent learning that will benefit pupils in school and as they progress to positive post- school destinations.

4.3 We will continue to make effective use of data to provide a strategic overview of attainment allowing for effective, targeted interventions, development of stretch aims and utilising PEF, SEF, CECYP evidence based interventions.

An updated T&M system, involving baseline grades, was developed. This system utilises pupils' and subjects' prior attainment, as well as previous attendance statistics. The system allows for school interventions to be targeted where they are required and is intended to positively impact pupil grades. This system was confirmed during the first whole staff meeting and all data has been used throughout this session. Parents/Carers have received information on this updated system at each round of Senior Phase T&M. New whole school Senior Phase T&M, focused on pupils being 'off track' in subjects and B/E/H has been developed and shared with staff. All staff are also aware of their roles and responsibilities through the updated Tracking & Monitoring policy.

PT RA and DHT coordinated whole school supported study offer to centralise information for pupils and parents / carers. This focused on a 6 week block with 20 sessions per department.

Easter School attendance

- Library sessions
- Monday 7th April - 9 pupils
- Tuesday 8th April - 12 pupils
- Wednesday 9th April - 1 pupils
- Thursday 10th April - 7 pupils
- Friday 11th April - 7 pupils

- Face to Face sessions
- Monday 14th April - 14 pupils
- Tuesday 15th April - 6 pupils
- Wednesday 16th April - 10 pupils

Supported study attendance

- National 5 - 150 sessions (average 25 sessions per week)
- Higher/Adv Higher - 150 sessions (average 25 sessions per week)

Mentoring

74 pupils targeted as part of the 5 at Level 6 cohort.

Masterclass attendance

- National 5 - 20 subjects
- Higher/Adv Higher - 25 subjects

2024 L4 / L5 / L6 Literacy attainment data is shown below.

Establishment	Year	% Level 4 Literacy	Number in Cohort
Kilmarnock Academy	2024	99.55	221
Virtual Comparator	2024	94.03	2210
Kilmarnock Academy	2023	96.51	229
Virtual Comparator	2023	93.8	2290
Kilmarnock Academy	2022	100	232
Virtual Comparator	2022	95.47	2320
Kilmarnock Academy	2021	98.97	194
Virtual Comparator	2021	93.2	1940
Kilmarnock Academy	2020	96.34	246
Virtual Comparator	2020	91.06	2460

Establishment	Year	% Level 5 Literacy	Number in Cohort
Kilmarnock Academy	2024	97.74	221
Virtual Comparator	2024	82.13	2210
Kilmarnock Academy	2023	93.89	229
Virtual Comparator	2023	80.74	2290
Kilmarnock Academy	2022	96.12	232
Virtual Comparator	2022	83.88	2320
Kilmarnock Academy	2021	90.21	194
Virtual Comparator	2021	79.18	1940
Kilmarnock Academy	2020	87.4	246
Virtual Comparator	2020	76.02	2460

Establishment	Year	% Level 6 Literacy	Number in Cohort
Kilmarnock Academy	2024	98.88	89
Virtual Comparator	2024	69.21	890
Kilmarnock Academy	2023	83.33	84
Virtual Comparator	2023	61.43	840
Kilmarnock Academy	2022	84.4	109
Virtual Comparator	2022	62.66	1090
Kilmarnock Academy	2021	87.76	98
Virtual Comparator	2021	68.47	980
Kilmarnock Academy	2020	74.79	119
Virtual Comparator	2020	65.13	1190

Although a responsibility for all staff, Literacy and Numeracy attainment in the Senior Phase is a key priority for the school's PTs of English / Maths / Equity. Early identification of 'at risk' pupils is undertaken at the beginning of the year. Key interventions in place through session 2024/25 are Connect / Inclusion Hub / 1-1 PT Interventions. PEF funds have been key to ensuring these interventions remains in place.

EA Core Stretch Aim 7 – Focused on 1 @ SCQF L5

Core SA 7	SA7: 1@SCQF5 (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Level reported (2022/23)	85.6	77.8	97.4	19.6
Stretch aim to be achieved 2023/24	84.5 – 86.0	74.0 – 77.5	96.5 – 97.0	19.5 – 22.5
Stretch aim to be achieved 2024/25	86.0 – 88.0	77.5 – 81.5	97.0 – 97.5	16.0 – 19.5
Stretch aim to be achieved 2025/26	88.5	82.0	98.0	16.0

KA 2024

- Overall – 82%
- SIMD Q1 – 69%
- SIMD Q5 – 96%
- Gap (Q1-Q5) - 30%

EA Core Stretch Aim 8 – Focused on 1 @ SCQF L6

Core SA 8	SA8: 1@SCQF6 (%)			
	Overall	SIMD Q1	SIMD Q5	Gap (Q1 – Q5)
Level reported (2022/23)	60.0	46.5	81.3	34.8
Stretch aim to be achieved 2023/24	62.4 – 64.4	46.5 – 49.5	86.3 – 86.6	37.1 – 39.8
Stretch aim to be achieved 2024/25	64.4 – 65.6	49.5 – 52.5	86.6 – 86.9	34.4 – 37.1
Stretch aim to be achieved 2025/26	66.9	53.0	87.3	34.3

KA 2024

- Overall – 64%
- SIMD Q1 – 48.5%
- SIMD Q5 – 92%
- Gap (Q1 – Q5) - 43%

Next Steps	• Further enhance Capturing Attainment practice of identifying young people early and supporting them to achieve across a wide variety of subjects. • Further enhance the school's curriculum offer to meet the needs of all pupils and share the benefits of offering a range of qualifications within the school community. • Establish and share high-level stretch aims in a timely fashion, based on interrogation of August data. • Establish school verification system to ensure departmental verification approaches align with national standards. • Improve the accessibility/ease of use of the school's Senior Phase Tracking & Monitoring spreadsheets. • Increase the number of pupils that complete full National Qualification courses. • Appointment of PT PEF (X2) with responsibility for: ➤ Closing the Gap ➤ Wider Achievement Opportunities. • Cost of the School Day (KA Cares) group to further develop and promote their work within the school community. • To seek further school/college partnership courses, particularly for our most vulnerable learners.
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PUPIL EQUITY FUND 2024/25

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	Review
Retention of PT Positive Destinations. PEF funding to be made available to support most disadvantaged young people access work experience placements, college and other positive destinations.	Increase in positive leaver destinations for PEF targeted cohort. (derived from Insight). All PEF targeted cohort complete work experience	PT DYW has been building links with employers and helped arrange a successful Careers Fair in Jan 2025 with over 30 businesses represented on the day which is an increase on last year. Work placements sought and associated Health and Safety/Risk Assessments carried out.
Retention of REDCOIN equitable rewards programme in order to promote school values and positive ethos	Rewards received by PEF targeted cohort are tracked and highlight no gap in recognition of achievement.	Rewards progressed and purchased to support school ethos and rewards system.
Funding for Pupil Leadership initiatives in order to develop key skills. This will include support for extra-curricular leadership [ESIP]	Senior Pupil Leadership is representative of school SIMD profile with young people from most disadvantaged background	Head and Depute Head Prefects appointed following rigorous leadership tasks and interviews. Head Prefects organise Prefect duties and oversee that these are carried out, reporting to PTPS if there are any concerns during bi-weekly meetings. Prefects completed a self-defence course and respectful relationships training. Prefects delivered Christmas gifts to local residents.
Renewal of Satchel One Subscription to improve pupil and parental engagement	Satchel One data shows increased engagement from both young people and parents with a particular focus on the PEF cohort.	Satchel One is being used to set homework and assignments by almost all staff. The platform continues to be promoted and encouraged with families with inputs taking place and parents' evenings. 733 parents/carers are using Satchel One.
Renewed subscription of iAbacus in order to facilitate school's Quality Assurance policy to improve outcomes for young people.	HGIOS 4 ratings show an improvement in outcomes for all young people.	See iAbacus summary below.

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
Appointment of PT Digital Learning and Skills	School is certified as a Microsoft school which leads to improved teaching and learning. This will be evidenced as part of the school's QA processes	PT has led CLPL sessions. Almost all were well attended with a range of staff from NQT to PTC in attendance. Microsoft Schools launched and training given.
Purchase of additional Active Literacy kits in order to support the increase in targeted interventions	Increase in targeted Literacy Support. T&M data shows an improvement in Literacy grades	Resources used across the SfL department and within the English department to support literacy development.
Renew Accelerated Reader Subscription	Improvement in Reading Ages for S1 and S2 pupils. All S1 and S2 pupils regularly engaging in reading. Reading Ages included in BGE Tracking and Monitoring Spreadsheets to support learning and teaching in all subjects.	Initial Accelerated Reader data has highlighted that the majority of pupils showed an increase in reading ages.
Renewal of Timetabler Software	Free choice model enables all pupils (including those in the PEF Targeted Cohort) to choose a pathway that best suits their needs.	Timetabler software supported completion of timetable for session 24/25 with pupil satisfaction as follows: S2 – 99.5% S4 – 95.3% S5/S6 - 96.7%

The school will continue to embed the Fab Lab to support creativity skills and enhance teaching and learning.	Feedback from young people (which includes PEF targeted cohort) and staff highlights impact. This is evidenced in iAbacus.	A number of departments have utilised the FAB lab effectively this year and pupil feedback is positive.
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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
Appointment of PT Attendance	Improved pupil attendance and reduction in pupil latecoming (including those in PEF targeted cohort).	PT Attendance carried out data analysis every week, month and term. This has been beneficial for PTs Pupil Support to allow them to target pupils and families with low attendance.
Retention of Principal Teacher of Restorative Approaches	Reduction in number of behaviour referrals (with no disparity between the PEF targeted cohort and rest of school). Improved pupil and staff wellbeing measured through evaluations and will form part of Learning Observation Strategy.	Clear decrease in behaviour referrals. Staff feel supported with restorative conversations and have had training on this. Pupils have also been trained.
Renewal of Electronic Parents' Night Booking System to support parental engagement	Improved attendance at Parents' Nights with no disparity between the most and least disadvantaged young people.	Electronic booking system has led to positive engagement. 81% of S1 pupils had appointments booked.
Continuation of the Partnership for Schools and Families Programme (as part of P7 Enhanced Transition)	Feedback from targeted families will show an increase confidence in coming to school. Attendance for targeted pupils will be above 80% in S1.	PTPS and DHT oversaw the Enhanced Transition Programme with 24 families engaged in this.
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	Feedback from Cost of the School Day survey will be actioned and shared with all key stakeholders and will	"KA Period Partnership" launched at S1 girls' assembly. This involved issuing information around free access to sanitary products. Products have been placed in school bathrooms and S6 wellbeing champions

school are free at the point of use. The school will be supported by the PT Equity in order to support families in need and will work collegiately with the Child Poverty Action Group. In-house events to support equity such as Summer Pop Up Shop and Winter Clothing drive will be retained and the school will continue to consult with key stakeholders including staff, pupils, parents/carers and partners in order to meet local need.	highlight awareness of Cost of School Day initiatives. Pupil/Parental feedback will show that there are no identified poverty related barriers to attending school.	regularly monitor. Cost of the school day uniform bank and late lunch box in place. PTsPS with strategic responsibility for Cost of the School Day has initiated our School Uniform Appeal. This has been shared through HT updates, the school app and also discussed with Parent Council. Alongside our PEF uniform purchases, this work is ensuring all pupils have access to uniform and the school is building a sustainable model to support pupils and families.
School will continue to embed Participatory Budgeting with the 'Cost of the School Day' Group	Through consultation with wider school community, group will identify key priorities and will be given a £5000 PEF budget. Group will evaluate outcomes and present impact to pupils, staff, and parents/carers	Participatory budgeting consultation took place within PSE classes, led by PTsPS with strategic responsibility for this area. Pupil representatives analysed this information and presented to SLT.

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
Appointment of PT Equity with strategic responsibility for the identification and tracking of the PEF Targeted Cohort and the school's Capturing Attainment initiative	T&M and Insight Data highlight the closing of the attainment gap in both BGE and SP.	PT Equity overview of Capturing Attainment detailed information provided above. As noted above, the school's PT Raising Attainment and Achievement has focused on the school's attainment target of increasing the number of pupils attaining 5 @ L6. The following interventions have been implemented:
Retention of PT Attainment and Achievement. Funding to be made available to support initiatives.	Increased attendance and participation of PEF targeted cohort. Increase in average tariff points for pupils in lowest quintiles. This will be achieved by expanding the Capturing Attainment Policy to increase the minimum required qualifications from five to seven. Departments will develop N3/N4 resources that can be utilised by pupils in Connect and Aspire	The PT Raising Attainment (RA) established tracking groups for whole school target 2. Groups were identified, shared with key staff and interventions implemented. These interventions included parental contact, prelims being monitored, supported study skills and mentors being assigned. An overview of each group and the mentor programme is noted below. Targeted group 5 @ 6 – Mentor programme 74 pupils (37% of year group) identified as sitting 5 @ L6 and PT AA (SS) and DHT (GJ) held meetings with all pupils. Group 1 – All WG & BG are Band 1-4, 23 Pupils • Text message sent home to alert parents that pupils are part of the School Mentoring Scheme • Prelim attainment monitored from each subject • Tracking and Reporting monitored from each subject • Study skills sessions •

	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	Group 2 - All WG & BG are Band 1-6, 26 Pupils • Same as Group 1 but more closely monitored by PT AA with additional school home communication. Group 3 - Any WG & BG are Band 7-9, 25 Pupils • Same as Group 1 & 2 • Mentor assigned • Fortnightly review of all subjects and regular contact with parents In total, 31 pupils and 19 staff were involved in mentor sessions linked to the whole school target of increasing our 5 at Level 6 attainment. Staff were consulted on this programme of work and findings were as below: - Staff feedback highlighted that they felt the process was beneficial to all pupils being mentored. - Staff feedback highlighted 87% of parents engaged with the process. - Staff feedback highlighted 88% of pupils engaged well with the process.
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Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4 (4.2)*
Quality Indicator 2.3 Learning, Teaching and Assessment	4 (4.3)*
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5 (4.8)*
Quality Indicator 3.2 Raising Attainment and Achievement	5 (4.6)*

**The data is collected from a summative evaluation in May 2025 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 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. .