



East Ayrshire Council Education Service

Establishment:
Kilmarnock Academy













Improvement
Plan
2025-26

School Improvement Plan	Kilmarnock Academy
Acting Head Teacher	Mrs Angela Brownlie
Date Submitted	Submitted to Chief Education Officer in June 2025

<p>School / Centre Vision and Values</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;">  <div style="text-align: center;"> <p><u>VISION</u></p> <p><i>Kilmarnock Academy strives, as a community, to ensure that all young people reach their full potential and have opportunities to achieve qualifications, learn new skills, develop as individuals and gain key employability experiences within a nurturing environment.</i></p> <p><u>VALUES</u></p> <p>Respect Valuing one another and treating everyone fairly.</p> <p>Determination Encouraging perseverance, resilience and promoting a can-do attitude.</p> <p>Compassion Showing empathy, kindness and a willingness to help others.</p> <p>Integrity Being true to yourself, honest and behaving in a way that shows strong moral principles.</p> </div>  </div>
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People		Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	
Parent Council and Forum		HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	
Teachers, practitioners and ALL school/centre staff		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	
Volunteers/ Community partners		Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	
Acting Head Teacher Signature: 		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	

Pupil and parental strategic involvement

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school.	For session 2025-26, please describe below how parents/carers will be involved in decisions relating to the operation of the school.
<ul style="list-style-type: none"> • Monthly QA focus groups/ L&T quality assurance – pupils are asked a series of questions pertaining to each of the four key QIs – their views will be considered and action taken as appropriate. (Part of QA policy at school and department level). • Input into the iAbacus on a regular basis. Pupil groups will be selected to input into this. This will then be used to inform the overall self-evaluation of the school. (Pupil Improvement Group) • A school pupil focus group is consulted on priorities for this session and plays an active part in taking forward priorities. • Pupil representative groups: <ul style="list-style-type: none"> ➤ House Forum – they represent the views of all pupils and make decisions on issues pertinent to them such as reward trips, environment etc. ➤ Cost of the school Day Group – this group has responsibility for spending an allocated £5K Participatory Budget on pupil identified priorities. ➤ Pupil Improvement Group – the Pupil Improvement Group takes on responsibility for writing a Pupil Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of this group have responsibility for working with other pupils and staff to lead these priorities across the school. In addition to this, they lead on priorities from How Good Is OUR School, providing feedback and identifying action points which are shared with the SLT. ➤ Ambassadors – Pupil Ambassadors work with staff on specific areas of responsibility in order to make decisions on issues relevant to them. These include areas such as Rights Respecting Schools, Dyslexia Friendly Schools, LGBT+, MVP, ESAS, Young Carers, Wellbeing Champions, Mentors, Equity and Sports. ➤ House captains play a role in enhancing the house and school ethos. <p>Pupil Leadership Conference – This takes place in June to unite the pupil voice forums across the school, including invited guests and key speakers/ tasks throughout the day to provide a collaborative follow-up to pupil voice.</p>	<ul style="list-style-type: none"> • Parent/carer groups input into iAbacus. This is used to inform the overall self-evaluation of the school. • Parents' Evenings poster polls – parents will be asked their views on specific issues relating to learning & teaching or the Parent/School Improvement Plan. • Parent/carer surveys – all parents/carers will be asked to complete a survey on specific questions about the operation and strategic direction of the school. • Electronic parent surveys relating to school improvement will be carried out at engagement nights. • The Parent Council will take responsibility for writing a Parent Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PC will have responsibility for working with the parent forum and staff to lead these priorities. This leads into the Standards & Quality report outlining progress and achievements. • Parents/carers will be consulted on all aspects of school matters including PEF funding and school improvement plan review and targets • Parent/carer baseline surveys will be issued and, from these, school decisions will be made and priorities adopted.

Community Plan East Ayrshire 2015 - 2030



Together, in achieving our Vision, Partners will demonstrate:

Effective leadership

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

Collective ownership

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

Good governance

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

Democratic accountability

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our
Vision*

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

We will:

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

National and Local Priorities

The Scottish Government's vision for education in

Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

Key priorities of the National Improvement

Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF drivers of improvement in the outcomes achieved

by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



Scottish Attainment Challenge (SAC)

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

[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change

SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.		
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.		
4: Our Attainment, Destinations and Achievements	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

Our Leadership - Improvement Priority:

We actively support, promise and enact leadership at all levels. Our children and young people are encouraged to be leaders of their learning in our centres, schools and communities. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.

Rationale:

Following feedback, the school will 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. UNCRC and Pupil Voice will be a key feature to ensure all young people are heard and can effectively contribute to the life of the school and wider community.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carers involvement & engagement		School & ELC improvement	
HGIOS4 QIs:	1.3	1.1	1.2	1.4	1.5	2.7	
ESIP key priorities:	Y Teaching & Learning			Y Our Wellbeing		Y Our attainment	

1.1 CLPL

Pupils will benefit from learning experiences led by confident, skilled staff who have had opportunities to gain experience as leaders through the refreshed in-house CLPL programme for aspiring leaders.	From feedback on the Aspiring PTs programme 2024/25 and from the wider staff, leadership opportunities within the school will be considered via a whole staff survey. A new leadership offer will be introduced and developed for 2025/26.		DHT1, All staff	Whole staff survey conducted. The school will have a new leadership CLPL programme in place for session 2025/26.	October 2025
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1.2 QUALITY ASSURANCE STRATEGIES

The school community will benefit from a systematic method for collating departmental and whole school progression, linked to school and departmental improvement plans.	Continue to collate progression against Quality Indicators using iAbacus software.	✓	DHT1, PTs, All staff	iAbacus collated to inform an overview of progress against Quality Indicators, strengths and next steps.	Monthly updates
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1.3 COLLABORATIVE WORKING

Pupils will learn in a school where staff are always improving and developing their leadership via opportunities to lead strategically and departmentally.	Staff continue to be part of and lead School Improvement Groups and share good practice at whole staff meetings. Continue to encourage collegiate working across schools to share good practice.		DHT1, All staff All Staff	School Improvement Groups launched in August 2025 and progress shared at whole-staff meetings and JLT meetings. Staff to be encouraged to work collaboratively to support good practice.	Launch in August 2025 Shared during 2025/26 During 2025/26
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1.4 PUPIL VOICE & UNCRC

Pupils will belong to a school where the values are refreshed and permeate every aspect of school life.	From the Pupil Leadership Conference 2025, Pupil Voice groups will choose symbols and definitions to refresh each value. Pupil Voice groups will share the refreshed values with all stakeholders such as SLT, staff, the Parent Council and all pupils via appropriate forums such as meetings and assemblies.		DHT1, PTPS Pupil Voice, All staff	The school will have a refreshed set of values by October 2025. All stakeholders will be aware of the values refresh. Pupil surveys will take place to gather views on the refreshed values.	October 2025. Termly (assemblies) December 2025
Pupils benefit from the RedCoin rewards system which is refreshed and relaunched as a positive aspect of school life.	RedCoin rewards will be calendared throughout the session with BGE and senior ambassadors appointed to support all aspects of rewards. A RedCoin promotion campaign will take place including inputs to assemblies and a video.		DHT1, PTPS Pupil Voice, All staff	The RedCoin calendar will be created and shared. All pupils will be aware of RedCoin rewards and their relationship with the school values.	For August 2025 Termly
Pupils are given the opportunity to further develop new aspects of Pupil Voice across the school, particularly within the BGE.	Further embed new Junior House Captains and Ambassadors for all pupil leadership groups. Create and develop new BGE leadership opportunities to involve a greater number of BGE pupils.		DHT1 PTPS Pupil Voice	The school will provide more chances for Junior House Captains to lead through assemblies and other opportunities. BGE ambassadors for key strategic areas, such as transition and rewards, will be	Monthly and termly. By October 2025

Pupils will be aware of the UNCRC as it continues to have a high profile across the school community, including reference to school values, continuing to build on our RRSA Gold Award.	Ensure that all school policies and practices are grounded in our commitment to the UNCRC.		All Staff	<p>offered and appointed. This will give BGE pupils the opportunity to lead and build their leadership capacity as they progress through the school.</p> <p>UNCRC to be included in all policy documents, referred to in assemblies, quality assurance reviews with pupils and promoted by the RRSA group.</p>	Throughout 2025/26
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Teaching and Learning Together - Improvement Priority:

Our young people should experience a learning, teaching 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.

Rationale:

The school will continue to will review curriculum delivery to ensure all learners are developing knowledge and skills across the BGE and Senior Phase. This will include processes to monitor and evaluate learners' progress to ensure we have clear information on their skills development and attainment across all curricular areas, including literacy & numeracy. Embedding 'Our Kilmarnock Standard' will support a consistent, high-quality learning experience for all. This will be enriched by innovative approaches to digital technologies.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Performance information	
HGIOS4 QIs:	2.3	2.2	1.2		2.5	2.6	3.2	
ESIP key priorities:	Y Our Leadership				Y Our Wellbeing		Y Our attainment	

2.1 EMBED EFFECTIVE PEDAGOGICAL STRATEGIES

To ensure a consistent learning experience for all learners, we will further embed 'Our Excellent Learning Experience' and 'Our Kilmarnock Standard'.	Through on-going teacher self-evaluation all practitioners will strive to ensure all aspects of 'Our Kilmarnock Standard' support and challenge the delivery of high quality learning, teaching and assessment.		DHT2, L&T SIG, All staff	Teacher Self-Evaluation – almost all teachers (90% or above) will deliver all 8 areas of 'Our Kilmarnock Standard' almost all of the time.	Learning Insight 1 Learning Insight 2 Learning Insight 3
	To further enhance 'Our Kilmarnock Standard' departments may consider subject specific 'supplements' which meet the nuances of their curriculum.				
All pupils will receive a high quality learning experience which will be reviewed via Learning Walkthroughs to support the quality of the delivery of 'Our Kilmarnock Standard' by all staff.	Learning & Teaching Together SIG to review current approach to Learning Insights/ Walkthroughs with the view to supporting all staff at individual, departmental and school level to further develop and enhance their pedagogical practice.		DHT2, L&T SIG, All staff	Learning Walkthroughs will evidence all 8 areas of 'Our Kilmarnock Standard' being delivered to a high standard by almost all (90% or above) teachers.	Learning Insight 1 Learning Insight 2 Learning Insight 3

2.2 PEDAGOGICAL CLPL

<p>Pupils will have a high quality learning experience through the further enhancement of the CLPL programme to embed pedagogical strategies across all curricular areas. Following feedback from session 2024/2025, the specific focus for this will be differentiation (adaptive tasks) and plenaries.</p>	<p>The Learning & Teaching Together SIG will continue to support all staff with a structured programme of CLPL to improve the quality of all areas of 'Our Kilmarnock Standard'.</p> <p>Looking outwards we will identify areas of best practice in using adaptive tasks to support differentiation. In addition to this, the L&T SIG will be involved in cross-sector classroom observations with local Primary and Secondary colleagues.</p>		<p>DHT2, L&T SIG, All staff</p>	<p>Teacher Self-Evaluation – almost all teachers (90% or above) will deliver all 8 areas of 'Our Kilmarnock Standard' almost all the time. Self-evaluation will evidence the quality of 'Our Kilmarnock Standard' to ensure staff are demonstrating very good/excellent practice within the classroom.</p> <p>Learning Walkthroughs will evidence differentiation and plenaries being delivered to a high standard by almost all (90% or above) teachers.</p> <p>Feedback from pedagogical discussions will indicate staff are more confident in differentiating through the use of adaptive tasks and plenaries are linked to success criteria.</p>	<p>Learning Insight 1 Learning Insight 2 Learning Insight 3</p>
<p>In order to enhance curriculum experienced for all pupils, staff will ensure they are engaging with national education reform and review in line with the Curriculum Improvement Cycle.</p>	<p>A programme of professional learning for all staff will be aligned to the Curriculum Improvement Cycle timeframe.</p>		<p>All staff</p>	<p>All staff will be fully aware of how the Curriculum Review Cycle impacts their curricular area.</p>	<p>Monthly</p>

2.3 DEVELOP APPROPRIATE CURRICULUM MODEL

Pupils will experience a creative, innovative and inspiring curriculum within the BGE which incorporates Project Based Learning approaches.	Project based learning approaches, providing increased depth to learning and embedding metaskills, will be incorporated into S1 Personal Pathway, S2 Home Economics and S3 Health & Wellbeing. This will be linked to the 4 capacities of a Curriculum for Excellence.		DHT2 PT DL&S Staff	Pupils will be able to demonstrate and articulate more clearly the metaskills they are developing. This will be evidenced through a skills tracking framework.	Termly
Pupil learning will be further enhanced through an effective school and community approach to Learning for Sustainability.	Global citizenship, sustainable development education and outdoor learning are woven through the curriculum to create a coherent experience for all learners. This will include, for example, YPI, RRS, ESAS, MVP, Eco, Fair Trade and Outdoor Learning.		DHT2 PT SS, RME & C	The school will continue to be recognised by external agencies such as RRS, Eco and Fair Trade for its commitment to Learning for Sustainability.	May 2026

2.4 PARENTAL ENGAGEMENT

The most vulnerable S1 pupils will have a more positive start at school, as closer links are established with S1 families.	To support transition into S1 and ensure a successful S1, the Partnership with Families enhanced transition programme will be developed to include subject inputs for families.	✓	DHT1 PTPS, All staff	Attendance of this transition cohort will increase by 2%. Families will engage with the programme and complete surveys.	May 2026
	All departments to use Satchel One as the main area to post homework and assessment information.				
	Introduce a “welcome to S1” event for pupils to bring their families to school. The event will take place early in the session with the aim of encouraging families to participate and feel welcome in the life of the school.	✓	DHT1 PTPS	Attendance of this transition cohort will increase by 2%. Families will engage with the programme and complete surveys.	September 2025

<p>Pupil learning at home will be supported via promotion and use of Satchel One.</p> <p>Pupils and families will improve their understanding of school reports through further explanations and accessible guides at school level.</p>	<p>Encourage families to use Satchel One through parents'/information evening inputs to ensure they are aware of homework/assignment allocation.</p> <p>Ensure families are aware of how to use Satchel One and provide support to access/use as required.</p>		<p>DHT1</p> <p>DHT1</p> <p>DHT2/4</p>	<p>Families accessing Satchel One will increase to 75%.</p> <p>Families will engage with the support offered and Satchel One access figures will increase.</p> <p>Track student progress for correlation with increased parental understanding and involvement</p>	<p>Review termly</p> <p>Review termly</p> <p>September 2025 May 2026</p>
2.5 EMBED CONSISTENT APPROACH TO TRACKING & MONITORING					
<p>BGE pupils will be supported to improve attainment as staff continue to measure progress against agreed stretch aims. This will ensure a continued focus on improved attainment across all BGE levels.</p> <p>BGE pupils will be supported and tracked to improve attainment as staff will utilise tracking and monitoring data to track cohorts of learners (including CEYP, ASN and SIMD</p>	<p>All departments will establish stretch aims for S1 (2nd & 3rd Level), S2 (3rd Level) and S3 (4th Level).</p> <p>Progress towards these stretch aims will be monitored at each tracking period and interventions put in place by PTC's and class teachers to support learners who are not progressing as expected.</p> <p>The attainment of pupils who have been identified to achieve 5 or 6 subjects at 3rd Level by the end of S2 and 4th Level by the end of S3 will be tracked throughout the session and targeted interventions put in place to support on-going progress. Teacher</p>		<p>DHT2 PTC All Staff</p> <p>DHT2 PT Equity PT SfL PTPS PTC All Staff</p>	<p>Increase the number of pupils achieving 3rd Level by the end of S2 by 11% to achieve stretch aim of 57%.</p> <p>Increase the number of pupils achieving 4th Level by the end of S3 by 20% to achieve stretch aim of 58%.</p> <p>Increase the number of pupils within the targeted cohort achieving 5 or 6 subjects at 3rd Level (in S2) or 4th Level (in S3) to above 50%.</p> <p>Increase the number of pupils within the targeted cohort who are SIMD 1&2</p>	<p>Tracking Period 1 Tracking Period 2 Tracking Period 3 Final BGE Levels</p> <p>Tracking Period 1 Tracking Period 2 Tracking Period 3 Final BGE Levels</p>

<p>1&2) against BGE Stretch Aims to improve attainment across all BGE levels. Final BGE data will be used to monitor progress towards this target.</p> <p>Pupils and families will understand and be able to access the user-friendly tracking system that enables teachers to assess, record and analyse pupils progress in key skills. Initial focus will be in the Broad General Education. This will allow families to better support their children.</p>	<p>mentors will be assigned to monitor this cohort of learners.</p> <p>Look outwards to research best practice in tracking skills and develop a school-based approach based on findings.</p> <p>Consult with all stakeholders on the school-based approach to tracking skills.</p> <p>Provide training for all stakeholders on the agreed school-based approach to tracking skills.</p> <p>Pilot the agreed approach with agreed year groups.</p>		<p>DHT2 PTDL&S</p>	<p>achieving 5 or 6 subjects at 3rd Level (in S2) or 4th Level (in S3) to above 40%.</p> <p>A tracking system is selected and trialled by June 2026.</p>	<p>May 2026</p>
2.6 DEVELOP DIGITAL LITERACY SKILLS ACROSS STAFF AND YOUNG PEOPLE (INCLUDING A.I.)					
<p>Pupils will be able to clearly articulate the skills they are developing and link these to their future career aspirations as we continue to embed Meta skills development across the curriculum throughout the BGE and Senior phase.</p> <p>Pupil learning will be reflected in a pupil profile which reflects the learning they have undertaken during the BGE.</p>	<p>All department should ensure Meta skills are embedded in course and lesson plans and these are being shared with pupils.</p> <p>Learner conversations include reference to meta skills development.</p> <p>Look outwards to research best practice in pupil profiles and develop a school based approach based on findings.</p> <p>Consult with all stakeholders on the school based approach to pupil profiles.</p>		<p>DHT2 PT DL&S All Staff</p> <p>DHT2 PTPS</p>	<p>Pupils are able to articulate the skills they are developing evidenced through pupil focus groups.</p> <p>Pupil profile is selected and trialled by June 2026.</p>	<p>Termly</p> <p>May 2026</p>

<p>Pupils will take part in innovative digital approaches as we working in partnership with Microsoft and become a 'Microsoft Showcase School'.</p> <p>Pupils will experience enhanced lessons and will be prepared for a digitally advanced future as staff encourage the effective and ethical use of Artificial Intelligence (AI) tools.</p> <p>Pupils will experience enhancement of learning as the use of Achieve is further embedded to improve attainment at National 5 and Higher level.</p>	<p>Provide training for all stakeholders on the agreed school based approach to pupil profiles. Pilot the agreed approach with S3 pupils.</p> <p>Provide ongoing professional development to embed the use of Microsoft tool in curriculum planning and delivery.</p> <p>Future-ready skills will be mapped across all curricular areas and integrated into curriculum planning at all levels.</p>	✓	DHT2 PT DL&S All staff	<p>Almost all teachers are confidently use Microsoft tools in daily teaching.</p> <p>Progress will be measured against Microsoft Showcase Schools rubric.</p>	May 2026
	<p>School policy and guidelines are in place to ensure ethical and safe use of AI.</p> <p>Staff CLPL increases confidence in the use of AI tools to enhance productivity and encourage smarter working,</p> <p>Pupils are introduced to age-appropriate AI concepts and tools leading to increased digital responsibility.</p> <p>All departments to engage with Achieve to support senior phase learners.</p>			<p>Staff and pupil surveys will provide evidence of increased engagement with AI</p>	Baseline - August 2025 Final - May 2026
	<p>Raise awareness of Achieve with pupils and parents/ carers</p>		All Staff	<p>Evidence of engagement will be monitored through pupil registrations and departmental monitoring of pupil's progress.</p>	May 2026

LITERACY & NUMERACY					
Pupils will benefit from increased attainment in literacy and numeracy at all levels across the BGE and senior phase as we will use ambitious stretch aims.	<p>Progress towards school stretch aims 9BGE and Senior Phase) are monitored throughout the session with targeted interventions put in place to ensure the school is on track to achieve these targets.</p> <p>Increased attainment at Level 6 numeracy will be supported in session 2025/2026 by the introduction of Higher Applications of Maths and a stand alone class being timetabled for one period per week.</p>		<p>DHT2 PT English PT Maths</p>	<p>Numeracy BGE – measured through ACEL data (end of S3)</p> <p>Level 3 – stretch aim 95% Level 4 – stretch aim 75%</p> <p>Numeracy Senior Phase – Measured through Insight Leavers data SCQF Level 3– stretch aim 100% SCQF Level 4– stretch aim 99% SCQF Level 5– stretch aim 79% SCQF Level 6– stretch aim 38%</p> <p>Literacy BGE – measured through ACEL data (end of S3)</p> <p>Level 3 Reading – stretch aim 90% Level 3 Writing – stretch aim 90% Level 3 Listening & Talking – stretch aim 95% Level 4 Reading – stretch aim 68% Level 4 Writing – stretch aim 60% Level 4 Listening & Talking – stretch aim 75%</p> <p>Literacy Senior Phase – Measured through Insight Leavers data</p> <p>SCQF Level 3– stretch aim 100% SCQF Level 4– stretch aim 100% SCQF Level 5– stretch aim 95% SCQF Level 6– stretch aim 73%</p>	May 2026

<p>Pupils will benefit from increased attainment in Listening and Talking in the BGE as the school will have a continued focus on a whole school approach to embedding literacy listening skills across the curriculum.</p>	<p>All curricular areas will utilise the agreed framework for assessing listening and talking within the classroom</p>		<p>PT English All Staff</p>	<p>Stretch aim for listening & talking (above) will be met.</p>	<p>May 2026</p>
<p>Pupils will enhance their numeracy skills as these are shared with all stakeholders and cross curricular links identified. The school will have a continued focus on numeracy across the curriculum, driven forward through development of department numeracy Sways.</p>	<p>Subjects will continue to develop and share SWAYS with all stakeholders.</p>		<p>PT Maths Staff</p>	<p>Numeracy SWAYS developed and utilised by all stakeholders. This will ensure improved links between numeracy and the wider curriculum.</p>	<p>May 2026</p>
<p>Pupils will continue to have an experience in Gaelic or Gàidhlig as we continue to build on good practice within the Gaelic curriculum in line with the authority Gaelic Plan.</p>	<p>Gaelic is embedded into S1, ensuring all pupils have an experience of the language and able to make informed choices at the end of S1.</p>		<p>PT Mod Langs, Gaelic Teacher</p>	<p>All S1 pupils will be supported to experience the Gaelic language and culture, either as a beginner or fluent speaker.</p>	

Our Wellbeing and Belonging - Improvement Priority:

All our young people will feel supported by people who know them well and will feel included in our school. Our staff will be supported to support our young people, especially in times of adversity. All young people will be supported to attend our school on a full-time, regular basis to support them in their development at all stages.

Rationale:

Following feedback, the school will refresh our restorative approaches involving pupils, staff and parents/carers. We will build on prior success regarding improving and supporting attendance by continuing to keep attendance as a main focus and incorporate focus on timekeeping. In order to validate our anti-bullying approaches and systems, we will progress the RespectMe Anti-bullying award. We will ensure we fully support all young people and staff through bespoke and wider supports and initiatives.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carers involvement & engagement		School & ELC improvement
HGIOS4 QIs:	3.1	2.1	1.5	2.4	2.2	2.5
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning	Y Our attainment		

3.1 INCLUSIVE PRACTICE: RELATIONSHIPS FRAMEWORK

<p>Pupils will benefit from a safe and supportive environment as our Respectful Relationships Policy is refreshed across the school community to ensure there is a shared understanding and consistent implementation.</p> <p>Pupils will feel safe and supported regarding anti-bullying procedures as we progress the RespectMe Antibullying Award.</p>	<p>Policy refreshed following consultation with key staff and pupils. Refresher training in restorative conversations so that staff feel confidence in leading these or supporting other staff.</p>		DHT3, All staff	<p>Staff will be consulted on procedures and involved in reviewing the policy. Staff will complete further training on restorative conversations. Pupils will be trained in restorative conversations. New poster to be devised incorporating expectations.</p>	<p>Training to be completed by December 2025. Policy refreshed by January 2026.</p>
	<p>Anti-bullying Policy to be devised in consultation with pupils, parents and carers. Anti-bullying week to be promoted across the school community.</p>		DHT3, PTsPS, All Staff	<p>RespectMe self-assessment toolkit to be completed and actions points taken forward with pupil group of ambassadors.</p>	<p>Video launched in August 2025. Policy in place by December 2025. Toolkit completed by March 2026.</p>

Pupils will be benefit from a learner-centred approach via the introduction of the Circle Framework to our Inclusion Support resource.	Access CLPL on the Circle Framework for Inclusion Support staff Circle Framework CLPL cascaded to interested KA staff.	✓	DHT1, PT Incl, Ed Psych	PT Inclusion, Inclusion Teacher and two Classroom Assistants will access training CLPL offer will be attended by at least 10% of teachers.	Inclusion staff trained – December 2025 Input to interested staff – by March 2026
The needs of our most vulnerable learners will be met through the further development of our Inclusion Support resource.	Continue to improve the number of additional qualifications and opportunities available to young people who access the resource with a particular focus on work experience and post-school opportunities.		DHT1, PT Incl	All learners will gain a minimum of 5 National 3 qualifications and will have access to a range of National 3,4 and 5 qualifications and a range of NPAs. All pupils will leave with the maximum number of qualifications possible.	Monthly and termly tracking. May 2026
				All pupils will have access to at least one work experience or post-school taster opportunity by the end of S4.	May 2026
	Create new and develop existing partnerships with external providers, businesses and local community groups.		DHT1, PT Incl	All pupils will have access to more timetabled sporting, wider achievement and/or outdoor opportunities as a result.	Monthly and termly tracking.
3.3 IMPLEMENTATION OF THE PROMISE					
To ensure we will keep The Promise and deliver improved outcomes for all care-experienced young people by April 2026.	Implementation of The Promise actions and fulfilment of criteria aligned with The Promise professional learning award. Consider and improve how we better meet the needs of our care-experienced young people at Kilmarnock Academy and implement enhanced support for individuals and groups.		DHT3, PTsPS, PT Att, CELTs, All Staff	Care-experienced Attendance Data to increase by 3% (82.2% in 2025). Care-experienced Attainment Data to increase and be above all comparators. Care-experienced Destinations Data to remain above all comparators (100% in 2025).	Monthly and termly Termly Biannually

3.5 EMBED PLTA GUIDANCE AND HEALTH & WELLBEING FRAMEWORKS

<p>Pupil learning will be further enhanced and progressed via the use of the Planning, Learning, Teaching and Assessment Guidance and the HWB Progression Frameworks.</p>	<p>To review assessments for S1/2 making enhancements in line with the HWB Progression Frameworks while also complementing Our Kilmarnock Standard.</p> <p>To further differentiate assessment tasks to meet the needs of learners at Early and First Level.</p> <p>To develop and implement S3 assessments in line with the HWB Progression Frameworks and Our Kilmarnock Standard.</p> <p>To have two instruments of assessment included in the course plans for S1-3 PSE.</p>		<p>DHT3 PTsPS</p>	<p>All staff delivering PSE will have improved knowledge, confidence and practice across a range of health and wellbeing areas.</p> <p>All learners will access assessment tasks which meet their needs and support positive progress through the BGE.</p>	<p>Weekly focus at DM.</p> <p>Term 1: Deadline for review and development of S1/2 assessments.</p> <p>Term 2: Deadline for development and implementation of S3 assessments.</p>
<p>Pupils to experience an informative and streamlined PSE courses with assessments to allow for curricular overview in line with the HWB Progression Frameworks.</p>	<p>Use a Curricular Overview Framework to map Es and Os against coursework and CfE Benchmarks against assessment. This should be updated and centralised, so it is fully accessible to all staff delivering PSE throughout the session.</p>		<p>DHT3 PTsPS</p>	<p>All learners will benefit from improved knowledge across a range of health and wellbeing areas.</p>	<p>Weekly focus at DMs.</p> <p>Term 1: Deadline for Curricular Overview Framework to be established and continue to be a working document throughout the session.</p>
<p>Pupils will experience a range of Health and Wellbeing inserts in S1-3 PSE courses which are embedded and tracked to ensure evidence is gathered towards wider achievement awards.</p>	<p>Incorporate the Mental Health and Wellbeing Group Award SCQF L4 into S3 PSE.</p>		<p>DHT3, PTsPS</p>	<p>All learners will build up knowledge from S1 to S3 to achieve this award</p>	<p>Monthly Review.</p>

3.6 APPROACHES TO MAXIMISE ATTENDANCE

Pupils will be supported to attend school and arrive on time via our increased focus on supporting and improving attendance and timekeeping.	Continued focus on tracking attendance using robust and rigorous systems, ensuring consistency of targeted interventions put in place.	✓	DHT3, PTsPS, PT Att, HLW, All Staff	Whole school attendance will continue to increase, meeting the stretch aim of 88.1% (87.7% in 2025). Quintile 1 attendance to meet the stretch aim of 85% (84.3% in 2025). Quintile 5 attendance to meet the stretch aim of 94.2% (92.9% in 2025). Gap (Q1-Q5) to meet the stretch aim of 9.2% (8.6% in 2025).	Weekly, monthly and termly tracking.
	Consider and adopt strategies to promote and support good timekeeping across all year groups. Inventory (electronic sign-in) system used to track pupils arriving late to school.	✓	DHT3, PTsPS, PT Att, HLW, All Staff	Awareness of the importance of good timekeeping will be shared with pupils, parents and carers. Timekeeping will be tracked and plans put in place to support good timekeeping. Timekeeping will improve compared to previous session.	Weekly, monthly and termly tracking.

HEALTH & WELLBEING

Pupils will benefit from being taught and supported by healthy staff as we continue to support and promote staff health and wellbeing by implementing targeted wellbeing initiatives.	Ongoing work with University of the West of Scotland to analyse research data from 2024/25 and implement changes to positively benefit staff wellbeing. Implement at least three new wellbeing initiatives aimed at enhancing staff health and wellbeing.		DHT3, All staff	Staff to feel supported and able to access supports as required. Staff wellbeing analysis to be carried out showing an improvement in overall wellbeing.	Biannual feedback from staff.
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Pupil health and wellbeing will be further enhanced through further development of health and wellbeing initiatives aimed at supporting young people, e.g. SAMH, Wellbeing Champions, etc.	Pupils to be trained and empowered to lead inputs at assemblies, PSE lessons and as part of a support programme aimed at pupils.		DHT3, PTsPS	Pupils successfully complete training and are able to lead initiatives across the school which promote positive health and wellbeing.	
Pupil wellbeing will be supported as data is tracked at key points, allowing staff to support any issues arising.	Glasgow Motivational and Wellbeing Profiles (GMWP) to be completed twice a year for every year group. Date to be gathered and action points derived.		DHT3, PTsPS	Pupil data shows improvements in health and wellbeing over time. Pupils feel supported and are signposted to specialist help.	Biannual gathering of data.
Pupils will receive current wellbeing information via the Wellbeing period which includes a calendared programme allowing key issues and themes to be covered.	Wellbeing Canva calendar to include inputs by departments, groups and committees in the school.		DHT3, PTsPS, All staff	Pupils will have a variety of inputs at Wellbeing, raising awareness of current issues from different groups and departments.	Weekly calendar.
Young people will be supported effectively as key staff have an understanding and confidence in applying GIRFEC principles.	Key staff to complete GIRFEC refresher training. GIRFEC principles to be		PTsPS, All Staff	Staff knowledge is updated and refreshed.	April 2026
Pupils to have the opportunity to develop leadership opportunities through the roles of Citizenship Ambassadors in S3 and S6 to lead on ESAS, MVP and Rights Respecting Schools.	Key staff to lead training of S3 & S6 Citizenship Ambassadors focusing on Equally Safe at School and Mentors in Violence Prevention. These Ambassadors will deliver at least one workshop to PSE classes from S1 to S6, present at assemblies and support other Citizenship priorities such as the S1 Fresher's Fair.		DHT3, PT SS&RME	The principles of ESAS and MVP will be further embedded across the school contributing to the supportive ethos and culture at KA.	Monthly review of progress.

Our Attainment, Destinations and Achievements - Improvement Priority:

We want the very best for all 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.

Rationale:

The school will continue to build on previous successful raising attainment strategies, ensuring there is a focus on Literacy and Numeracy. We will continue to implement approaches to close the poverty-related attainment gap and support all young people to access all aspects of school life, to achieve and be supported to move onto a positive, sustained destination.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	School & ELC improvement		Performance information	
HGIOS4 QIs:	3.2	1.5	2.2	2.6	2.7	3.3	
ESIP key priorities:	N Our Leadership		N Teaching & Learning	N Our Wellbeing			

4.1 RAISING ATTAINMENT STRATEGIES

Young people will be identified early and supported to achieve across a wide variety of subjects. All identified pupils will attain the targeted number of qualifications by May 2026, further enhancing excellent Capturing Attainment practice.	Collegiate working between PT Equity, PTCs and Inclusion staff. Ensure early identification of pupils through BGE attainment levels and school attendance tracking.	✓	DHT 4 PT Equity	Success in this target will support pupils access positive post-school destinations. Pupils will be targeted to attain a minimum of 5 qualifications @ L3. Attainment will be reviewed through SQA and Insight data release in August / September 2026.	Monthly meetings between DHT4 and PT Equity
The needs of all pupils will be met as we further enhance the school's curriculum offer, sharing the benefits of offering a range of qualifications within the school community.	SCQF ambassadors to be confirmed and an engagement plan to be agreed by June 28 th 2025. Ambassadors will undertake an audit of the current school curricular offer. SWEIC partnership working to increase the number of L7 qualifications available to pupils.		DHT 4, All staff, Pupil Amb	All departments to offer a minimum of one ungraded L5 qualification. Pupil ambassadors to host stalls at all Parent's Evenings and present at Pathways Information Evening. Increased number of pupils attaining ungraded L5 and L6 qualifications. Increased number of L7 options, leading to an increase in L7 attainment.	Monthly meetings between DHT and pupil ambassadors

Pupils will be supported to enhance their leaver profile as we establish and share high-level stretch aims in a timely fashion, based on interrogation of August data. A minimum of one high level stretch aim focused on Raising Attainment and one focused on Closing the Gap to be established.	DHT4 and HT to develop stretch aims from August SQA update.		DHT 4, SLT	Stretch aim will be measure through analysis of 2026 September Insight update. Improvement in both targets will increase pupils access to a range of competitive post-school destinations	DHT4 continually monitoring SWEIC attendance and tracking.
Pupils will be supported to have the best possible experience within National qualifications as we establish a school verification system to ensure departmental verification approaches align with national standards.	Collegiate working with PTCs to establish two rounds of school / authority level verification. These rounds will align with SQA Verification Rd1 and Rd2. This verification will be focused on applying national standards (looking at the work of 2 Learners; Pass / Fail).		DHT 4,	Success in this area will see the school being 'Accepted' for all SQA Verification selections for both the system for verification and judgement of a level.	Collegiate working with PTCs in August to establish the verification format. Verification rounds to align with SQA calendar dates.
Pupils will be offered supported study including study weekends, Easter school and Mentoring scheme to enhance and support their learning.	Review last session's staff and pupil evaluations of each activity. Ensure opportunities are available for all. Align mentoring resources to whole school attainment targets.		DHT 4, PT PEF	Monitor levels of attendance at all sessions. Involve pupil voice in mentoring interventions.	Monthly; October – April
Pupils will be supported to enhance their leaning via the establishment of a whole school approach for study skills.	Review current approaches within curricular areas and through PSE curriculum. Explore the Learning Scientist approach resources.		DHT 4, PT PEF	Whole school approach developed, implemented into PSE curriculum, resources promoted and shared with the wider school community.	Monthly; September - December

4.2 ROBUST TRACKING AND MONITORING PROCEDURES

Pupil tracking will be improved by the accessibility / ease of use of the school's Senior Phase Tracking & Monitoring spreadsheets. In turn, this will mean pupils are more aware of their tracking and next steps.	Work in partnership with East Ayrshire's Data & Intelligence officer to develop the interface of our Senior Phase tracking spreadsheets. Ensuring intervention options are in place will be a key focus of this update.		DHT 4, All staff	This target will be measured through the number of interventions utilised to support individual and targeted cohorts of pupils.	Aligned to tracking periods 1, 2 and 3, and Impact Review 2.
Further develop the school's Baseline Grades system to ensure targeted interventions meet pupil needs.	Partnership working and training for all PTCs to agree all information being considered when establishing Baseline Grade criteria for subjects. T&M cover letter to be reviewed to ensure it fully explains Baseline Grades system to the school community.		DHT 4, PT Maths, PTCs	All PTCs will be aware of all information considered when establishing their department Baseline Grades. This information will be disseminated to department staff.	All partnership work and training to be undertaken prior to Tracking period 1 (September 2025)
Pupils will be more aware of their working grades and how to improve via the evaluation of the existing departmental processes of establishing working grades at various tracking points in the session.	Complete an audit of current approaches from all departments and share examples of good practice at JTL meeting. Update SQA Presentation Policy to reflect findings.		DHT 4, PTCs	PTCs sharing practice at JLT. Tracking & Monitoring policy Working Grade explanation confirmed.	By December 2026.
Increase the number of pupils that complete full National Qualification courses.	Further consideration of pupils' initial Options Choices, using previous tracking data from departments. Evaluate the school's Change of Level system and provide key messages around completion of courses to the school community.	✓	DHT 4, PTCs, PT PEF (RA focus)	The percentage of pupils completing full qualifications will be increased. There will be a reduction in change of level requests and pupils being presented for units only. Review change of level spreadsheet requests from 2024-25 to 2025-26.	Monthly review from December 25 – April 26.

4.4 CLOSING THE POVERTY-RELATED ATTAINMENT GAP (PEF)

<p>Pupils will be mentored and offered opportunities to enhance their school experience and attainment via the appointment of PT PEF (X2) with responsibility for:</p> <ul style="list-style-type: none"> • Closing the Gap • Wider Achievement Opportunities. 	<p>PT PEF (1) Focused school mentoring of pupils in SIMD1 and SIMD2.</p> <p>PT PEF (2) Strategic overview and operational lead overall Senior Phase Wider Achievement qualifications.</p>	✓	DHT 4 PT PEF (x2)	<p>PT1. Review this targeted group of pupils' curriculums to ensure leavers attain greater than 100 tariff points. This group of learners will be highlighted through whole school tracking.</p> <p>PT2. To ensure wider achievement is tracked across the school and staff are supported to teach these courses.</p>	Monthly meetings and post prelim focus
<p>Pupils will be involved in co-leading the Cost of the School Day (KA Cares) group, being instrumental in making changes for the school community. This will then be further developed and promoted within the school community.</p>	<p>KA Cares group and PTsPS to attend Cost of the School Day Pupil Summit (Sep 25) and ensure the following practical initiatives continue:</p> <ul style="list-style-type: none"> • Late lunch initiative • School Uniform shop • Access to IT • Breakfast Club • Period Poverty 	✓	DHT 4, PTsPS	<p>KA Cares calendar of engagement activities for session 2025-26 to be developed throughout June 25. (Wellbeing, Assembly, Parents Evening)</p>	<p>Termly meeting with DHT and PTsPS.</p> <p>Monthly meeting of KA Cares group</p>
<p>Pupils and families from targeted groups will be offered opportunities to participate in wellbeing activities. Targeted groups include FSM, Care Experience and SIMD 1 /2.</p>	<p>Continue and expand upon the positive Family Engagement work undertaken in session 2024-25. Continue to offer PE / Badminton evening. Expand this to offer one further family engagement activity each term throughout the school year.</p>	✓	DHT 4, PT PEF2, Home Link Worker	<p>Measure engagement of identified groups of families at these out of school sessions. Measure the school attendance of these pupils.</p>	<p>Termly meetings with Home Link Worker to review progress and forward plan for upcoming activities.</p>

SUSTAINED, POSITIVE POST-SCHOOL DESTINATIONS

Pupils will build employability skills via partnerships made with local businesses in key growth areas.	In partnership with Ayrshire College, a local engineering business partner will be sought to support the school's Performing Engineering Operations		DHT 1 PT Empl	Local business partner secured. Securing work experience and employment opportunities for pupils	December 2025 Termly
Our most vulnerable pupils will benefit from school/college partnership courses, enhancing their leaver profile and attainment.	In partnership with Ayrshire College, the school will seek and investigate new courses to best support our learners into positive destinations.		DHT 1 PT Empl	New course introduced for 2026/27 options. Increase in positive leaver's destinations from 97% to 98%.	December 2025 February 2026
Our most vulnerable learners will benefit from gaining employability skills via increased work experience opportunities.	Consider how to best meet the needs of our leavers and our most vulnerable leavers by providing regular, relevant and flexible work experience opportunities.		DHT 1 PTsPS PT Emp	Higher number of work experience opportunities available. All S4 leavers have access to at least one work experience opportunity. All care experienced leavers have access to at least one work experience opportunity.	Termly
Provide support for pupils to access Higher Education as a post-school destination.	Establish a partnership with UWS to deliver their Foundation Academy course. This course will be available to all, however pupils with lower levels of attainment will be prioritised.		DHT 4, PT PEF1	Increased number of pupils being able to access Higher Education courses. On-going engagement with UWS FA course and attendance at Campus visit day.	January 2026.

Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<i>The school will enhance leadership approaches with broader staff and pupil involvement, employing robust Quality Assurance strategies to track progression and emphasising UNCRC and Pupil Voice for meaningful contributions.</i>	<i>The school will continually assess curriculum delivery to enhance learners' skills and knowledge across all phases, underpinned by 'Our Kilmarnock Standard' and innovative digital technology approaches.</i>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<i>The school will enhance restorative approaches, reinforce attendance and timekeeping focus, progress the RespectMe Anti-bullying award, and provide tailored support for all young people and staff.</i>	<i>The school will enhance previous successful attainment strategies with a focused emphasis on Literacy and Numeracy, aiming to bridge the poverty-related attainment gap and support all young people towards positive outcomes.</i>