

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 Primaries. A number of young people also attend Kilmarnock Academy through successful placing requests from other areas of the local authority.

SCHOOL PROFILE

In September 2025, the School Roll was 1226 pupils, composed as follows: S1: 209; S2: 236; S3: 259; S4: 215; S5: 193; S6: 114. Approximately 34% of pupils reside in areas within the quintile 1 of the Scottish Index of Multiple Deprivation (SIMD), with a further 11% residing in areas within quintile 5. In September 2025, approximately 17% 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 30% of young people attending Kilmarnock Academy had a recorded Additional Support Need (ASN) in Academic Session 2025/26.

ATTENDANCE & EXCLUSIONS

Average attendance for the Academic Session 2024/25 was 87.0% across all year groups S1-6, which was above the East Ayrshire Council average of 85.7% for all secondary schools but below the National average of 88.4%. Attendance for the Academic Session 2025/26 is currently estimated to be 86.6% at 15 June 2026 showing a 0.4% decrease. In Academic Session 2024/25, there were 13 exclusion incidents involving 10 pupils, accounting for 50 exclusion openings.

POSITIVE DESTINATIONS

In Session 2024-2025, 95% of the 251 pupils in S4-6, who left Kilmarnock Academy, entered into a positive initial leaver destination. In session 2023/24, 98% of pupils sustained a positive destination.

LITERACY & NUMERACY ATTAINMENT

Academic Session 2024/25, young people leaving Kilmarnock Academy in S4-6 attained significantly well on average in Literacy and Numeracy. For Literacy, 98% of leavers achieved Level 4 and 98% of leavers achieved Level 5. These are 5-year trends above all comparators. For Numeracy, 96% of leavers achieved Level 4 which is a 5-year trend above all comparators and 82% achieved Level 5 which is also a 5-year trend above all comparators. For Level 6, 73% of our leavers achieved Literacy while 21% achieved Numeracy.

BREADTH OF ATTAINMENT AND QUALITY OF AWARDS

In Academic Session 2024/25, the 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 in line with the national comparator. Young people leaving Kilmarnock Academy in Academic Session 2024/25 in S4-6 attained above the virtual comparator in Breadth & Depth measures at 1+ at Level 3, 4 and 6. Those achieving 3+ and 5+ qualifications at SCQF at Level 6 are higher than the virtual comparator.

PARTNERSHIPS

Kilmarnock Academy has a wide range of partnerships to support a wide range of contexts and curriculum offers. The school has 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 provisions 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, John Muir, Crest awards 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

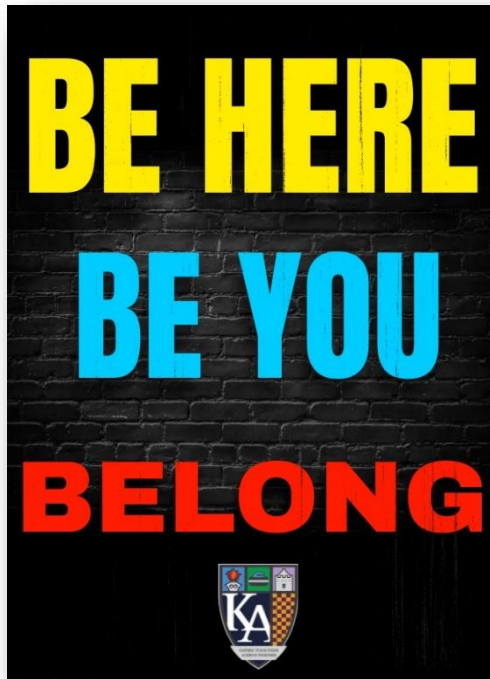
Aspire Together, Achieve Together

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.

In our modern version of Kilmarnock Academy, 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 positive attendance and the sense of belonging we nurture in all our young people.



<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>QI 1.3 Leadership of Change</p> <p>UNCRC Article 12: Right to be heard/ respect for the views of the child</p>	<p>Improvement Priority 1: Our Leadership</p> <p>Rationale:</p> <p><i>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.</i></p>	<p>Education Service Improvement Plan 1: Our Leadership</p> <p><i>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.</i></p>
<p>Progress and Impact</p> <p>The school undertook a refresh of its in-house Continuous Life Long Professional Learning (CLPL) programme for aspiring leaders to ensure all staff have the opportunity to develop. Based on staff views, the Aspiring PTs programme was amended for session 2025/26 and split into Aspiring Curricular Principal Teacher’s (PTs) and Aspiring PTs of Pupil Support. Sessions were tailored specifically to these roles and were delivered by expert leaders in the school. This session, three Aspiring Curricular PTs completed the programme successfully with one gaining a permanent post.</p> <p>There was also a focus on continuing to use a systematic method for collating departmental and whole school progression in terms of quality assurance processes, linked to school and departmental improvement plans. A software package called ‘IAbacus’ was again used each month by each department to review progress against the Quality Indicators and identify strengths and next steps. This session, a monthly meeting proforma was introduced to record and support the meetings between PTs and link Senior Leaders. On review this has proved effective in ensuring diligence and positive outcomes from tasks.</p> <p>Collaborative working has been a focus again for session 2025/ 26 in that the school continued to enhance staff leadership opportunities to lead strategically at whole school level and departmentally. Based on staff feedback, new School Improvement Groups were introduced such as “Rewards Refresh”. Many groups were led by unpromoted staff and all staff were part of at least one group. All staff are also on the groups for Literacy, Numeracy or Health and Wellbeing. The outcomes and success of these groups were shared at staff meetings and on in-service days to ensure wider school awareness and/ or implementation. This promoted consistency across the school community and facilitated sharing of identified good practice..</p> <p>The school endeavoured and succeed to undertake a refresh of the school’s values by October 2025. From the Pupil Leadership Conference in June 2025, Pupil Voice groups chose symbols and definitions to refresh and redefine each value. Pupil Voice groups shared the refreshed values with all stakeholders such as SLT, staff, the Parent Council and all pupils via appropriate forums such as meetings and assemblies. Following a thorough process engaging with all stakeholders, the refreshed school values have been shared across the school community. Pupil assemblies were delivered to all pupils to share the values and the process of reaching them. In addition, both the Parent Council and the Joint Leadership Team received a formal presentation outlining the process and the refreshed values. This has also been cascaded to staff to ensure the whole school community is aware of the process which took place, how their contributions have been taken forward and how the refresh will progress. They have been included in this report under thew appropriate section as now new branding.</p> <p>It was also time to refresh and relaunch the ‘RedCoin’ Rewards system (standing for our values). The rewards were calendared throughout the session with Broad General Education (BGE) and Senior Phase (SP) Pupil Ambassadors appointed to support all aspects of rewards.</p> <p>A RedCoin promotion campaign took place including inputs to assemblies and a video. The Redcoin Improvement Group was established and embedded, with wider staff engagement in planning and delivering reward initiatives. A new Redcoin calendar was created by the group and cascaded to staff via the Joint Leadership Team (JLT) and to young people via assemblies. The calendar clearly</p>		

detailed scheduled reward events and rewards criteria. A new reward category recognising wider achievement has been launched in response to pupil and staff feedback. In addition, more house competitions have been introduced each term, with structured judging to award first, second, and third places. Again, in response to pupil views, the house events contributed to the accumulation of house points thus creating a positive, fun and competitive ethos. This new and refreshed Redcoin system has been presented to the Parent Council with very positive feedback.

The school further embedded new aspects of Pupil Voice across to provide more BGE opportunities. Further embedding new Junior House Captains and Ambassadors for all pupil leadership groups. This led to the creation and development of new BGE leadership opportunities to involve a greater number of young people. The school provided more chances for Junior House Captains to lead through assemblies and other opportunities. BGE ambassadors for key strategic areas, such as transition and rewards, were offered and appointed. This gave BGE young people the opportunity to lead and build their leadership capacity as they progress through the school. Following pupil feedback, where almost all young people agreed that Junior House Captains would be the next step in the school's Pupil Leadership journey, 16 Junior House Captains have been appointed and have played an active role in the school. This has included presenting at assemblies and at SLT meetings. The House Forum has convened three times, with 128 pupils from across the school invited to participate. Prior to these meetings, all pupils were consulted during wellbeing class sessions to gather the views from each house. Responses were received from 32 classes, representing approximately 840 pupils.

UNCRC continues to have a high profile across the school community, including reference to school values, continuing to build on our RRSA Gold Award. The Citizenship Ambassadors have led the school's Rights Respecting priorities this session through a very successful Fresher's Fair, showcasing the wide range of extra-curricular groups and activities on offer to young people. They also launched the P7 Citizenship Challenge to our feeder primaries in November through making a video and power-point. Citizenship Ambassadors played a key role in consultation of the revised Anti-Bullying Policy and led the planning of Rock4Rights on the 'Scotland Day' in connection to the National Men's Football team kicking off their World Cup campaign.

The school also ensures that all school policies and practices are grounded in our commitment to the UNCRC. Relevant UNCRC articles have been added to the revise Respect for All (Anti-Bullying) Policy and the updated Respectful relationships Policy. Articles have also been added to the school's new Wellbeing document.

Next Steps

- Establish and embed a whole school CLPL programme to maximise current opportunities for staff aligned to staff requirements, our SIP and local priorities.
- Throughout session 2026/2027, staff will actively engage with national education reform and review processes in line with the Curriculum Improvement Cycle
- Pedagogical development and consistency.
- Further strengthen Pupil Voice inputs across the school.
- Continue to strengthen relationships with families and engage them in the life of the school.
- Continue to build and strengthen links with S1 families in order to create a more positive start for our most vulnerable S1s.
- Continue to engage families with their young person's learning through the use of Satchel One.
- 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.

Improvement Priorities

(Expressed as outcomes for learners)

QI 2.3 Learning, Teaching & Assessment.

UNCRC Article 3: Best interests of the child

Improvement Priority 2: Our Learning 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.

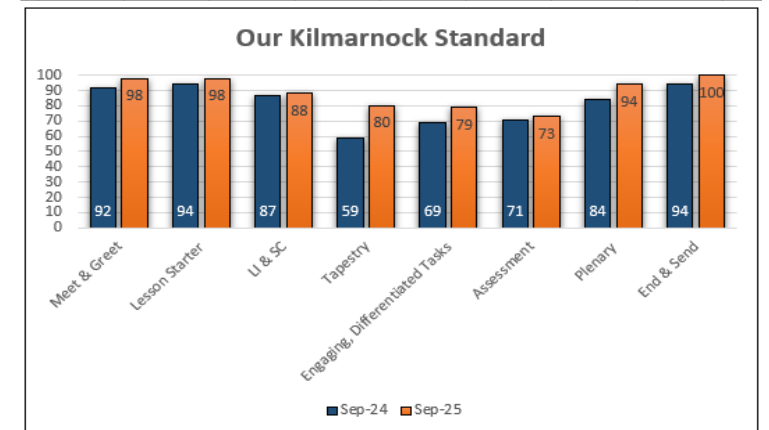
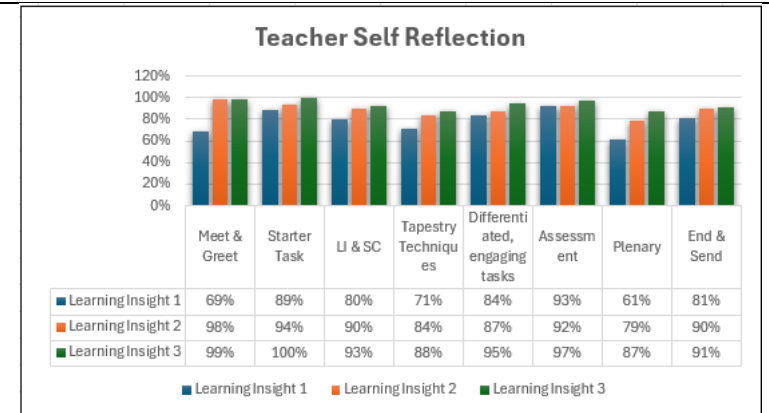
Education Service Improvement Plan Priority 2: Learning & Teaching Together

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.

Progress and Impact

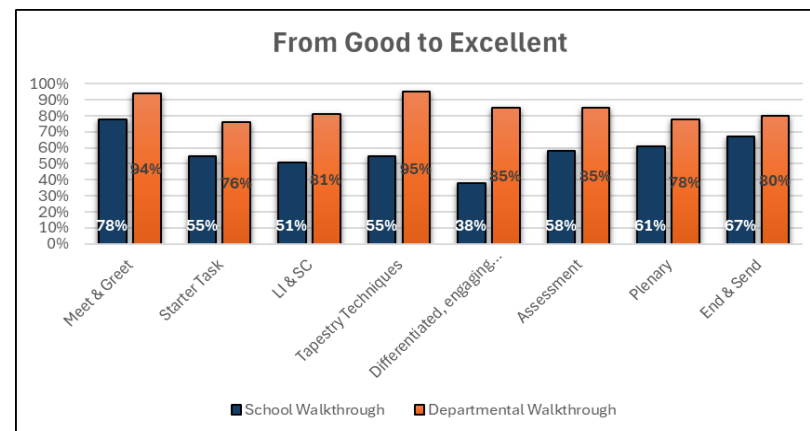
During session 2025/2026 the plan was to further embed 'Our Excellent Learning Experience' and 'Our Kilmarnock Standard' to ensure a consistent approach across the school for all learners. Self-Evaluation and learning observations have taken place during Learning Insight 1 (School focus), Learning Insight 2 (Departmental focus) and Learning Insight 3 (Peer focus). Teacher self-evaluation has shown a 15% increase on average across the 8 areas of Our Kilmarnock Standard in the number of staff judging themselves as very good or excellent, Learning Insight 1 the average was 79% compared with 89% at Learning Insight 2 and 94% at Learning Insight 3. Improvement is evident across all 8 areas with Meet and Greet (30%) and Plenary (26%) showing the biggest increase.

Lesson 'Walkthrough' evidence from Learning Insight 1 (September 2025) has shown improvements across all areas of Our Kilmarnock Standard. Across all 8 areas of Our Kilmarnock Standard, on average, most staff (89%) were delivering this almost all of the time. Learning Insight 2, almost all staff (92%) were delivering all 8 areas of 'Our Kilmarnock Standard' almost all of the time.



The learning and teaching focus this session has been the journey from 'Good to Excellent'. During In-Service day 2 in August staff collaboration resulted in an agreed framework as to what would be considered 'very good' or 'excellent' practice across the 8 areas of Our Kilmarnock Standard. The Learning & Teaching Improvement Group agreed to showcase best practice across all areas of Our Kilmarnock Standard. To support this strengthen pedagogical practice, almost all staff participated in in-house CLPL sessions. During these, examples of effective practice across all eight areas of Our Kilmarnock Standard were shared through a carousel event. Additionally, staff received a Tapestry refresh, with resources highlighted to provide further support.

Progress towards 'Good to Excellent' has shown improvements across all areas from Learning Insight 1 to Learning Insight 2 with an average increase of 26%. In addition, almost all departments now have developed their own version of Our Kilmarnock Standard which reflect pedagogical practice in their curricular area.



Next the school looked to further enhance the CLPL programme to embed effective, high quality pedagogical strategies across all curricular areas. Following feedback from session 2024/2025, the specific focus for this was identified to be differentiation (adaptive tasks) and plenaries. A focus on plenaries last session has continued to show improvements this session, almost all staff (94%) being observed using these to measure progress against success criteria. This is a 10% increase from session 24/25. Additionally, there has been a 17% increase from Learning Insight 1 (61%) to Learning Insight 2 (78%) where staff are meeting the criteria within the 'Good to Excellent' framework for plenaries.

Almost all staff attended CLPL focussed on adaptive practice led by members of the Learning & Teaching Group, this facilitated a change in focus for Learning Insight 3 (Peer Walkthrough) to support staff to incorporate this into classroom practice. Initial feedback suggests that almost all teachers (92%) adapted their teaching during the lesson in response to learners needs. A range of adaptive practice was observed with 8% adapting the environment, 41% the task, 21% the equipment and 17% the people.

Throughout session 2025/2026 staff ensured they were engaging with national education reform and review in line with the Curriculum Improvement Cycle. All staff received EAC training on the Curriculum Improvement Cycle (CIC) including instructions to join the EAC Curriculum Improvement Cycle Team. All staff know the timescales for emerging guidance for their curricular area. Two members of staff are engaging with the national framework for their curricular areas.

In session 2025/2026 we developed and implemented a more creative, innovative and inspiring curriculum for the BGE which incorporated Project Based Learning approaches. Project-based learning is now an integral part of the S1 Personal Pathway. These projects span multiple curricular areas, including Science, Technology, English, Social Subjects, Performing Arts, and Expressive Arts. Each pathway is designed to develop a broad range of metaskills.

In S2, skill development is embedded within the Home Economics programme, particularly through the *Heart Start* initiative, which is delivered in collaboration with S6 leadership pupils – 51 senior pupils facilitated workshops resulting in 213 pupils achieving the Heart Start Award.

This session, the S3 Wellbeing Award at National 3 has been introduced with 201 pupils achieving the Exploring Wellbeing unit. A key component of this course is project-based learning through the *Daydream Believers – New Way to Play* programme, which focuses on building creativity, collaboration, and innovation skills. Additionally, all pupils took part in the Youth Philanthropy Initiative (YPI), from this most pupils (86%) felt they had improved their skills with communication being the highest at 28% followed by collaboration at 20%.

A BGE Skills Progression Framework has been developed to allow pupils to reflect on their skills development and demonstrate progress within these. Pupils track against this three times per session.

The school continued to develop an effective school and community approach to Learning for Sustainability. The school continues to embrace strategic responsibilities which nurture Citizenship education and provide young people with positive learning experiences and role models.

- YPI Charities Network took place where 14 charities who operate and support those in the Kilmarnock and wider Ayrshire area attended the YPI Charities Network in January, supporting S3 pupils to select a charity for their YPI Projects. The final saw 8 groups representing a range of charities with all pupil presentations being highly commended by the Wood Foundation representative and pupils displayed their creativity and communication
- MVP Workshops have been delivered through S1 Roadshow/PSE exploring key themes such as bullying and encouraging young people to be compassionate and respectful
- The Eco and Fairtrade Committee have achieved a gold clean green award, a staff recognition award, STATWARS course completion, PowerDown energy trophies, Keep Scotland Beautiful Eco Schools Green flag renewal, creation of a East Ayrshire clean green brochure which informs the local community of green space within the local area. In addition to this the school is one of the first schools to win a Clean Green Gold Award, with a staff member award for special recognition for outstanding commitment and enthusiasm for climate change.

Another target was to seek closer links with S1 families in order to create a more positive start for our most vulnerable S1 young people. The Partnership with Families Programme commenced in May 2026 with a cohort of 41 P7 pupils. This is the highest number to engage with the programme and was agreed in response to the identified ASN information from primary schools. The programme has already allowed families and young people to engage with secondary staff and subjects to ensure a more comprehensive and settled transition experience with a view to increasing attendance and improving wellbeing in S1.

A priority for the school was also to increase engagement between families and their young person's learning through the use of Satchel One. Following consultation with the house Forum and the Parent Council, Satchel One promotion inputs have taken place at parent's evenings with a view to increasing parental awareness and engagement. This has resulted in a significant increase in usage with 69% of S1-S6 parents using Stachel One and 86% of pupils. This takes the school closer to its aspirational target of 75% with S1 already surpassing this with 82% of parents accessing and S2 and S3 coming close at 71% accessing. 61% of all families access and utilise Stachel One to engage with homework/assignment allocation. This has increased due to inputs at parents' evenings in 2024/25. These inputs have continued in 2025/26 in order to work towards the aspirational target of 75%. At present 69% of S1 families engage with Satchel One.

The school wished to improve the understanding of school reports by all stakeholders to support learning and progress and plan next steps. Based on feedback from parent representatives, a prototype guide for parents on BGE reports has been created. Further consultation is underway to finalize the guide, which aims to improve parents' and carers' understanding of their child's reports.

During session 2025/2026 we continued to measure progress in the BGE against agreed stretch aims. This ensured a continued focus on improved attainment across all BGE levels. Stretch aims have been established by all departments. In S2, the school stretch aim was 57% for S2 pupils to achieve 3rd level. In June 2026, an average of 44% of pupils achieved 3rd Level. This is below the target

level and a decrease of 4% from last session and will continue to be a focus for next session. Additionally, a stretch aim of an average of 12% was set for S1 pupils achieving Level 3 by the end of S1 and 72% achieving 2nd Level by the end of S1. By June 2026, 10% of S1 pupils had achieved 3rd Level, an increase of 9% from 2025 with 69% achieving 2nd level, an increase of 28% from last session.

Again during session 2025/2026 we continued to utilise BGE tracking and monitoring data to track cohorts of learners (including CEYP, ASN and SIMD 1&2) against BGE Stretch Aims to improve attainment across all BGE levels. Final BGE data was used to monitor progress towards this target. In S3 the school stretch aim is for an average of 56% of pupils to achieve 4th Level. To ensure the relevant pupils are being targeted for interventions a traffic light system has been introduced (Green – will achieve the level with no interventions, Amber – should achieve the level with some interventions, Red – are capable of achieving the level but may require a higher level of intervention). The progress of pupils identified as concerns at the beginning of the session was tracked and interventions put in place by the class teacher or PTC where no progress has been made from Tracking Period 1 to Tracking Period 2 and from Tracking Period 2 to Tracking Period 3. Attainment in the BGE this session has evidenced 50% of pupils achieving 4th level, which is an increase of 14% from last session.

	Stretch Aim 2024/25	Average Level Achieved 2024/25	Stretch Aim 2025/26	Average Level Achieved 2025/26
S1 (2 nd Level)	69%	41%	72%	69% (+28%)
S1 (3 rd Level)	22%	1%	12%	10% (+9%)
S2 (3 rd Level)	57%	48%	57%	44% (-4%)
S3 (4 th Level)	58%	36%	56%	50% (+14%)

By June 2026 the school developed and implement a 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. A mentoring system was developed for pupils who have been highlighted Amber or Red in 5 or 6 subjects, a cohort of learners (including CEYP, ASN and SIMD 1&2) has been identified and mentors were assigned. A whole school focus for this during session 2025/26 was on S3 pupils, of the 14 pupils in the target group, 50% (7 pupils) achieved 5 or more subjects at Level 4 an increase of 23% from last session. Of this group, 6 pupils are in SIMD 1&2 and from this group 67% (4 pupils) achieved 5 or more subjects at Level 4, an increase of 34% from last session.

The Principal Teacher of Digital Learning & Skills has looked outwards to research good practice. Using this, a school-based approach has been devised for tracking skills development in the BGE. This will be trialled next session with S1 to S3 pupils and the framework shared with all staff to ensure a consistent approach.

Continue embedding of metaskills development across the curriculum throughout the BGE and Senior phase was progressed. Pupils should be able to clearly articulate the skills they are developing and link these to their future career aspirations. The embedding of metaskills into course and lesson plans is being progressed within departments as courses and programmes are updated. A pupil focus group has indicated that that they are feeling more confident at communicating with others and working as a team.

A pupil Learning & Teaching group has been established to consider a pupil version of 'Our Kilmarnock Standard'. Integral to this will be a review a learner conversations. Initial meetings have taken place and a plan in place to take this forward.

By June 2026 the school developed and implement a pupil profile which reflects the learning a pupil has undertaken during the BGE. Following research and review of pupil profiles the My World of Work profile is being embedded from S1 and being taken forward by the PTPS with strategic responsibility for this.

Working in partnership with Microsoft, the school become a 'Microsoft Showcase School'. As a result of this, innovative digital approaches were embedded into classroom practice. The school is represented as part of the East Ayrshire Council Digital Innovation Group where Local Authority policy and guidelines are being considered. These will then be rolled out at school level.

The school has been involved in a pilot scheme with Scottish Power and SDS which aims to improve learners' experience of using AI at school to better prepare them for the workplace. 3 S6 pupils went on a work placement to Scottish Power and were part of the cohort to create the 'Skills Challenge' which by 2027, all schools in Scotland will experience. This session this has been piloted by S3 pupils within the Wellbeing Award period

Using ambitious stretch aims the school endeavoured to continue to raise attainment in literacy and numeracy at all levels across the BGE and senior phase.

Attainment is detailed below by the schools ACEL data for 2026:

Numeracy

Level 3 – stretch aim 95%; **93% Achieved** with an increase of 2% from last session

Level 4 – stretch aim 75%; **69% Achieved** with an increase of 6% from last session

	S3 - 3rd Level											S3 - 4th Level										
	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Reading	83	96	83	82	-	-	85	85	91	92	92	37	62	24	38	-	-	46	59	60	63	75
Writing	78	93	82	75	-	-	84	85	90	90	88	27	49	18	25	-	-	26	59	53	55	70
Listening & Talking	92	94	90	83	-	-	87	91	90	91	92	35	68	19	37	-	-	46	60	73	70	72
Numeracy	94	83	86	87	-	-	86	90	94	91	93	40	40	64	61	-	-	63	63	63	63	69

February 2026 leavers data:

SCQF Level 3 Numeracy – Stretch aim 100%: **98.8% achieved**, 3.06% **above** virtual comparator

SCQF Level 4 Numeracy – Stretch aim 99%: **95.62% achieved**, 7.29% **above** virtual comparator

SCQF Level 5 Numeracy – Stretch aim 79%: **82.47% achieved**, 8.05% **above** virtual comparator

SCQF Level 6 Numeracy – stretch aim 38%: **20.72% achieved**, 5.18% **below** virtual comparator

Literacy

Reading

Level 3 – stretch aim 90%; 92% Achieved remaining the same as last session

Level 4 – stretch aim 68%; 75% Achieved with an increase of 8% from last session

Writing

Level 3 – stretch aim 90%; 88% Achieved a decrease of 2% from last session

Level 4 – stretch aim 60%; 70% Achieved with an increase of 15% from last session

Listening & Talking

Level 3 – stretch aim 95%; 92% Achieved an increase of 1% from last session

Level 4 – stretch aim 75%; 72% Achieved with an increase of 2% from last session

February 2026 leavers data:

SCQF Level 3 Literacy – Stretch aim 100%: 99.2% achieved, 2.83% above virtual comparator

SCQF Level 4 Literacy – Stretch aim 100%: 98.41% achieved, 4.51% above virtual comparator

SCQF Level 5 Literacy – Stretch aim 95%: 97.61% achieved, 14.74% above virtual comparator

SCQF Level 6 Literacy – stretch aim 73%: 72.51% achieved, 20.88% above virtual comparator

The school will have a continued focus on a whole school approach to embedding literacy listening skills across the curriculum. As a result of this the target was to be increased attainment in Listening and Talking in the BGE. A listening Note Taking Pro-forma agreed and shared with all members of the Literacy Across Learning (LAL) group. Evidence of good practice across different curricular areas was evidenced. Cross Curricular observations have taken place in Modern Languages, Maths and Technical with a focus on Level 3 and 4 Talking and Listening. Good practice has been identified and shared. In all observations, Level 3 and (in some cases) Level 4 Talking skills were being observed and, in some subjects, embedded within the learning/courses. The Listening proforma was shared with LAL group and good practice identified. The principal teacher of English got feedback from the LAL group and introduced this as part of whole school literacy policy.

The school had a continued focus on numeracy across the curriculum, driven forward through development of department numeracy Sway's. This were to ensure numeracy skills could be shared with all stakeholders and cross curricular links identified. Almost all departments have provided examples of contexts which could be utilised in the delivery of appropriate topic areas. Some areas require further exploration to ensure that the context is accurately explained/utilised by Mathematics staff.

This session, 30 pupils are being presented for Higher Applications of Mathematics. Combined with the strategic approach introduced across Mathematics, Applications of Mathematics, and Numeracy, this is expected to deliver strong outcomes at Level 6 Numeracy.

In terms of Gaelic, the school continued to build on good practice within the Gaelic curriculum in line with the Local Authority Gaelic Plan. 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. SL has created Focus group surveys for Gaelic, which include the opportunity to give their opinion on learning Gaelic.

Further development of a campus-wide calendar of events was established to promote and celebrate Gaelic, for Gaelic pupils and whole-school, in partnership with the primary GME staff. Key staff will continue to work with others to develop the position of Gaelic in the school community.

Next Steps

- During session 2026/2027 the school will further progress the journey from good to excellent through 'Our Kilmarnock Standard', with a focus on high-quality pedagogical practice, adaptive teaching, the development of thinking classrooms, and strengthening pupil voice.
- To embed innovative digital approaches into classroom practice, including the responsible use of AI.
- To develop a BGE skills framework through a project-based learning profile, including tracking progress in metaskills, leading to an individual learner skills profile by the end of S3.
- To strengthen assessment and moderation practices within the BGE through Local Authority moderation meetings, supported and overseen by subject specialist lead teachers.
- To develop a consistent approach to planned learning across the BGE through an agreed framework for course planning.
- To further improve attainment within the Broad General Education (BGE) by setting ambitious stretch aims, monitoring cohort progress (including CEYP, ASN and SIMD 1&2) and ensuring a clear understanding of progression into the Senior Phase
- In response to parent/carers feedback, implement an agreed information sheet for tracking reports in the BGE to improve clarity and understanding of pupil progress across CfE levels.
- Using ambitious stretch aims we will continue to raise attainment in literacy and numeracy at all levels across the BGE.
- The school will work towards a shared, consistent approach to delivering key numeracy skills across the curriculum (eg. graph drawing, scale, measuring etc)
- The school will work towards a shared, consistent approach to delivering key literacy skills across the curriculum (eg. Research methods, use of AI etc)
- To continue to work towards Reading School accreditation
- Continue to build on good practice within the Gaelic curriculum in line with the authority Gaelic Plan.
- During session 2026/ 2027 Leadership Pathways linked to the Ayrshire Growth Deal will be introduced in a number of curricular areas.
- The school will continue develop an effective school and community approach to Learning for Sustainability.

<p>Improvement Priorities <i>(Expressed as outcomes for learners)</i></p> <p>QI 3.1 Ensuring Wellbeing, Equity & Inclusion</p> <p>UNCRC Article 2: Non-discrimination</p>	<p>Improvement Priority 3: Our Wellbeing and Belonging</p> <p>Rationale: <i>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.</i></p>	<p>Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging</p> <p><i>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.</i></p>
<p>Progress and Impact</p> <p>One of the targets this session was to refresh our Respectful Relationships Policy across the school community to ensure there is a shared understanding and consistent implementation. The work of the school involved the Respectful Relationships Group being consulted on procedures around restorative conversations and actively participating in the review of these. Their feedback helped shape the staff training session which took place in January. Formal Respectful Relationships refresher training was successfully completed in October with all staff and delivered by Restorative Justice 4 Schools. Feedback from this was positive with 95% of staff regarding this as relevant and 60% feeling satisfied with the training. 89% of staff felt confident applying restorative approaches within their daily practice. Staff requested further training on restorative conversations, and this took place in January with all staff, supported by staff from the working group. Information and infographics have been devised and shared with staff to inform staff how to lead conversations. There is now a pilot running where departments support one another with restorative conversations. The pilot will be reviewed at the end of May. The Respectful Relationships Policy has been reviewed and updated by the working group. Prefects have received training in restorative approaches, and all pupils have received refresher information on restorative conversations via House group assemblies.</p> <p>Another key target was to work towards the RespectMe Antibullying Award as evidence of the schools positive approaches. In doing this RespectMe Ambassadors, in collaboration with the S3 Digital Media team, have developed and launched a video introducing KA's anti-bullying reporting system. This video was presented to parents during the Parent Council meeting and officially launched as part of Anti-Bullying Week. Surveys were issued to parents and carers, pupils and staff to gauge view of bullying in and around the school. This data was used to help inform the revised policy and approaches. Staff and Citizenship Ambassadors reviewed the school's Respect for All Anti-Bullying Policy which reflects the school's core values, the Mentors in Violence Prevention (MVP) programme, Equally Safe at School (ESAS) principles and Rights Respecting School (RRS) standards. Bullying is logged appropriately on the school database (SEEMIS) with action points and outcomes noted. For this session, 49 incidents have been reported. Some incidents are attributed to several reasons with half of them being linked to body image/physical appearance while 8 incidents have been of a racist nature. The award will continue to be progressed next session.</p> <p>In terms of further inclusive practice the school introduced the Circle Framework to our Inclusion Support resource. As well as offering CLPL on the Circle Framework to the staff involved improvement group and interested wider staff, Stepping Stones has offered a comprehensive CLPL programme for all staff, teaching and non-teaching. The programme was created in response to staff feedback and work with the School Inclusion Group and is based around current Inclusion topics. CLPL inserts have also been delivered to our newly qualified teachers (NQTs) and new staff.</p>		

The school made it a priority this session to further develop our Inclusion Support resource to meet the needs of our most vulnerable learners. The school's Inclusion Support resource has undergone significant developments this session and has merged with our 'Connect' Hub to become "Stepping Stones." This has allowed all Inclusion resources to be led by the same middle leader which ensures clarity and consistency for staff and young people while also allowing pupils to access a suite of supports. 116 pupils accessed a range of supports throughout the session 2025/26. This has had a positive impact on attainment. As of May 2026, 42 National 4 qualifications have been gained by the 38 S3-S4 young people accessing Stepping Stones. 128 National 3 qualifications have also been achieved by the cohort. 73% of pupils have achieved National 3 Geography and 63% have achieved National 3 Modern Studies.

As well as raising and capturing attainment, Stepping Stones has sought new partnerships with external partners and local businesses in order to secure positive destinations for all young people. So far this session, Kilmarnock FC, Take a Bow and the Strength Sanctuary are supporting young people as partners.

To ensure we will keep The Promise and deliver improved outcomes for all care-experienced young people the school prioritised enhanced support for these learners. Care Experienced attendance, in May 2026, was 79% which is lower than last session. Despite numerous supports and offers of support, some pupils have been disengaged from school. This will continue to be a focus for us next session. Also, Care Experienced leavers' destinations have also decreased to 67% for 2024/25 which is slightly below the EAC figure of 69%. There were 6 pupils within this cohort with 2 not in positive destinations, despite supports put in place. Again, this will continue to be a focus for next session.

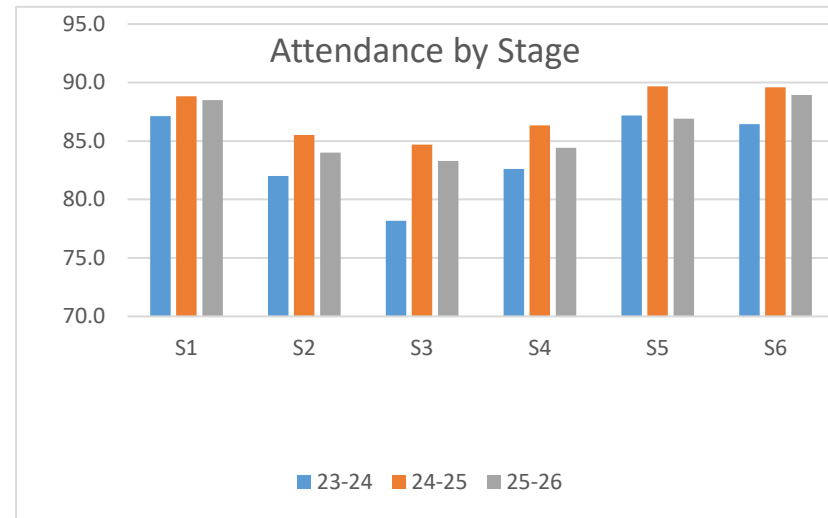
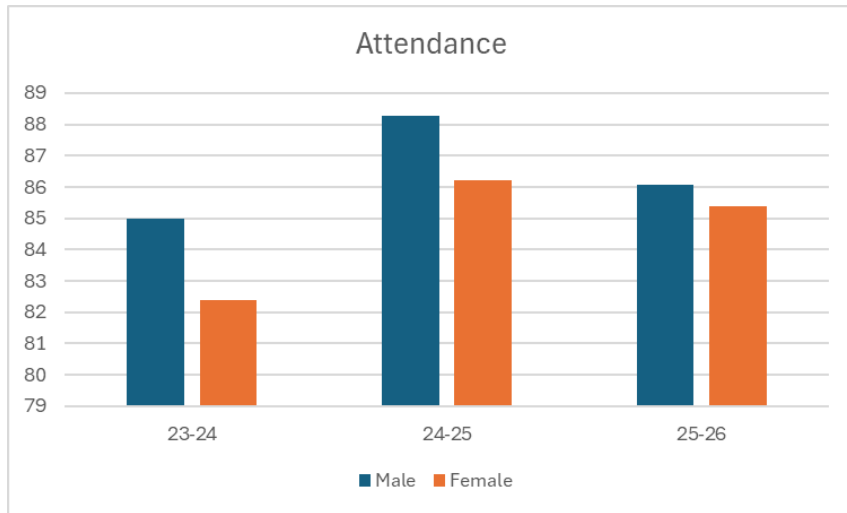
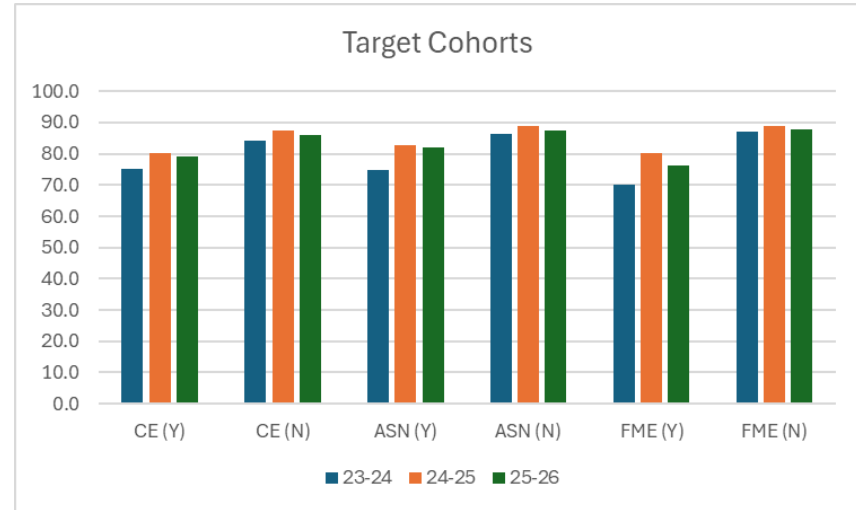
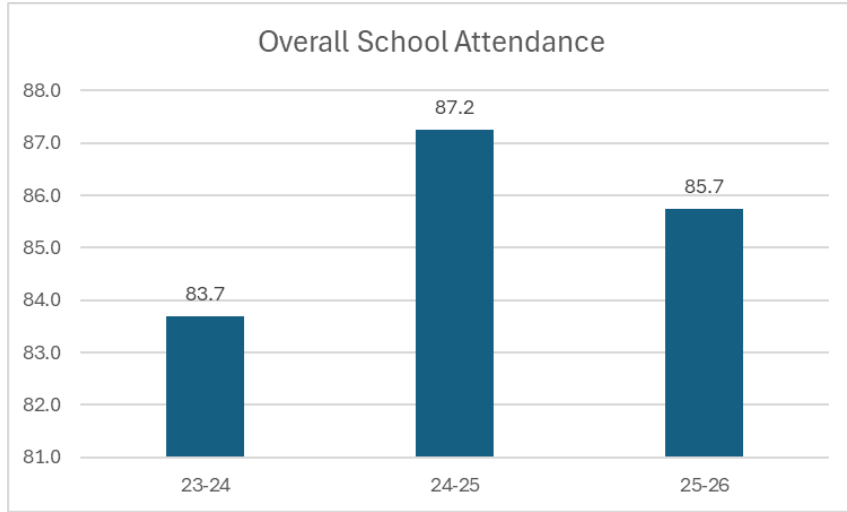
There have been 47 pupils (8 from S1, 14 from S2 and 15 from S3) that have been included within the Care Experienced Lead Teacher (CELT) programme. Monthly workshops have been established for each group, with a designated CELT responsible for facilitating activities aligned to a specific theme, such as self-care and confidence. These sessions are designed to create a safe and supportive environment where Care Experienced Young People can develop positive relationships with the school community, enhance their confidence, and acquire practical strategies to build resilience. Participation in these workshops has shown measurable improvement, increasing from 45% in September to 50% in November. This has continued to improve. To reinforce learning and personal growth, pupils were provided with opportunities to reflect on their experiences each month through the use of personal journals. Feedback indicates that this reflective activity has been beneficial, with pupils reporting a sense of achievement and improved wellbeing upon completion. As part of the current thematic focus on Childhood Experiences, a special enrichment activity was organised. Eighteen Care Experienced young people participated in a cultural outing to Glasgow, which included lunch and attendance at a pantomime performance at the King's Theatre on 9 December 2025. This initiative aimed to broaden horizons, foster social connections, and provide memorable experiences that contribute to overall wellbeing. There are approximately 9 young people who do not attend school consistently. Attempts have been made to connect with families but have so far proved unsuccessful. Pupils also attended a day at Dumfries House and completed a workshop on Aerospace, linking to our CELT aims of building resilience, skills for work and improving engagement with education.

The school aimed to embed the Planning, Learning, Teaching and Assessment Guidance, and the HWB Progression Frameworks, to ensure continued progress. To streamline PSE resources and assessment to allow for curricular overview in line with the HWB Progression Frameworks. Whilst these targets are underway they will be further developed next session.

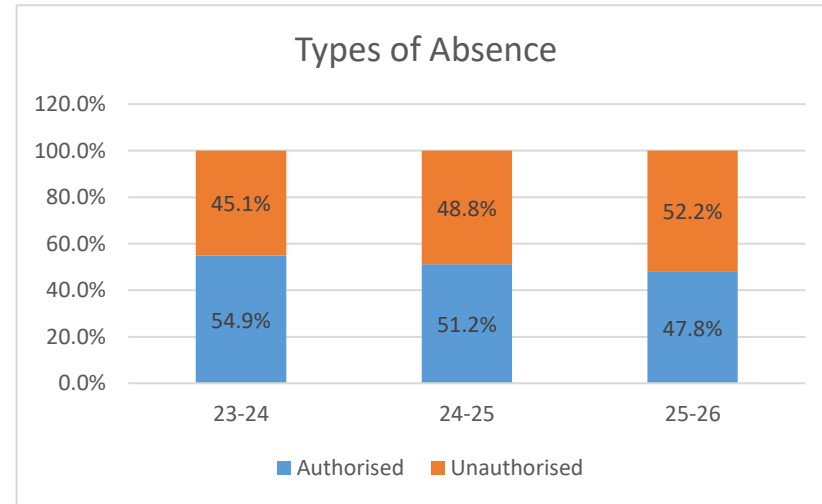
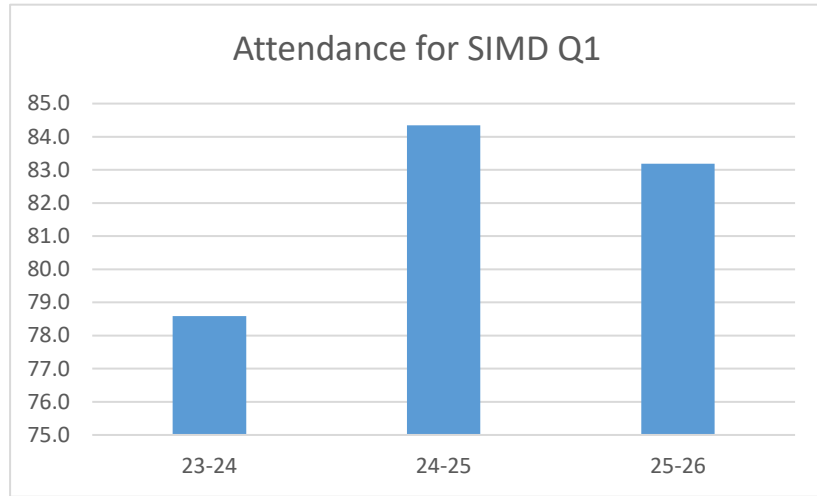
Health and Wellbeing inserts in S1-3 PSE courses were to be embedded and tracked to ensure evidence is gathered towards wider achievement awards. The materials have been produced and were trialled for the first time in the S2 PSE course for all S2 pupils in March 2026. This has still to be evaluated.

There is no doubt that the school must still aim to continue its increased focus on supporting and improving attendance and timekeeping. The school's appointed Principal Teacher of Attendance is in regular contact with East Ayrshire Council's Data Officer regarding attendance statistics. The Principal Teacher of Attendance is also part of local authority attendance working group to ensure the school looks outwards in terms of process and good practice. Findings are shared with senior Leaders after each meeting. Whole school attendance has remained above that of the 23/24

session. This is true for those pupils eligible for Free School meals (FME), those with Additional Support Needs (ASN), Care Experienced (CE), and from the Scottish index of Multiple Deprivation (SIMD) Quintiles 1-4 amongst other groups. Data, correct as of 10 May 2026 is shown below.



The percentage of absences which are unauthorised has increased from the previous sessions. This continues a trend from last session.



Weekly data is analysed to highlight the best attending class each week, improvements in attendance, or the best timekeeping. A reward for those classes is in place.

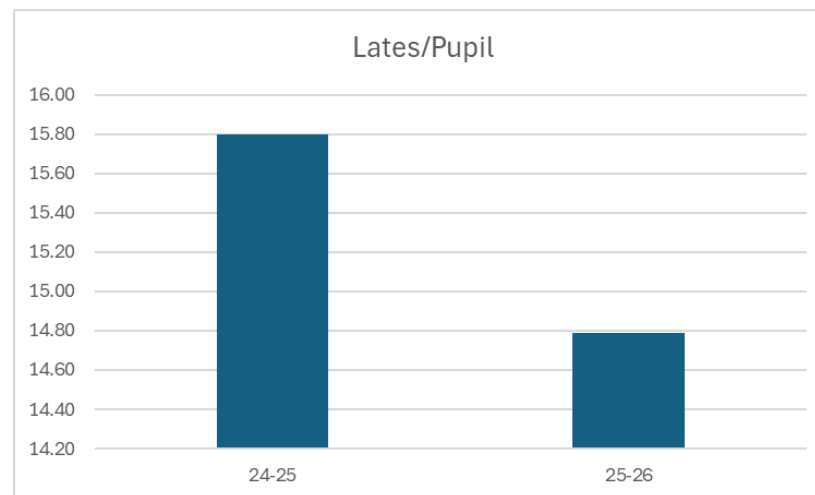
Alongside attendance data, a sharper focus has been placed on tracking lates. Data around this is very positive when compared to session 24/25. The number of lates is down for most cohorts in the school. This is after accounting for the change in school role between sessions. Extended data is below.

Cohort	24-25	25-26	Change
Whole School	15.8	14.8	-1.0
S1	12.5	9.4	-3.1
S2	16.7	13.9	-2.8
S3	20.8	20.4	-0.4
S4	17.9	14.8	-3.1
S5	12.4	15.7	3.3
S6	12.2	12.6	0.4

ASN (Y)	18.3	16.7	-1.7
ASN (N)	14.9	14.0	-0.9
FME (Y)	18.2	17.0	-1.2
FME (N)	15.2	14.3	-0.9
CE (Y)	19.3	20.1	0.8
CE (N)	15.6	14.5	-1.1

SIMD Q1	15.9	16.4	0.6
SIMD Q2	14.4	17.3	3.0
SIMD Q3	18.2	12.7	-5.5
SIMD Q4	16.5	11.6	-4.9
SIMD Q5	15.9	10.8	-5.1
M	15.6	15.4	-0.2
F	16.0	14.2	-1.8

This data is shared with Senior Leaders and Principal Teachers of Pupil Support (PTPS) to allow them to encourage and support classes. Moreover, at the end of every month, pupils with a high number of lates is highlighted to PTPS



Support for our young people's health and wellbeing was to be further embedded through initiatives such as SAMH, Wellbeing Champions amongst others. As a result of completing East Ayrshire Council training, pupils have taken on meaningful leadership roles, delivering mental health and wellbeing inputs at parent/carer evenings and contributing to online training, strengthening parental engagement and raising awareness of wellbeing across the school community.

Pupil wellbeing data was tracked at key points, allowing staff to support any issues arising. Initial data collection for all year groups was completed in September 2025 (535 pupils) with a follow-up in February 2026 (686 pupils). Data was subsequently shared with the SLT and PTPS in November. Pupils identified with low scores were met by PTPS for further support and intervention. Challenges were encountered during the data-gathering process; these issues were reviewed and discussed with Senior Leaders. Further data collection as part of the GMWP initiative took place in February. Comprehensive analysis and dissemination of findings to the wider staff body took place following the second phase of data collection. Data was subsequently shared with the SLT, PTPS and whole staff (March 2026) with suggestions for tackling concerns raised by pupils. Pupils identified with low scores have been met by PTPS for further support and intervention. GMWP data from September 2025 to February 2026 indicates a positive upward trend in pupils' wellbeing. There has been a 5.3% increase in the number of pupils who report that they like school, alongside a significant 15% increase in pupils' confidence in working with others. Additionally, perceptions of safety have strengthened, with a 12.9% rise in pupils reporting that they feel safe in school.

It was a target that the school incorporates to the Wellbeing period to include a calendared programme allowing key issues and themes to be covered. Comprehensive analysis and dissemination of findings to the wider staff body will take place following the second phase of data collection. Summary of results detailed within the report devised by PTPS. Several departments and groups have actively contributed to the Wellbeing Canva, providing content designed to promote awareness of curricular activities, highlight available wellbeing supports and resources, and inform the school community about key initiatives. The calendar for 2026/ 27 is now well underway.

The school also wished to ensure key staff have an understanding and confidence in applying GIRFEC principles to support young people effectively. To this end all members of the Health & Wellbeing group have completed the refresher and skilled GIRFEC training which confirmed their knowledge and understanding. All other staff have completed the refresher online module.

Next Steps

- Strengthen and embed respectful relationships, visible consistencies and restorative conversations, in line with updated East Ayrshire policies and procedures.
- To promote and sustain an ethos of positive relationships through effective implementation of the Anti-bullying Policy and the development of the RespectMe Award.
- To relaunch and strengthen the profile of MVP and ESAS to ensure all pupils and staff understand their purpose, values and impact, embedding these approaches within learning, teaching and the wider life of the school to promote respectful relationships, equality and protection from harm.
- All staff will consistently promote and embed diversity and inclusion across learning, teaching and school life, ensuring all pupils feel represented, respected and included.
- Consider the future of targeted support in the school.
- Continue to embed and strengthen Stepping Stones as a department.
- To improve attendance and timekeeping through consistent implementation of the Attendance Policy, following national guidelines and with support from the local authority group.
- To continue to enhance the health and wellbeing of young people through the effective use of GMWP data and a range of targeted mental health supports, including Wellbeing Champions, SAMH and The Exchange Counselling.
- Further embed health and wellbeing initiatives aimed at supporting young people, e.g. SAMH, Wellbeing Champions, etc.
- Strengthen awareness of universal health and wellbeing supports by launching, promoting and consistently referencing supports available ensuring pupils, staff and parents/carers understand how and when to access help.
- In line with 'Keeping the Promise', further develop and strengthen support for care-experienced young people through the role of the Care Experienced Lead Teachers (CELTs) and associated funding, enhancing outcomes and opportunities, including the delivery of our inaugural CELT conference.
- To enhance support for young carers through effective partnership working with East Ayrshire Carers Centre.
- To embed the Planning, Learning, Teaching and Assessment Guidance, and the HWB Progression Frameworks, to ensure continued progress
- To streamline PSE resources and assessment to allow for curricular overview in line with the HWB Progression Frameworks.

Improvement Priorities

(Expressed as outcomes for learners)

QI 3.2 Raising Attainment & Achievement

UNCRC Article 6: Right to life, survival and development

Improvement Priority 4: Our Attainment, Destinations and Achievements.

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.

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.

Progress and Impact

A main target was to further enhance the schools excellent Capturing Attainment practice of identifying young people early at risk of not achieving and supporting them to achieve across a wide variety of subjects. The aim was that all identified pupils would attain the targeted number of qualifications by May 2026. As a result, Kilmarnock Academy’s Capturing Attainment (CA) policy and procedures document was consulted upon and agreed by all staff in August 2025. This document aims to ensure CA remains a whole school priority and all staff are aware of their role within this system.

In August 2025, PTPS and Inclusion staff reviewed the Broad General Education (BGE) attainment levels from 2024-25 and considered attendance statistics of the school’s new S4 pupils to agree our CA pupil cohort for this session.

For 2025-26, 60 pupils (28% of S4 cohort) were targeted as at risk of not achieving positive outcomes or their full potential (CA Cohort). Of these 60 pupils: 32 pupils (53% of CA cohort) formed the Target Group. Of the this Group: 27 pupils (84%) have achieved at least 5 National 3 awards, with almost all (26 pupils) pupils achieving in Maths and English.

A further 3 pupils (9% of group) have achieved at least 4 National 3 Awards, and 2 of these pupils were further targeted to attend departments to complete National 4/ National 5 awards where possible, therefore increasing the potential to achieve at least 5 awards.

1 pupil (3% of group) has achieved 3 awards.

1 pupil (3% of group) has not engaged at all and has therefore not achieved any awards.

19 pupils (32% of CA cohort) accessed support through Stepping Stones and therefore formed part of the Stepping Stones Target Group. The school’s Principal teacher of Equity worked with the Principal Teacher of Inclusion & Stepping Stones colleagues to support these pupils. Of these:

13 pupils (68% of Stepping Stones group) achieved at least 5 National 3 awards, including Maths and English.

1 pupil (5% of group) achieved at least 4 National 3 awards.

3 pupils (16% of group) achieved 3 awards.

2 pupils (11% of group) achieved 2 awards.

The pupils who have not achieved at least 5 National 3 awards struggled with engagement throughout the year and did not engage in attempts to work with them.

9 pupils (15% of CA cohort) formed the Department Target Group. This was overseen and tracked by the Principal Teacher of Equity. Of these:

8 pupils (89% of Department Target group) are on track to have achieved at least 5 National 3 – National 5 awards in August.

1 pupil (11% of group) is considered off track to achieve. This person was targeted by departments for catch-up work. If successful, then they will achieve at least 5 awards.

Overall, as of May 2026, of the full Capturing Attainment cohort, 80% (48 pupils) are on track to achieve at least 5 National 3 awards by the end of S4. 20% (12 pupils/5% of S4 year group) are not expected to achieve the full 5 awards.

In addition to our cohort focus, during term 1, Kilmarnock Academy's Principal Teacher of Equity worked collaboratively with the local authority Enhancing Opportunities staff. This work was aimed at sharing practice and developing a consistent approach to supporting pupils that are struggling to engage with in-school learning.

Next a key focus was to 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. Kilmarnock Academy's pupil SCQF Ambassadors were appointed and completed all required training sessions from August – October 2025. The school's 2025/26 SCQF messages were developed in partnership with pupils and school staff. These were then shared with, and presented to parents during all Parents' Evenings and the school's Pathways Evening to ensure clear and shared understanding. Ambassadors received positive feedback from each engagement.

Through analysis of prior attainment at Impact Review 1 (a school quality assurance meeting with all subject departments), and taking consideration of Kilmarnock Academy's curriculum development focus of offering a range of ungraded Level 6 qualifications in each department, the Design and Technology department will offer the Day Dream Believers Creative Thinking L6 course to replace Higher Design and Manufacture from August 2026.

Kilmarnock Academy and the University of West of Scotland (UWS) staff worked collaboratively to introduce the Level 7 UWS Foundation Academy course from August 2025 (Further details regarding this cohort's attainment can be found below). In addition, Kilmarnock Academy staff continued to work collaboratively with SWEIC's @SWConnects Online courses to enhance the S6 curriculum, with a specific focus on Level 7 qualifications.

The school established and shared 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 poverty related attainment gap were established.

Kilmarnock Academy's data-driven stretch aims were developed and shared with all school staff in September 2025.

Target 1 (S4): To raise attainment of the lowest 20%, with a specific focus on Level 4 qualifications, and improve Numeracy at Level 4 to exceed the Virtual Comparator (VC).

Target 2 (S5): To increase Level 6 attainment, with a specific focus on pupils sitting up to 4 subjects at Level 6, and close the Level 6 Numeracy gap to in line with the VC.

Target 3 (S5/6): Increase Level 7 attainment and improve Level 6 Numeracy across all SIMD groups.

The departmental Capturing Attainment group (details above) focused on Level 4 qualifications to meet Target 1. Stepping Stones and PT Equity groups continued to focus on Level 3 qualifications (attainment details above).

Mentoring groups were developed from tracking period 1 to meet Target 2. The mentor programme cohort was established using baseline and working grade levels and focused on developing pupils' study skills.

These targets formed an integral part of Impact Reviews 1 and 2, and each round of whole school tracking and monitoring. The National Qualification results will determine the success of these approaches.

As with all secondary schools, Kilmarnock Academy has pre-set Local Authority Stretch Aims as per Scottish Government Guidance for SCHOOL LEAVER ATTAINMENT. These were as follows:

1 or more qualification at SCQF Level 5: Overall 86- 88%, Q1 75.5-81.5%, Q5 97-97.5%, Gap (Q5 – Q1) 16-19.5%

1 or more qualification at SCQF Level 6: Overall 64.4- 66.6%%, Q1 49.5-52.5%, Q5 86.6- 86.9%, Gap (Q5 – Q1) 34.4- 37.1%

- **East Ayrshire Core Stretch Aim 7 – Focused on 1 @ SCQF L5 above.**

KA 2023 / 2024	KA 2024 / 2025
Overall – 82%	Overall – 86%
SIMD Q1 – 69%	SIMD Q1 – 74%
SIMD Q5 – 96%	SIMD Q5 – 96%
Gap (Q1-Q5) - 27%	Gap (Q1-Q5) – 22%

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

Core Stretch aim 7: The percentage of leavers attaining 1 @ L5 has increased by 4% and exceeds the minimum authority stretch aim. The school has also reduced this attainment gap between the least and most disadvantaged pupils by 5%.

- **East Ayrshire Core Stretch Aim 8 – Focused on 1 @ SCQF L6 above.**

KA 20243 / 2024	KA 2024 / 2025
Overall – 64%	Overall – 69%
SIMD Q1 – 48.5	SIMD Q1 – 59%
SIMD Q5 – 92%	SIMD Q5 – 89%
Gap (Q1-Q5) – 43%	Gap (Q1-Q5) - 30%

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

Core Stretch aim 8: The percentage of leavers attaining 1 @ L6 has increased by 5% and exceeds the upper limit authority stretch aim. The school has also reduced this attainment gap between the least and most disadvantaged pupils by 13%.

It was also important that the school re-visit and re-establish a school verification system to ensure departmental verification approaches align with national standards. However, instead the lead Depute Head Teacher (DHT) worked closely with all Principal Teachers of Curriculum (PTC) regarding verification linked to Qualifications Scotland selections. This support has been focused on ensuring a consistent approach to internal moderation/ cross marking and applying the school’s verification procedures. The result of this collegiate working has been that all round 1 and 2 selections have been approved by Qualifications Scotland.

The school continued to evaluate and develop the supported study offer including study weekends, Easter School and the Mentoring Scheme. A whole school supported study timetable was coordinated and promoted with all senior phase pupils towards the end of October. This was focused on prelim preparation. The uptake on attendance was slow to start with; however targeted home communication strategies were used and attendance increased throughout the block. Feedback from pupils that attended supported study was gathered via an e-form and confirmed that sessions helped students be more prepared for their prelims. Feedback from prelim arrangements has also been positive with pupil respondents highlighting getting the whole school timetable earlier than their individual timetables helped them prepare for these assessments.

The next step during the session was to establish a whole school approach for study skills. The lead DHT and the Principal Teacher of Attainment Supports developed, and promoted, several revision strategies, linked to the Learning Scientist. This information was initially shared with pupils through PEF funded study packs (200 packs issued), then through PSE classes (all S4-6 pupils were involved) and most recently through the school’s mentoring programme (58 S4 pupils). During the February in-service day, all staff engaged in a workshop focused on developing staff’s understanding of these strategies and agreeing a consistent approach to study skills. This work will continue into 2026/ 27.

The school then aimed to improve the accessibility/ ease of use of the school’s Senior Phase Tracking & Monitoring internal staff spreadsheets. The whole-school tracking and monitoring spreadsheets were updated and implemented for all S4 and S5/6 pupils for session 2025/ 26. These spreadsheets highlighted pupil’s that had been recorded as ‘off-track’ against their baseline grade. Across the academic year, the following interventions were put in place to support pupils’ attainment that had been highlighted through tracking and monitoring:

S4 – 498 interventions

S5/6 – 468 interventions

Interventions included increased parental communications, department mentoring, individual meetings with parents and monitoring cards.

The aforementioned Baseline Grades system was further developed to ensure targeted interventions met pupil needs. All initial Qualifications Scotland entries were made using the school's baseline grades system and an aspirational presentation policy. This approach supported pupils completing courses at the level with the most appropriate amount of challenge for them. Post-prelim messages were shared with PTCs during Impact Review 2 meetings to ensure final presentations continued to align with our presentation policy. On top of this work the school evaluated existing departmental processes of establishing working grades at various tracking points in the session.

Closing the poverty related attainment gap remains a significant target within this priority. To this end and to assist with specific approaches two new Principal Teachers (PT) were appointed using the Pupil Equity Fund (PEF) with responsibility for:

- Closing the Gap
- Wider Achievement Opportunities.

This led to a PT Attainment Support and PT Alternative Qualifications both being appointed in October 2025.

PT Attainment Supports focus:

Co-ordinate a BGE and SP mentoring programme linked to agreed whole school targets.

SP Target 2: 58 pupils were targeted across 3 levels. The mentoring programme involved enhanced school home communication, revision and study skills, and 1-to-1 mentoring sessions. Feedback from staff showed they valued the structure and robustness of the course materials. However, a minority of pupils did not engage with the programme as diligently as was planned.

Develop a study leave provision to engage lowest 20% attaining pupil

PT Attainment Supports developed an Assessment Day for each subject area. This day was focused on pupils completing L3 and L4 qualifications during study leave. Pupils were targeted to attend, and staff had protected time to facilitate and support pupils generate required assessment evidence.

PT Alternative Qualifications focus:

Tracking pupils' engagement in wider achievement opportunities

Data has been gathered regarding pupils' engagement in wider achievement through extra-curricular opportunities within and out with school. Pupils were also asked what wider achievement opportunities they would be interested in becoming involved in. Following this, relevant pupils have been signposted to various existing opportunities within Kilmarnock Academy and in the community. Where such opportunities did not currently exist, steps have been taken to create these opportunities where possible. For instance, a debating club for junior pupils was created as a result of this being requested during this tracking exercise.

Saltire Awards

Kilmarnock Academy is now registered as a Saltire Award Group Administrator. Several pupils achieved Saltire Awards for volunteering, completed through Leadership and Personal Development Qualifications. Hours were accrued through volunteering in junior classes; at a local care home; SCQF Ambassador responsibilities; volunteering at youth organisations such as Scouts, Guides, musical theatre, etc.

10 hours award: 43 pupils

25 hours award: 40 pupils

50 hours award: 2 pupils

Leadership and Heart Start

A total of 58 S6 pupils completed the Level 6 Leadership Award. 51 of these completed Heart Start Associate Trainer award. They subsequently assisted with delivering Heart Start training to 213 S2 pupils, who also received Heart Start certification.

Citizenship

A group of ten ambassadors, promoted and supported pupils' rights through the following roles and activities:

Support the review and development of school policies (anti-bullying policy refresh)

Plan and run the S1 Fresher's Fair

Support PTs with refreshing their department displays especially in relation to Rights Respecting Schools

Plan the Rights Respecting Schools Staff Awards

Undertake MVP and ESAS training

Cooking for University

17 pupils engaged in the Cooking for University programme where they learned about cooking healthy and affordable meals, hygiene and budgeting.

Mental Health Award

12 pupils achieved the Level 5 Mental Health Award

Young Enterprise

19 pupils engaged in the Young Enterprise course and Kilmarnock Academy has been invited to the end of year showcase event to be recognised as the first Inspiring Futures school in Scotland.

Work experience

A total of 56 work placements took place. A total of 41 young people, predominantly from S4, successfully completed a one-week work placement. Each participant was provided with a work log to record their experiences, with most successfully achieving a Level 4 unit (34) and one young person achieving a Level 5 unit. In addition, 15 young people from various senior year groups participated in one-day placements, either on a short-term (9) or long-term (6) basis, to gain an insight into workplace environments and develop employability skills.

REHIS Awards

Pupils gained the following awards through the Royal Environmental Health Institute of Scotland:

Cooking for Skills SQCF Level 4: 47

Food and Health SCQF Level 5: 40

Elementary Food Hygiene SQCF Level 5: 39

Many have been able to make use of these qualifications for part-time job applications.

Personal Development

14 S4 pupils completed the Level 4 Personal Development Award. 11 of those completed regular volunteering at a local care home, from which they were able to gain Saltire Award.

Pupil voice (internal and Qualification Scotland (QS))

S3 pupils have taken part in focus groups to gather their views on Wider Achievement courses and opportunities which they would like to be offered. The feedback from this will be taken forward for curriculum planning for session 2027-28.

BGE and SP pupils, particularly those with ASN, Care Experienced and from lower income backgrounds, have been encouraged and supported to apply to the QS Learner Interest Panel. We are currently awaiting the results of the selection process.

The Cost of the School Day (KA Cares) group were to further develop and promote their work within the school community. This led to the KA Cares group has undertaken several initiatives, both in school and nationally, pupils and staff members have:

- Supported the Scottish Government's Cost of the School Day (COSD) manifesto by having group members attend the national conference and being invited to attend a meeting with the First Minister to represent pupils' views on helping eliminate child poverty.
- Prepared and distributed 200 study packs to support Senior phase pupils prepare for prelims. These packs contained a variety of practical supports and strategies to best prepare pupils for prelim exams in December 2025.
- Initiated a 'Warm Winter Wear' appeal to provide jackets / hats / scarfs to those in need during the winter.
- Put a breakfast club survey in place to establish good practice and areas to consider moving forward.
- Promoted Breakfast Club during wellbeing and House group assemblies
- Purchased school uniform to reduce financial barriers for pupils to be included
- Provided IT for a number of vulnerable learners to take part in the school's and Enhancing Opportunities' online learning provision.
- All pupils are provided with unlimited period products through the school year as part of the period partnership programme and can also access product packs that will ensure provision over prolonged holidays.
- Any young person requiring financial support for school visits through the PEF allocation, their PTPS can bid for support to ensure the young person does not miss valuable additional educational experiences.

All this information was shared with pupils and staff during wellbeing classes and at House assemblies throughout the school year.

Another target from the School Improvement Plan was to increase engagement of targeted groups of pupils and families (FSM, Care Experience and SIMD 1 /2). Following positive feedback from last year's PEF funded badminton sessions, we have doubled the capacity for families to engage in this health and wellbeing focused opportunity.

In addition, the Stepping Stones department offered families of pupils identified as neurodiverse a 6-week family engagement programme focused on understanding neurodiversity through practical sessions. The sessions were split into two groups, each having between 7-8 families attending. A further session, focused on sensory needs, was also delivered to 11 families.

The last section under this priority is to do with sustained, positive post-school leaver destinations. The school aimed to ensure partnerships were made with local businesses in key growth areas with a view to extending and enhancing the current curricular offer. The school subsequently developed two Foundation Apprenticeships for session 2026/27. Pupils had the option to select Foundation Apprenticeships (FAs) in Business Skills (Level 6) or Hospitality Skills (Level 5). These new offers will allow young people to undertake qualifications while also gaining crucial workplace experience.

Furthermore, a target was to seek further school/college partnership courses, particularly for our most vulnerable learners. The school was invited to be a pilot for a new Ayrshire College offer for vulnerable S4 pupil. "Transition to College". The course aims to offer supported taster sessions to prepare these learners more fully for the college experience as data shows the drop-out rate in this cohort is higher. When the data is available, it will be used to make appropriate offers/future placements for such cohorts. The school also continues to engage positively with SL33 (a local authority vocational provision) to secure positive destinations for our vulnerable learners. For session 2025/26, 7 young people are attending a combination of SL33 and school with all young people attending most of their weekly sessions and almost all young people attending all of their weekly sessions.

It was also crucial to ensure more work experience opportunities are available, particularly to leavers and our most vulnerable learners. From August to May, 56 work placements were delivered, providing young people with meaningful and varied opportunities to engage directly with real workplace environments. 41 young people, predominantly from S4, successfully completed a one-week work placement, demonstrating commitment, resilience and engagement with employer expectations. The use of structured work logs enabled learners to reflect on and evidence their experiences effectively, resulting in 34 young people achieving a Level 4 unit and one young person achieving a Level 5 unit, supporting positive attainment and skills accreditation. A further 15 young people across senior year groups participated in one-day placements, either short-term (9) or long-term (6), widening access to employer engagement opportunities beyond traditional full-week placements. Participation in both extended and one-day placements supported young people to develop key employability and life skills, including communication, timekeeping, confidence and workplace awareness, helping to strengthen readiness for future learning, training or employment.

As always the school provided support for pupils to access Higher Education as a post-school destination. The school continues to be above the virtual comparator for positive leaver's destinations with 95% for session 2024/ 25. For initial leaver's destinations, the school is above the virtual, national and East Ayrshire with 98% of leavers securing a positive destination.

New S6 pupils were invited to attend a presentation from UWS regarding their Foundation Academy course. Successful completion of the course ensured pupils would attain a SCQF L7 qualification and adjusted entry to UWS application. From this initial presentation, 20 pupils signed up and have now completed the Level 7 course. Pupils and staff provided positive feedback regarding this addition to the senior phase curriculum, and a 2026/ 27 cohort has been established.

Next Steps

- Continued whole school focus on Senior Phase Literacy attainment
- Continued whole school focus on Senior Phase Numeracy Attainment
- To increase the percentage of school leavers attaining 1 @ L5 or better and 1 @ L6 or better (ESIP)
- Improve attainment for the top attaining 20% of S4 pupils.
- Embed a consistent whole-school tracking rubric.
- To coordinate an S4 quintile 1 mentoring programme
- Increase and track Wider Achievement opportunities for BGE and Senior Phase pupils through the school's curricular and extra-curricular offer.
- Continue to enhance the role of the school's SCQF Ambassadors
- To embed a whole-school approach to study skills
- Continue to enhance excellent Capturing Attainment practice
- To continue, and enhance, the excellent work of the pupil Cost of the School Day group (KA Cares)
- To increase engagement of targeted groups of pupils and families (FSM, Care Experience and Quintile 1).
- Strengthen equity by aligning PEF funds to evidence-based interventions (staffing and resources) to raise attendance, attainment and achievement for disadvantaged learners.
- Introduce and embed two Foundation Apprenticeships to create more post-school employment opportunities for young people.
- To seek further school/college partnership courses, particularly for our most vulnerable learners.
- Engage with local authority's new procedures for tracking and supporting "at risk" leavers
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PUPIL EQUITY FUND 2025/26

Key Indicator – Attainment and Achievement

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>To support raising attainment and achievement:</p> <p>Kilmarnock Academy appointed Principal Teachers of Attainment Support, Alternative Qualifications and Capturing Attainment for session 2025/26. Each PT linked with a senior leader, and together, had oversight of all work related to School Improvement Plan (attainment and achievement) targets.</p> <p>PEF funds were also assigned to purchase and then further embed the use of Achieve to raise attainment at National 5 and Higher levels.</p>	<p>PT Capturing Attainment Pupils were targeted to attain a minimum of 5 qualifications @ L3.</p> <p>PT Attainment Supports focus Develop and co-ordinate a BGE and SP mentoring programme linked to the school’s agreed whole school attainment targets.</p> <p>Develop a study leave provision to engage our lowest 20% attaining pupils in S4.</p> <p>Establish a whole school approach to study skills.</p> <p>PT Alternative Qualifications focus Tracking pupils’ engagement in wider achievement opportunities</p>	<p>PT Capturing Attainment In August 2025, Principal Teachers of Pupil Support and Inclusion staff reviewed the previous year’s BGE attainment levels and attendance statistics to agree our new S4 CA pupil cohort for this session.</p> <p>For 2025-26, 60 pupils (28% of S4 cohort) were targeted as at risk of not achieving positive outcomes or their full potential (CA Cohort)</p> <p>Overall, as of May 2026, of the full Capturing Attainment cohort, 80% (48 pupils) are on track to achieve at least 5 N3 awards by the end of S4. 20% (12 pupils/5% of S4 year group) are not expected to achieve the full 5 awards, however staff have worked well with families to ensure all pupils leave with some Qualifications Scotland attainment.</p> <p>PT Attainment Supports focus SP Target 2: 58 pupils were targeted across 3 levels to meet this target (details above). The mentoring programme involved enhanced school home communication, revision and study skills, and 1-to-1 mentoring sessions. Feedback from staff showed they valued the structure and robustness of the course materials; however, a minority of pupils did not engage with the programme as diligently as was planned. Further developments are being made to the mentoring programme for 2026-27.</p> <p>Develop a study leave provision to engage lowest 20% attaining pupil PT Attainment Supports developed an Assessment Day for each subject area. This day was focused on pupils completing L3 and L4 qualifications during study leave. Pupils were targeted to attend, and staff had protected time to facilitate and support pupils generate required assessment evidence. Dedicated staff time, positive school home communication and successful promotion of this provision supported its success.</p>

	<p>Achieve Usage measured across all subject / department areas and staff / pupil review completed in May.</p>	<p>Whole school study skills PT Attainment Supports developed, and promoted, several revision strategies, linked to the Learning Scientist. This information was initially shared with pupils through PEF funded study packs (200 packs issued), then through PSE classes (all S4-6 pupils involved) and most recently through the school's mentoring programme (58 S4 pupils targeted). During the February in-service day, all staff engaged in a workshop focused on developing staff's understanding of these strategies and agreeing a consistent approach to study skills. This work will continue into 2026/27.</p> <p>PT Alternative Qualifications focus Data has been gathered and analysed regarding pupils' engagement in wider achievement / extra-curricular opportunities within and out with school. This was gathered through a pupil survey, where they were also asked what additional wider achievement opportunities they would be interested in seeing offered. Following this, relevant pupils have been signposted to various existing opportunities within Kilmarnock Academy and in the community. Where such opportunities did not currently exist, steps have been taken to create these opportunities where possible. For instance, a debating club for junior pupils was created as a result of this being requested during this tracking exercise.</p> <p>Achieve Evidence of engagement was monitored through pupil registrations and departmental monitoring of pupil's progress. Positive results were found across a wide range of subject areas and further communication between the school and the software manufacturer helped develop the software to better meet the needs of subjects where usage was not initially as high.</p>
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Key Indicator – Attendance

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>Kilmarnock Academy’s Principal Teacher of Attendance was appointed in October 25 to continue our increased focus on supporting and improving attendance and timekeeping.</p> <p>PT Attendance worked closely with senior leaders and pupil support staff to ensure a consistent approach to attendance tracking and interventions.</p>	<p>Continued focus on tracking attendance using robust and rigorous systems.</p>	<p>PT Attendance was in regular contact with EAC’s Data Officer regarding attendance data. PT Attendance is part of local authority attendance working group. Findings were shared with SLT link after each meeting.</p> <p>Overall school attendance: 23/24 - 83.7% 24/25 – 87.2% 25/26 – 85.7%</p> <p>For session 2025/26, whole school attendance has remained above session 23/24. This is true for FME, ASN, CE, and SIMD Q1-4 amongst other groups. All data is correct as of 10th May 2026.</p> <p>Weekly data was analysed to highlight the best attending class each week, improvements in attendance, or the best timekeeping. A reward for those classes is in place and classes are celebrated within the school.</p> <p>Alongside attendance data, a sharper focus has been placed on tracking lates. Data around this is very positive when compared to session 24/25. The number of lates is down for most cohorts in the school. This is after accounting for the change in school role between sessions.</p> <p>This data is shared with SLT and PTPS to allow them to encourage and support classes. Moreover, at the end of every month, pupils with a high number of lates is highlighted to PTPS to support improvements through further interventions.</p>

Key Indicator – Inclusion

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>To support inclusion across the school:</p> <p>Kilmarnock Academy’s Cost of the School Day (KA Cares) group was established in September 25. This group consisted of pupils and staff with the aim to develop and promote all work being undertaken within the school community to reduce the Cost of the School Day.</p> <p>Fund additional Inclusion staffing with the aim of increasing pupil attendance through targeted provision for vulnerable learners.</p>	<p>Kilmarnock Academy Cares group attended the Scottish Government’s National Cost of the School Day Pupil Summit (Sep 25) to establish current examples of good practice and enhance supports within our school community.</p> <p>The following practical initiatives were put in place throughout the year:</p> <ul style="list-style-type: none"> • Late lunch initiative • School Uniform shop • Access to IT • Breakfast Club • Period Poverty • Warm Winter Wear 	<p>The KA Cares group has undertaken several initiatives, both in school and nationally. Pupils and staff members have:</p> <ul style="list-style-type: none"> - Supported the Scottish Government’s COSD manifesto by having group members attend the national conference and being invited to attend a meeting with the First Minister to represent pupils’ views on helping eliminate child poverty. - Prepared and distributed 200 study packs to support Senior phase pupils prepare for prelims. These packs contained a variety of practical supports and strategies to best prepare pupils for prelim exams in December 2025. - Initiated a ‘Warm Winter Wear’ appeal to provide jackets / hats / scarfs to those in need during the winter. - Established a breakfast club through partnership with Magic Breakfast. - Promoted Breakfast Club during wellbeing and House group assemblies - Purchased school uniform to reduce financial barriers for pupils to be included - Provided IT for a number of vulnerable learners to take part in the school’s online learning provision. - All pupils are provided with unlimited period products through the school year as part of the period partnership programme and can also access product packs that will ensure provision over prolonged holidays. <p>Pupils have promoted these initiatives through social media channels, House assemblies and wellbeing classes.</p>

Key Indicator – Engagement

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>To increase engagement for session 2025-26:</p> <p>Kilmarnock Academy aimed to continue, and expand upon, the positive Family Engagement work undertaken in session 2024-25.</p> <p>To support this, PEF funds were assigned to our Inclusion and Pupil Support departments, as well as to purchase software to best engage families.</p> <p>Participatory Budgeting funds were also assigned and pupils consulted on initiatives to improve their school experiences.</p>	<p>Measure engagement of identified groups of families at these out of school sessions.</p> <p>Measure engagement of parents accessing Satchel One.</p> <p>Data analysed and shared with whole staff.</p>	<p>Enhanced Transition The Partnership with Families programme commenced in May 2026 with a cohort of 41 P7 pupils. This is the highest number to engage with the programme and was agreed in response to the identified ASN information from primary schools. The programme has already allowed families and young people to engage with secondary staff and subjects to ensure a more comprehensive and settled transition experience with a view to increasing attendance and improving wellbeing in S1. PEF Funds were used to support transports costs and to purchase materials for each session.</p> <p>School Home Communication Following consultation with the house Forum and the Parent Council, Satchel One promotion inputs have taken place at parent’s evenings, with a view to increasing parental awareness and engagement. This has resulted in a significant increase in usage with 69% of S1-S6 parents using Stachel One and 86% of pupils. This takes the school closer to its aspirational target of 75% with S1 already surpassing this with 82% of parents accessing and S2 and S3 coming close at 71% accessing.</p> <p>61% of all family’s access and utilise Stachel One to engage with homework/assignment allocation. This has increased due to inputs at parents’ evenings in 2024/25. These inputs have continued in 2025/26 in order to work towards the aspirational target of 75%. At present 69% of S1 families engage with Satchel One.</p> <p>Family Sports Evenings Following positive feedback from last year’s PEF funded badminton sessions, we have doubled the capacity for families to engage in this health and wellbeing focused opportunity on Wednesday evenings.</p> <p>Family Engagement Programme</p>

		<p>The Stepping Stones (Inclusion) department offered families of pupils identified as neurodiverse a 6-week family engagement programme focused on understanding neurodiversity through practical sessions. The sessions were split into two groups, each having between 7-8 families attending. A further session, focused on sensory needs, was also delivered to 11 families. PEF Funds supported this by purchasing a range of resources for each of these sessions.</p> <p>Participatory Budgeting Pupils were consulted through online forms and in-person workshops. As a result of their feedback, the school purchased materials to host a Colour Fun Run and benches to enhance / expand outdoor eating options.</p>
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Key Indicator – Participation

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Final Review
<p>To support pupil participation:</p> <p>Kilmarnock Academy’s Principal Teacher of Alternative Qualifications was appointed in October 25. The PT has overview of all wider achievement qualifications included within the timetable and extra-curricular opportunities available for pupils out with the school day.</p> <p>To increase pupil participation in vocational experiences, PEF funds were used to purchase personal protective equipment.</p>	<p>Track and analyse all Wider Achievement engagement and successful achievement of awards.</p>	<p>Saltire Awards Kilmarnock Academy is now registered as a Saltire Award Group Administrator. Several pupils achieved Saltire Awards for volunteering, completed through Leadership and Personal Development Qualifications. Hours were accrued through volunteering in junior classes; at a local care home; SCQF Ambassador responsibilities; volunteering at youth organisations such as Scouts, Guides, musical theatre, etc. 10 hours award: 43 pupils 25 hours award: 40 pupils 50 hours award: 2 pupils</p> <p>Work experience A total of 56 work placements took place. A total of 41 young people, predominantly from S4, successfully completed a one-week work placement. Each participant was provided with a work log to record their experiences, with most successfully achieving a Level 4 unit (34) and one young person achieving a Level 5 unit. In addition, 15 young people from various senior year groups participated in one-day placements, either on a short-term (9) or long-term (6) basis, to gain an insight into workplace environments and develop employability skills.</p> <p>Pupil voice (internal and QS) S3 pupils have taken part in focus groups to gather their views on Wider Achievement courses and opportunities which they would like to be offered. The feedback from this will be taken forward for curriculum planning for session 2027-28. BGE and SP pupils, particularly those with ASN, Care Experienced and from lower income backgrounds, have been encouraged and supported to apply to the QS Learner Interest Panel. We are currently awaiting the results of the selection process.</p> <p>Citizenship A group of ten ambassadors, promoted and supported pupils’ rights through the following roles and activities:</p>

		<p>Support the review and development of school policies (anti-bullying policy refresh)</p> <ul style="list-style-type: none">- Plan and run the S1 Fresher's Fair- Support PTs with refreshing their department displays especially in relation to Rights Respecting Schools- Plan the Rights Respecting Schools Staff Awards- Undertake MVP and ESAS training
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Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	5
Quality Indicator 2.3 Learning, Teaching and Assessment	5
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

**The data is collected from a summative evaluation in May 2026 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, as well as the SLT overview.*

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.