



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Kilwinning Academy



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

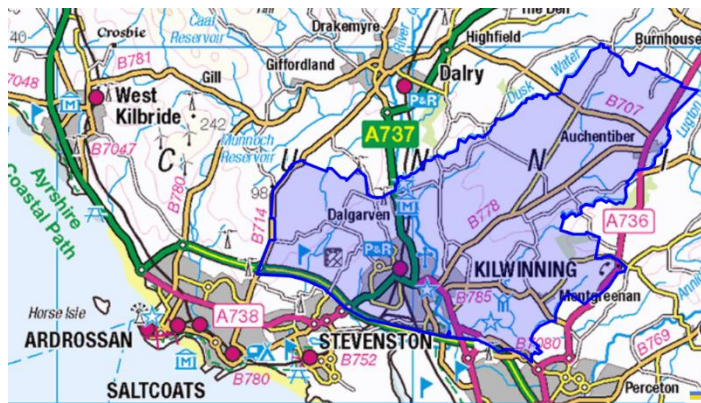
Acting Head Teacher

OUR SCHOOL

Kilwinning Academy serves a diverse community within North Ayrshire and works closely with its associated primary schools: **Abbey Primary School, Blacklands Primary School, Corsehill Primary School, Pennyburn Primary School and Whitehirst Park Primary School.** We have built strong partnerships with children, parents, carers, families, and the wider community and as a school we are committed to continually improving outcomes for our learners.



The school roll for session 25-26 was 859 pupils. This is staffed by a Head Teacher, three Depute Head Teachers, seven Curriculum Faculty Heads/Principal Teachers, four Principal Teachers of Pastoral Care, two job share Principal Teachers of Support for Learning, one Principal Teacher of Inclusion and one Principal Teacher of Raising Attainment and Achievement. Our total staffing is 66.2 teaching staff. We also have 12 classroom assistants and 2 Area Inclusion Workers who support learners effectively in and out of classes.



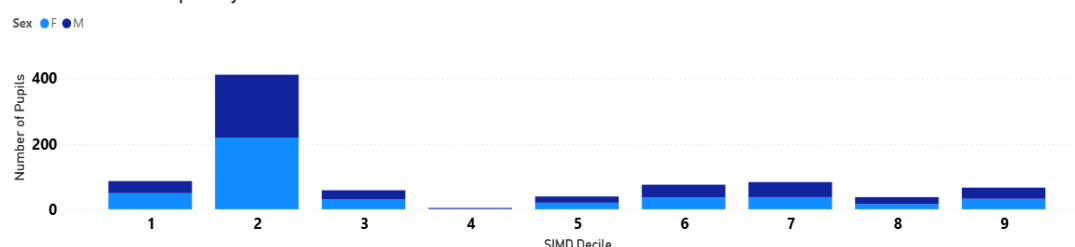
Some key facts about our school roll:

- 435 girls and 424 boys
- 412 pupils with Additional support needs
- 340 pupils in receipt of free school meals
- 53 Care Experienced pupils (including those previously looked after)
- 46 Young carers

Across this cluster, there is a significant proportion of young people experiencing varying levels of socio-economic disadvantage. This is reflected in the number of pupils residing in SIMD (Scottish Index of Multiple Deprivation) deciles 1 and 2, with **almost 60%** of the school roll drawn from these most deprived areas in Scotland. Learners in this context may face a range of barriers to attainment and wellbeing, including limited access to resources, digital inequity, financial pressures, and reduced opportunities for enrichment beyond school.

In addition, approximately **40%** of pupils are in receipt of free school meals, providing a further indicator of economic disadvantage within the school community reinforcing the importance of targeted and universal supports to ensure equity of access to high-quality learning and teaching. These circumstances can impact attendance, engagement, attainment, and wider achievement, requiring a consistent and proactive response from the school.

Distribution of Pupils by SIMD Decile



Kilwinning Academy is committed to closing the poverty-related attainment gap through a range of strategic interventions. These include targeted literacy and numeracy support, enhanced pastoral care, and the effective use of Pupil Equity Funding to deliver both universal and targeted approaches. Staff prioritise building strong, trusting relationships with pupils and families, recognising the importance of nurturing, inclusive practice in supporting wellbeing and readiness to learn.

The school context is therefore one of both challenge and opportunity. While socio-economic factors present clear barriers, Kilwinning Academy maintains a strong focus on ensuring that all young people, regardless of background, are supported to achieve their full potential, underpinned by an ethos of equity, inclusion, and high expectations for all learners.

Learning and teaching across the school is strong in most classes, with many aspects rated as good. This is supported by the Kilwinning Academy STAR approach. However, there is a clear ambition to move from good to very good by further developing differentiation and adaptive teaching at all stages, ensuring that learning meets the needs of all learners and ensuring the purpose of learning is clear to all pupils. Continued focus is required to ensure our middle 60% of pupils are stretched to achieve the best possible outcomes. Expectations for pupil attainment remain high, supported by enhanced tracking and monitoring of pupil's attainment within the BGE and senior phase. We have made a significant investment in high-quality professional learning through collaboration with the NAC Professional Learning Academy as well as using in-house expertise, and we are

confident that this will continue to enhance learning, teaching, and overall attainment and achievement.



Our school improvement priorities for this session were developed in consultation with all teaching staff and pupils. For the year ahead we have also consulted with parents, and we are looking to develop this engagement further over the course of the session. In addition, we collaborated with a range of partners in shaping these priorities. They align closely with North Ayrshire Council's strategic aims and are designed to help our school community move "Forward together".



OUR VISION, VALUES AND AIMS

School Vision

Kilwinning Academy strives to be an ambitious, successful school based on the principles of nurture. We are welcoming, supportive and inclusive. Academic and vocational achievements are recognised and celebrated.

School Values

The school community collaborates with stakeholders to develop the four capacities of all young people. It allows young people to develop into successful learners, confident individuals, responsible citizens and effective contributors. They can demonstrate our values of Ambition, Belonging, Dedication, Inspiration, Respect and Responsibility within the school and the wider community.

School Expectations

We ask staff to have high expectations of all learners. All young people are asked to follow the school values with a view to achieving their best outcomes as they prepare for life, work or further learning.



ATTAINMENT & ACHIEVEMENT

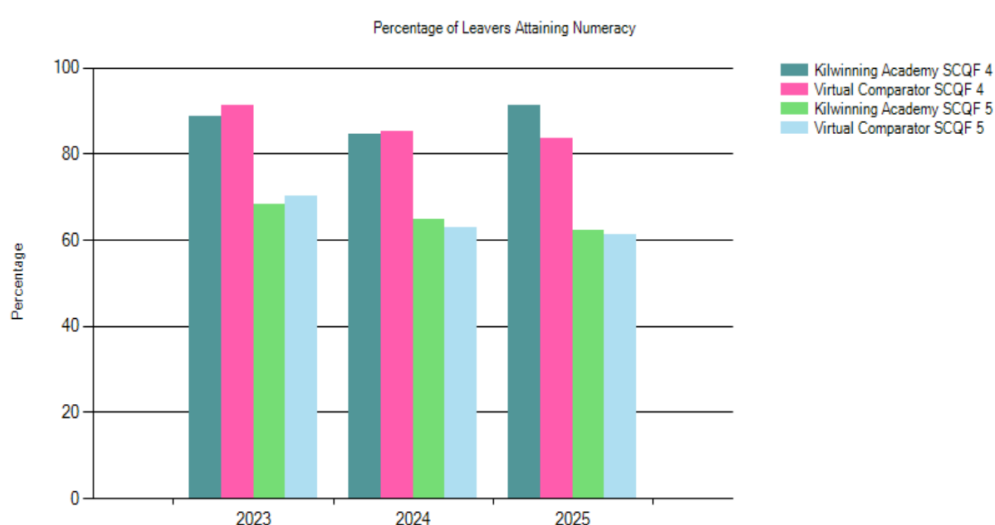
Important data on attainment and achievement. Include evaluative comment on attendance & exclusion data.

Insight Data

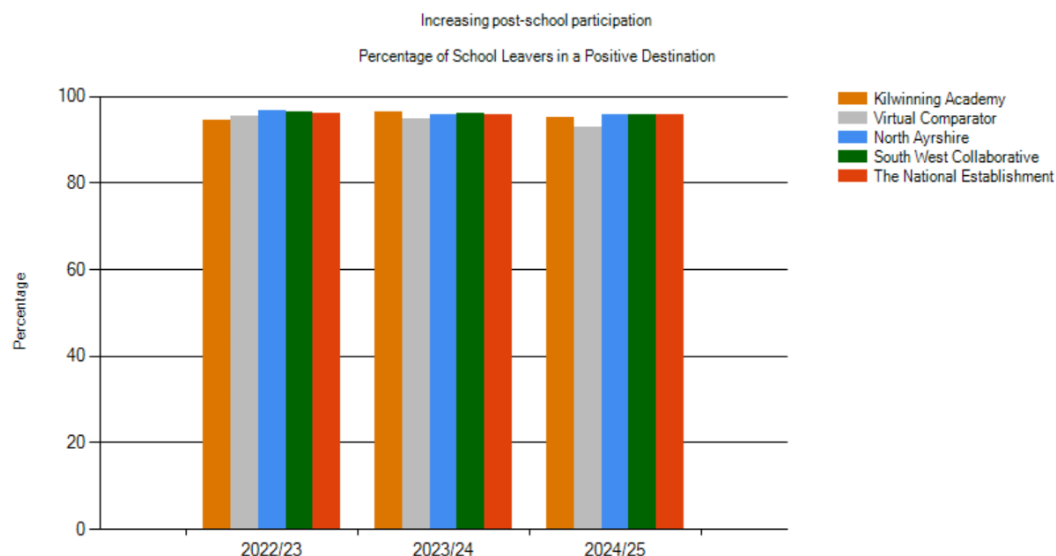
The Scottish Government produces data in a system called 'Insight' that shows the school's progress in 4 main areas: attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. Our data is compared to a 'virtual comparator' which is our expected performance based on pupils with similar characteristics nationally. The data is for those young people who have left school in the academic year from S4-6.



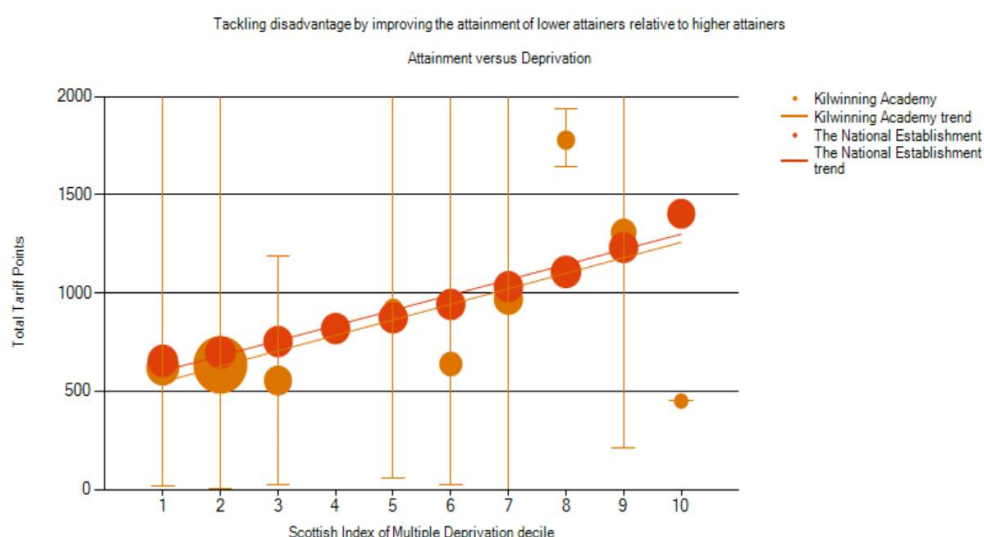
In literacy, our young people attain **less** than our virtual comparator at both level 4 and at level 5. This has been an area of priority over the last session, and we are confident this data will improve after this year's exam diet and with our leavers data next February.



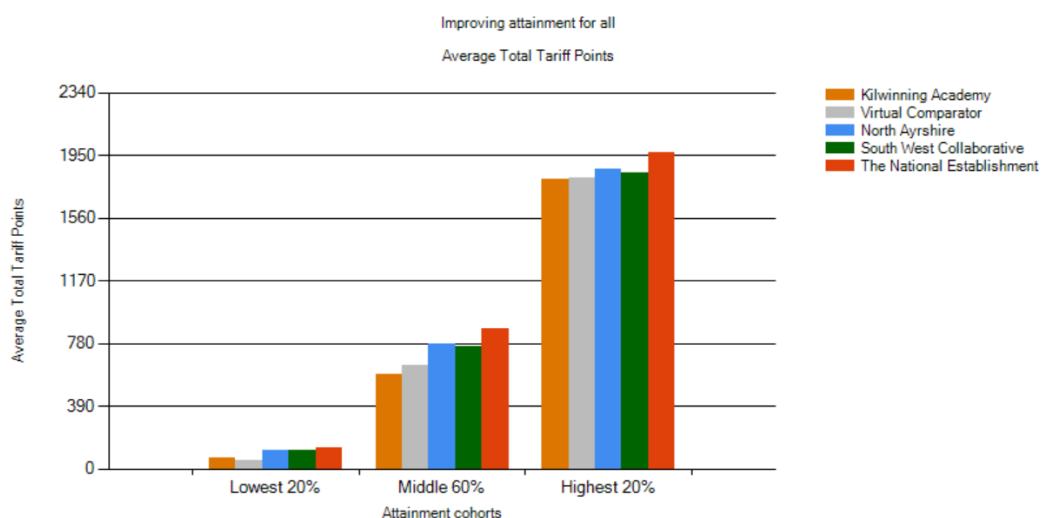
In numeracy, our young people attain **greater** than our virtual comparator at both level 4 and level 5.



95.6% of our leavers in 2024-25 secured a positive destination beyond school. This is **greater** than our virtual comparator as well as being in line with North Ayrshire and National averages.



The chart above shows the attainment of all leavers in S4-S6 divided into 'bubbles'. The numbers 1-10 along the bottom indicate the level of deprivation (in deciles) with 1 being most deprived and 10 being least deprived. The orange bubbles are groups of our young people, and the red bubbles are groups of our virtual comparator's young people. Where the orange bubbles are higher than the red, we are doing better, where they can't be seen they are underneath the red and we are doing as well as the comparator. Where the orange bubbles are lower than the red bubbles we are doing less well. The size of the bubble relates to the number of young people in that SIMD group.



The bar chart above shows the attainment of all school leavers in S4, S5 and S6 in 2025. Our lowest attaining 20% are performing **greater** than our virtual comparator while our middle attaining 60% were performing **lower** than our virtual comparator. Our top attaining 20% are performing broadly in line with our virtual comparator.

ACEL Data

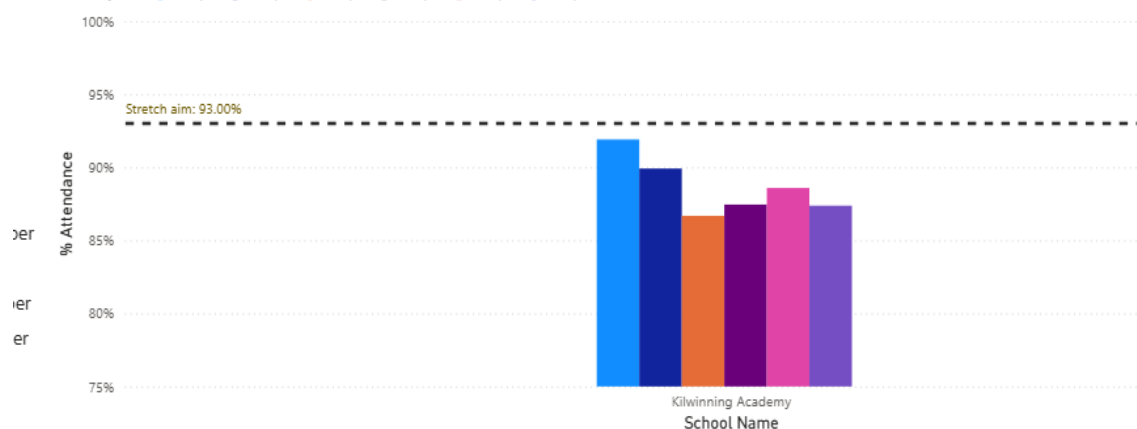
Our Achievement of a Level (ACEL) data shows a clear trend of improvement over time in all areas of Literacy, with predicted improvements for session 25/26 in all elements at fourth level. Third Level numeracy has remained stable over the last four years, and fourth level numeracy has also shown improvement over time. This data is published annually by the Scottish Government.

Achievement of Literacy and Numeracy CFE levels by the end of S3								
	Reading %		Writing %		Listening/ Talking %		Numeracy %	
	3rd	4th	3rd	4th	3rd	4th	3rd	4th
2024/25	91.43	65.7	91.43	65.7	91.43	65.7	90.29	65.3
2023/24	89.71	72.0	88.57	71.4	91.43	71.4	95.5	81.5
2022/23	54.55	16.4	52.10	12.6	52.73	11.5	88.76	52.1
2021/22	87.95	68.7	86.75	66.9	90.36	71.1	90.96	54.8

Attendance and Exclusions

% Attendance by school and session/year

Session/Year ● 2020/21 ● 2021/22 ● 2022/23 ● 2023/24 ● 2024/25 ● 2025/26



School Name	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Kilwinning Academy	91.91%	89.92%	86.68%	87.45%	88.59%	87.38%

Nationally attendance has dipped since the COVID pandemic. We have been working hard as a school community to improve the attendance of pupils at school. This has included regular inputs at assembly and during PSHE as well as communications home to highlight the impact of regularly being absent from school. We have plans in place for next session for more detailed tracking of attendance and further consideration of our universal, targeted and Intensive approaches for our young people.

The impact of non-attendance on North Ayrshire's children and young people

Why Attendance Matters



MINUTES LATE / MINUTES MISSED	IMPACT ON ATTENDANCE IN A YEAR
5 minutes a day =	3.4 days absent = 98.4% attendance
10 minutes a day =	6.9 days absent = 97.6% attendance
15 minutes a day =	10.3 days absent = 94.6% attendance
20 minutes a day =	13.8 days absent = 92.9% attendance
30 minutes a day =	20.7 days absent = 89.2% attendance

Exclusion is always a last resort at Kilwinning Academy, and we work hard to support children and young people effectively through having an inclusive and relationally rich school which we feel impacts positively on relationships and behaviour. This is highlighted by our exclusion data being at its lowest level for the last 5 sessions.

School	Session Year	# of Exc. Openings	# of Exc. Incidents	# of Distinct Pupils Involved	Average Length of Exclusion (openings)
Kilwinning Academy	2020/21	24	7	6	3.43
Kilwinning Academy	2021/22	107	33	23	3.24
Kilwinning Academy	2022/23	127	57	34	2.23
Kilwinning Academy	2023/24	152	53	37	2.87
Kilwinning Academy	2024/25	130	49	31	2.65
Kilwinning Academy	2025/26 (to date)	97	39	24	2.49

WIDER ACHIEVEMENT

Developing The Young Workforce

At Kilwinning Academy, we continue to place a strong emphasis on Developing the Young Workforce (DYW). Our DYW co-ordinator ensures that information regarding some of the incredible opportunities available to our young people is shared with them to help support them into a positive destination post-school. She shares these opportunities through social media but also directly with all young people on a google classroom specific to their year group.



SCQF Ambassadors

At Kilwinning Academy we are a **Gold SCQF Ambassador** school. The **SCQF School Ambassador Programme** is a Scottish educational initiative that helps secondary schools expand their qualification offerings and promote the value of both academic and vocational pathways. Run by the [Scottish Credit and Qualifications Framework \(SCQF\)](#), it is designed to demystify different qualification levels and show how they compare across schools, colleges, and universities. Our school ambassadors support this work by acting as peer mentors and role models. They help younger pupils and parents understand pathway options and can even achieve formal SCQF Level 6 Leadership Awards.





Work Experience Opportunities

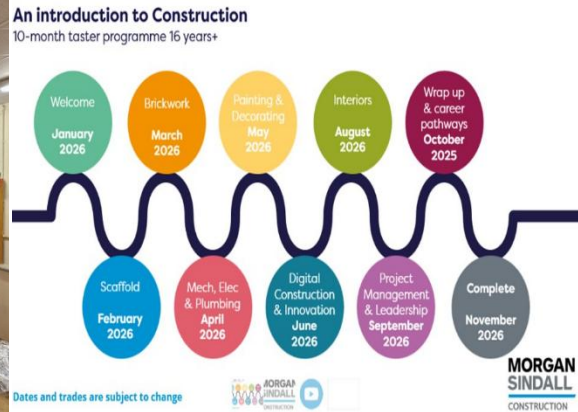
Since August, **50 young people** have had the opportunity to undertake work experience at a variety of local employers such as; Parris & McNally Accountants, GE Aerospace, GSK, Woodward Engineering, NHS Ayrshire & Arran, Blacklands, Abbey, Whitehurst, Corsehill and Pennyburn Primary schools, Ashleigh Construction, Shalom Nursing Home, Police Scotland and Stagecoach.

Since February 2026 we have had **36 young people** complete a work placement in places such as Loganair, local primary schools, Clark Contracts, Lockhart Campus and Neill Brothers.

Also **34 young people** have applied for the Strathclyde University Accelerate Programme in June which is a week's long programme to introduce pupils to university life, and they will learn more about their chosen subject. This experience will also help pupils transition from school to university.

Morgan Sindall Construction Partnership

Our DYW Coordinator, Mrs Claire Bain has developed a new partnership with Morgan Sindall and Greenham who have donated a selection of tools and PPE. This new partnership has not only allowed young people to undertake a recent construction taster session but have been offered a work placement opportunity at the new Ardrossan campus. Morgan Sindall have also included our school on their Introduction to Construction Programme – 2026 which would see a total of 12 students (aged 16+) spend 1 hour per month on site with Morgan Sindall and their subcontractors over the course of 10 months. This is likely to begin around August 2026. Each month, the theme would vary, and the young people will learn about a different trade each visit. Each young person will be provided with PPE on site and will get to see the project developing with each visit.



S3 Skills

As part of our work with DYW we offer S3 pupils some real-life work experience as part of their curriculum. We have a fully functioning nail bar and barista experience for our young people, to support them to achieve the skills they require for the world of work.

Kilwinning Academy Roasters (Barista Class)

The 'KA Roasters' have been busy serving and selling coffee each Friday to staff. The class are gaining the knowledge and experiences required to achieve the Level 5 Barista Skills Award. This has included partnership working with local business and we were supported by The Corner House; Buzz works as their general manager (an ex-pupil) hosted a Latte Art workshop for the class. The class also gained some real experience by being on hand to serve at our S2 options evening and P7 transition night.



KA Nails

The Nail Bar young people have worked hard over the course of the year to gain their Level 4 Employability course award. They also welcomed families to Kilwinning Academy to take part in a Mother's Day event. The Young People showed their appreciation for their mothers, grandmothers and siblings by inviting them for a free manicure at the KA Nails salon. This was a great opportunity for the young people to showcase the skills they've developed over the past year.



The Duke of Edinburgh Award scheme

The Duke of Edinburgh group have been working hard and last year **39 young people** achieved their Bronze award, and **38** received their Silver award with **6 expeditions** taking place.

Current participants for this session are; **Bronze 35, Silver 30 and Gold 36**. We hope that all will achieve their full awards by the end of the session.



Rights Respecting Schools

UNICEF UK works with schools across the United Kingdom to transform education through children's rights, giving young people the best possible chance to grow up empowered, inspired and ready to make a difference in the world.

The Rights Respecting Schools Award does this by placing children's rights at the heart of school policy and practice, enabling leaders and teachers to strengthen pupil's sense of belonging and voice, and to create an environment for great learning. At Kilwinning Academy we currently hold our **Silver RRS award** and have been on the journey to Gold for the last couple of years. Early in the new session we will be hosting our accreditation visit and will hopefully be awarded our Gold status at this time.



Active Girls

There were **6 Active Girls** Representatives from Kilwinning Academy who volunteered to be part of a committee to break down barriers for girls in sport. They've taken part in team-building nights, residentials, and planning sessions with reps from across North Ayrshire.

As part of this they hosted our very own Active Girls week where all girls' were offered the opportunity to participate in physical activity including wellbeing walks, staff vs pupil netball and clubercise!



Sport Scotland school sport award

Kilwinning Academy has continued to receive the Sport Scotland school sport Gold Award for 2025-27. The school has been recognised for the amazing work we do at Kilwinning Academy, including during the curriculum and extra-curricular and supported by our Active schools co-ordinator. We are also part of a Gold Award cluster as each of our primary schools hold the award also!



North Ayrshire Sports Academy (NASA)

15 Kilwinning Academy pupils joined the NASA programme this session, mentored by our inspiring Team Inspire leaders. They have worked hard to gain qualifications in Mental Health, Safeguarding, and Sports Coaching – including Youth Sport Trust's TopPlay & TopSport, Playground Games, and Role Model training.

Young Ambassadors

17 Kilwinning Academy pupils from S2–S6 attended the Young Ambassadors Conference in September, learning how to plan, promote, and deliver sport in their community. They now volunteer to organise exciting sports clubs and events for Kilwinning Academy and beyond.

Cycling Leadership

12 Kilwinning Academy students piloted a new cycling leadership course with Scottish Cycling and were trained in BMX cycling skills to teach to the local primary schools.

Our fully trained RUaR Cycle leaders are now delivering BMX Freestyle session to the Primary 7 class at Abbey Primary, taking them in small groups for 3-week blocks and learning BMX skills and tricks. The group have also encountered some pupils who haven't learned to ride a bike yet and are working on helping them learn how to cycle.





S6 Pupil leadership Team

It was a busy year for our S6 pupil leadership team, with many meetings, inspirational talks and attending community events. We have been working alongside our Area Inclusion Worker to write a proposal for a grant to help fund an exciting, inclusive class where young people get to express their passion for growing fruit and vegetables.



The Pupil Leadership Team have been heavily involved in several activities throughout the year, including:

- Collaborating with each other on school projects
- Meetings with the Senior Leadership Team and partner agencies
- Planning values week and bearing responsibility of organising a number of activities

- Raising money for charity by hosting a Hallowe'en party
- Hosting a Christmas stall at Kilwinning's Christmas light switch on
- Attending Kilwinning's Remembrance Day parade
- Values week during Dec 25.

As well as this many of our S6 "gave back" time during their study columns to support younger learners within the school community, really displaying our school values in action.

Mentors in Violence Prevention (MVP)

Several S6 young people have taken the opportunity to be trained as Mentors in Violence Prevention. Having undertaken the two-day training, they have planned and prepared lessons and have delivered in small groups to BGE PSHE classes.

The MVP programme is a whole school approach to gender-based violence in which senior mentors are trained and supported to deliver lessons to their younger peers. They will lead discussions with their younger peers around healthy relationships and gender-based violence.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Improvement Planning 2025-26: Update

The Kilwinning Academy School Improvement Plan for session 2025-26 was aligned to the 5 priorities of the National Improvement Framework. The plan was created under these 5 priorities, based on robust self-evaluation and analysis of performance evidence. Learners, staff, and partners were fully engaged in the development of the plan.

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	- High quality learning, teaching and assessment - Raising attainment and achievement	- Interventions to reduce gaps - Specific focus on identified target groups, including care experienced learners - Improving data literacy skills	- Improving skills - Improving transitions - Partnerships to improve post-school learner outcomes	- Improving attendance - Supporting mental health and wellbeing - Supporting physical health and wellbeing - Supporting social and emotional wellbeing	- Supporting children's needs - Maximising learner voice and participation - Maximising parent/carer involvement and engagement

Priority 1: Learning and Teaching

- To establish consistency with the communication of the purpose of learning, including pupil understanding of this.
- To support continued improvement to the quality of learning and teaching through continued collaborative CLPL activity.
- Moderation practices to be enhanced and embedded, through work within our cluster and beyond, to improve staff confidence.

Progress:

- Introduction of Teaching Sprints has been well received by staff – small and manageable change within a classroom. Staff focus group highlighted that there has been increased confidence with experimenting. The Teaching Sprints model has successfully supported the development of a more reflective, collaborative, and enquiry-focused professional learning culture across the school.
- Greater emphasis on the purpose of learning witnessed during North Ayrshire Trio visits, with most observed lessons making at least one reference to this.
- CLPL is positively perceived by staff, it is viewed as varied and responsive to staff needs. Staff feedback indicated that increased reading and podcast learning opportunities will form part of improvement priorities for the next session.

- Moderation Partnership established with Irvine Royal allowed subjects to share good practice and moderate pupil work. Across both events moderation activities were undertaken for both Broad General Education and Senior Phase.

Priority 2: Raising Attainment & Recognition of Achievements

- To Improve attainment and achievement levels for all young people whilst helping them develop skills and prepare for life after school.
- To specifically improve attainment in L4 and L5 Literacy and numeracy
- To improve the quality of tracking and monitoring in the Broad General Education to show progression over time, and highlight areas of development to allow whole school, faculty, and individual interventions to be put in place.
- Ensuring that more young people are able to access choices or options in the senior phase that fully meet their needs.

Progress:

- Improved tracking, targeted interventions and staff confidence now means that L4 and L5 numeracy and literacy are both predicted to be above our virtual comparator for session 25/26.
- Meta-skills have been gradually introduced to all pupils and staff and will continue to grow with further plans for next session.
- Two new BGE trackers have been created and are regularly shared and discussed with staff. The trackers allow individual progress to be shown over time, and for subject progress to be shown over time and compared to others and previous years. Information has been used from these trackers to identify specific groups for interventions next year.
- A new 'free choice' options process was used and allowed 92% of S2 pupils to access their preferred subject choices for S3.

Priority 3: Improvement in Young People's Wellbeing

- To support our young people to attend school more consistently.
- To ensure our pupils are supported with a rigorous approach to positive relationships within the classroom environment.
- To improve the inclusive ethos of our school community by using a range of strategies
- To use a wide range of wellbeing, attendance and behavioural data to implement targeted interventions for young people

Progress:

- Staff upskilled in the use of new attendance tracker, implementation in session 2026/27 will see a more targeted approach to attendance analysis and intervention planning.
- Appointment of PT Pastoral Assistants increasing the number of key adults' young people have access to, supporting mental health, wellbeing and attendance interventions.

- Almost all young people engage in positive relationships across our school community, supported by staged intervention supports that build on relational approaches with teaching staff.
- Recognition of success approaches have increased at whole school level with young people celebrating their success more often.
- Our approach to mobile phones in school has reduced disruption to learning for the majority of learners.
- Young people with additional support needs including SEBD and neurodiversity have access to a wider range of targeted supports through our new Inclusion Department and whole school Inclusion Approach.
- MCR Pathways Coordinator established within our school community over session 2025/26 with links developing across 45 young people from S1-S6.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core Qis

QI 1.3 Leadership of Change	Evaluation	<u>4 Good</u>
Leadership across Kilwinning Academy demonstrates a clear and increasingly collaborative approach to driving improvement. Senior and middle leaders engage staff meaningfully in developing a shared vision for change, which reflects the needs of the school community and is understood by most stakeholders. Approaches to planning for improvement are generally evidence-based, drawing on a range of self-evaluation activities, including attainment data, stakeholder feedback, and professional dialogue. This ensures that priorities are relevant and focused on improving outcomes for learners. There is a growing consistency in how leaders communicate the rationale for change, and most staff have a sound understanding of the key improvement priorities. The pace of change is appropriately managed, allowing time for initiatives to embed and for staff to develop confidence in new approaches, although there remains scope to further strengthen consistency in implementation across departments. Overall, leadership is having a positive impact on learners' experiences and outcomes, with collaborative practices increasingly supporting sustained and meaningful improvement. Next Steps: The school will strengthen its approaches to self-evaluation to ensure they are more rigorous, systematic and clearly linked to measurable impact. This will include increasing ownership of self-evaluation processes across all levels of leadership, ensuring all staff play an active role in identifying strengths and areas for improvement. A refreshed, clearly articulated vision, values and aims will be developed in collaboration with stakeholders to ensure they are relevant, aspirational and fully understood across the school community. In addition, there will be a focused drive to continue to build leadership capacity and professional confidence among staff, supporting them to lead change effectively and contribute meaningfully to sustained school improvement.		

QI 2.3 Learning, Teaching & Assessment	Evaluation	<u>4 Good</u>
Across the school, learners benefit from high-quality learning experiences which are increasingly engaging, relevant and appropriately challenging. Staff demonstrate a sound understanding of effective pedagogy and, in most cases, create a positive learning environment where learners feel supported and motivated to succeed. There is a strong focus on building positive relationships, which underpins learners' confidence and willingness to participate in their learning. Staff make use of a range of assessment approaches to monitor progress and inform next steps in learning, although this is not yet consistent across all areas. Where practice is strongest, assessment is used effectively to support learners' progress and shape high-quality learning experiences. In these contexts, learners are increasingly involved in understanding their progress and identifying their own targets, supporting them to take greater ownership of their learning. Feedback is generally clear and supportive, helping the majority of learners to understand how to improve. There is growing consistency in the quality of learning and teaching across the school, although some variation remains. Overall, the quality of learning experiences and use of assessment are contributing to positive outcomes for most learners, supporting them to maximise their successes and achievements. Next steps: The school will further strengthen the quality of learning and teaching by ensuring greater clarity and consistency in communicating the purpose of learning, so that all learners understand what they are learning, why it is important, and how it supports their progress. There will be a focused approach to building staff confidence and consistency in assigning ACEL levels, supported by moderation and professional dialogue to ensure improved accuracy and shared understanding of standards. In addition, staff will continue to develop and embed inclusive and adaptive approaches to meet the diverse needs of all learners, ensuring that appropriate support and challenge are consistently evident across all learning contexts.		
QI 3.1 Ensuring Wellbeing, Equality & Inclusion	Evaluation	<u>4 Good</u>
The school has a strong commitment to promoting the wellbeing of all learners, with a clear understanding that wellbeing underpins positive outcomes and achievement. Policies and practices are well aligned with current legislation and reflect a shared ethos of respect, inclusion and the value of every individual. Staff demonstrate a good awareness of wellbeing indicators and, in most cases, respond appropriately to ensure learners feel safe, supported and respected within the school environment. There is a clear focus on promoting wellbeing entitlements, and raising awareness of protected characteristics, supporting learners to develop an understanding of equality and inclusion. Partnerships with families and external agencies are used effectively to support learners' needs. Most learners report feeling supported and able to seek help when required.		

Approaches to wellbeing are having a positive impact on learners' engagement, confidence and readiness to learn. While practice is strong overall, there remains scope to further embed consistent approaches across all areas of the school to ensure all learners experience equally high levels of support.

Next Steps:

The school has undertaken a review and restructuring of its support provision to ensure it meets the needs of an increasingly diverse range of learners, enabling more responsive and targeted interventions. This will include clearer identification of needs and improved alignment of support to maximise impact on wellbeing and attainment. A planned programme of CLPL will be implemented to build staff confidence and consistency in nurturing positive relationships and managing behaviour effectively, ensuring approaches are inclusive and supportive of all learners. In addition, the school will strengthen its tracking and monitoring of attendance, using data more effectively to identify patterns, intervene early and prioritise targeted support for those learners most at risk, thereby improving engagement and overall outcomes.

QI 3.2 Raising Attainment & Achievement

Evaluation

4 Good

The school demonstrates a clear commitment to achieving positive outcomes for all learners. Senior and middle leaders make effective use of data and evidence to monitor progress and identify areas for development, supporting a targeted approach to raising attainment. Most learners are making appropriate progress in their learning, with many achieving expected levels and some exceeding these. Notably, there has been measurable improvement in numeracy attainment over time, reflecting a focused and effective approach. Current strategies indicate that similar improvements in literacy, particularly at Levels 4 and 5, are well underway and expected to strengthen outcomes further.

The school provides a range of opportunities for learners to develop and demonstrate their skills and attributes across different contexts. Achievements are increasingly recognised and celebrated, helping to build learners' confidence and motivation. There is a growing focus on tracking wider achievements, enabling a more holistic understanding of learners' successes.

Overall, the school has a positive track record of continuous improvement, with attainment levels remaining stable in key areas. While outcomes are good for most learners, there remains scope to further reduce variability and ensure consistently high levels of attainment and achievement for all.

Next Steps:

The school will implement targeted strategies to support S4 learners to remain engaged in school and sustain positive destinations, ensuring appropriate pathways meet their needs and aspirations. There will be a strengthened focus on expanding and promoting Level 6

pathways to improve attainment measures, particularly 1@6 and 5@6, ensuring all learners have access to appropriate opportunities for success.

Approaches to target setting will be further developed to ensure they are suitably ambitious and clearly informed by robust data for learners in S4, S5 and S6. This will be supported by more systematic tracking and monitoring of progress, including a clearer focus on evaluating outcomes at the end of each session to ensure timely interventions and maximise learner achievement.

In addition, the school will formalise the recognition of wider achievement, both within and beyond the school, through the development of a structured rewards system. This will support the celebration of success, raise motivation and ensure a more holistic recognition of learners' skills, attributes and accomplishments

PUPIL EQUITY FUNDING

Effective use of PEF (Pupil equity funding) enables our most vulnerable young people to access and engage with their education and in turn reduce the poverty related attainment gap.

For the academic session 2025-26, Kilwinning Academy was allocated £108,000 through the Scottish Government's Pupil Equity Fund (PEF). This allocation was based on the number of pupils registered for Free School Meals at the time of distribution.

The school identified key priorities, which have shaped our targeted 'PEF Streams'. These streams focus on the following broad areas: literacy and numeracy, health and wellbeing, and mitigating the impact of poverty through targeted supports.

Further details on how PEF funding is being used can be found in our annual PEF report, available on the school website.



IMPROVEMENT PLAN PRIORITIES 2026-2027

Kilwinning Academy continues to demonstrate a commitment to improvement. Staff across the school, work together to create a positive ethos based on high expectations and standards. Strong, positive relationships have been developed with young people and their families as the school continues to address the barriers that exist for our young people. The school aims to provide young people with a range of learning experiences throughout the school day and beyond, to support their overall health and wellbeing.

Key Improvement Priorities for session 2026-27

- Expand leadership opportunities for staff, building capacity for practitioner-led change and supporting other staff to more effectively meet the needs of our learners.
- Enhance and align CLPL to support leadership development, and high-quality learning and teaching experiences for our pupils
- Whole school self-evaluation procedures to be strengthened leading to enhanced use of evidence to form future planning and improved pupil outcomes.
- Creation and implementation of a parental engagement strategy which has an inclusive approach to communication and engagement that is responsive to family's needs.
- Develop pupil leadership so that learners play an active and meaningful role in driving improvement
- Learners will have a clearer understanding of their progress, next steps and targets.
- A continued focus on consistent, high quality, learning and teaching through year 2 of our Teaching sprints model.
- Improvements in confidence of staff in assigning progress levels of pupils through moderation activity with a partner school.
- To improve attendance by more effective tracking of pupil data leading to appropriate interventions that are regularly reviewed
- Pupils experience relational and consistent approaches to positive relationships and behaviour through consistent use of new authority approaches.
- A wider range of pupils to receive appropriate supports for our SSR and Inclusion department to allow them to maintain attendance in mainstream classes.
- Consideration of a refresh of the Vision, Values and Aims of Kilwinning Academy.