



Driving Equity and Excellence

Improvement Report

Session 2024-25

School:	Kilsyth Academy
Cluster:	Kilsyth
Head Teacher:	Robbie Dempsey

Section 1: Establishment Details

Establishment Improvement Report
Context of the school: Kilsyth Academy is a six-year co-educational and non-denominational comprehensive school that enjoys panoramic views over the Kilsyth Hills, the town of Kilsyth and beyond. The building was designed by Sir Basil Spence in the 1930s and opened officially in 1954. An additional wing was built in 1964 and a further extension opened in 1999. During 2005-07, the school underwent a complete refurbishment programme, an extension was built on to the cafeteria and a new classroom block was opened.

The main building has two floors which accommodate a well-stocked Library with IT section, nine Computer Suites, an Assembly Hall, Cafeteria, two Gyms, a Fitness Suite as well as classrooms, Science laboratories, Technical workshops, Music Technology facilities, Recording Studio, Art and Design rooms and Home Economics kitchens.

The school has a current roll of 444 pupils and a teaching staff of 35 FTE. The Senior Leadership Team consists of the Head Teacher, who was appointed in August and three Depute Head Teachers. There are also six Faculty heads and three Principal Teachers of Pupil Support.

Built upon three core values of Fairness, Ambition and Respect, and by embracing our motto 'Spe Expecto', 'I Look forward with Hope', everything we do in Kilsyth Academy is geared towards preparing our young people for the future, supporting them to develop essential knowledge and future skills that will allow them to thrive. We do this by ensuring fairness and equity for everyone within an aspirational culture that drives ambition. This, of course is underpinned by ensuring our community is built on a foundation of respect for each other and our environment and is supported by our dedicated and talented staff.

Pupil Attainment Information:

By the end of S4:

Percentage of S4 roll achieving Literacy and Numeracy at SCQF Level 4 or above

	2023	2024	2025
Kilsyth Academy	88.4%	89%	98.7%

Percentage of S4 roll achieving Literacy and Numeracy at SCQF Level 5 or above

	2023	2024	2025
Kilsyth Academy	81.6%	63.4%	85.3%

Percentage of S4 roll achieving 5 or more awards at SCQF Level 3

	2023	2024	2025
Kilsyth Academy	87.4%	93.9%	98.7%

Percentage of S4 roll achieving 5 or more awards at SCQF Level 4

	2023	2024	2025
Kilsyth Academy	85.4%	89%	84%

Percentage of S4 roll achieving 5 or more awards at SCQF Levels 5

	2023	2024	2025
Kilsyth Academy	62.1%	62.2%	62.7%

Percentage of S5 roll achieving 5 or more awards at SCQF Levels 5

	2023	2024	2025
Kilsyth Academy	80.3%	81.4%	81.2%

Percentage of S1 roll achieving 1 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	77.5%	73.3%	76.8%

Percentage of S5 roll achieving 3 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	56.3%	52.3%	60.9%

Percentage of S5 roll achieving 5 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	25.4%	36.1%	23.2%

Percentage of S6 roll achieving 1 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	98.3%	100%	98.2%

Percentage of S6 roll achieving 3 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	86%	88.4%	85.5%

Percentage of S6 roll achieving 5 or more awards at SCQF Level 6

	2023	2024	2025
Kilsyth Academy	68.4%	72.1%	65.5%

Percentage of S6 roll achieving 1 or more awards at SCQF Level 7

	2023	2024	2025
Kilsyth Academy	45.6%	65.1%	58.2%

Attendance and Exclusion Information

The attendance rate for the session was 90.3. This was in line was the previous session and an increase from previous years.

There was a decrease in the rate of exclusions.

A range of strategies are used to improve attendance and reduce exclusions. These are often bespoke and will be centred around the young peoples' needs, including:

- Regular reviews of tracking data
- Support from PEF funded staff
- Curricular interventions
- Soft start
- Nurture Groups
- Family Engagement

Details of consultation: Pupils/Parents/carers/staff/stakeholders

- Since the new headteacher started in August, the following consultation has taken place: all teachers able to contribute to discussion of school improvement priorities through surveys and focus groups; Pupil Surveys and focus groups completed; Parental Surveys completed and consultation with Parent Council; Pupil Leadership Groups re-established.

Section 2: What progress have you made in closing any poverty related attainment gap?

(

March Update

(Consider planned intervention, impact and evidence)

Evidence of Impact from February Insight Update:

Destinations:

- Positive Destinations for pupils from SIMD Quintile 1 has increased to 91.67%.
- This is the highest in four years and is above the Virtual Comparator.

Literacy and Numeracy Combined:

- The percentage of leavers from SIMD Quintile 1 attaining literacy and numeracy is above the Virtual Comparator for both Level 4 and Level 5.

Much of the below is a continuation of ongoing interventions. Therefore, there is a degree of repetition from earlier updates.

PT Raising Attainment and Inclusion (PEF funded) – Intervention Summary

22 pupils initially identified as being at risk of achieving less than 5 awards at level 3 or above. 2 have moved to other schools and one new pupil added to list. Of 21 remaining, 16 (76%) have ASN, 15 (71%) are in SIMD deciles 1-3. 11 pupils (52%) fall into both categories. Two more have now been added.

Interventions to date include:

Re-engagement of chronic non-attenders

- 5 pupils are now working with PEF funded teacher to achieve qualifications – all on target to achieve at least 5 awards at level 3 or 4. In addition, 5 staff members volunteer free time to give subject input each week.

Progress is tracked by regular update conversations with all staff and recorded on Targeted pupil team. In total, 26 qualifications at N3 or N4 level have been achieved in SfL. Feedback is issued to parents on a regular basis. Bespoke programmes of learning have been drawn up following interviews with SDS and learner conversations about future destinations.

Partnership working

- Pupils engaging with Pathways programme, Princes Trust and First Steps.
-
- SDS input for the most disengaged pupils has resulted in bespoke timetables/programmes of work being drawn up for those in SfL. Those hoping to leave after S4 given advice on qualifications needed for future pathways.
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Impact:

Of the 21 pupils on the targeted list, almost all (90.5%) are on target to achieve at least 5 awards.

Attendance:

- Our match-funded PEF teacher supports the interventions above and also works closely with other young people to support improvements in attendance.
- Impact: Attendance for the school year so far for pupils from SIMD Decile 1 is 92.9%. This is higher than the overall school figure.

End of Session Update (June 2025)

Consider overall impact of PEF plan and evidence.

Impact of Interventions Detailed in Previous Submissions:

- 100 % of FME pupils in S4 achieved a minimum of 5 or more Level 3 qualifications
- 100% of SMID Quintile 1 pupils in S4 achieved a minimum of 5 or more Level 3 qualifications.
- Attendance improved for pupils in SIMD Quintile 1 (from 81.2% to 82.7%).
- Exclusion rate (per 1000) for pupils in SIMD Quintile 1 decreased (from 37.7 to 28.9)

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2025)

Cluster Priority (Long Term Outcome): By the end of session 2025 All schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall.		
(Please insert the relevant information below)		
NIF Priority:	NIF Driver:	
NLC Priority:	QI:	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:		
RATIONALE:		
OUTCOMES:		
EXPECTED IMPACT:		
<u>Summary of Progress and Impact:</u> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)		
By the end of session 2025 All schools will have implemented the new NLC Attendance Policy and almost all schools will have increased the attendance of the pupils sitting in the 60-80% bracket thus improving pupil attendance overall:		
Cluster schools have made good progress towards the target of developing a greater understanding of the pupil profile		

and factors contributing to reduced attendance in the 60–80% bracket. Evidence from cluster analysis demonstrates a clear and improving awareness of the characteristics and needs of pupils within this attendance range.

Schools have effectively used data to identify key trends, including the prevalence of additional support needs, socio-economic disadvantage (SIMD 1–3), and care-experienced status among pupils with attendance between 60–80%. The identification of these factors reflects a strengthening capacity for data-informed self-evaluation.

Increased levels of parental engagement noted through cluster analysis suggests that schools are taking appropriate steps to understand and address barriers to attendance. However, while schools understand the issues better now, there is still room to use this knowledge to create more focused and effective support, especially for pupils with more complex needs.

Across the cluster, there is growing recognition of the importance of early intervention, strong relationships with families, and multi-agency collaboration in improving attendance.

To build on this progress, the cluster should continue to share effective practice, enhance multi-agency collaboration, and ensure that strategies are consistently applied across all schools to support equity and inclusion.

There is clear evidence that the cluster schools have adopted and embedded effective school-level planning to support attendance, with all schools actively using this to support pupils in the 60–80% attendance range. A cluster 'good practice guide' has still to be created. Continued professional dialogue and shared reflection across the cluster will be essential to embed practice fully and ensure equity of experience for all learners.

All schools have taken steps to align their practices with the updated guidance, and there is evidence of increased consistency in recording, monitoring, and responding to attendance concerns.

Staff across the cluster demonstrate a clearer understanding of their roles and responsibilities under the new policy, and procedures such as staged interventions, parental engagement protocols, and escalation routes are being more consistently applied. Schools have also begun to embed these procedures into wider wellbeing and inclusion frameworks, supporting a more joined-up approach to attendance and pupil support. Ongoing professional learning and opportunities for cluster-wide reflection and moderation will support full and sustained implementation.

Almost all schools in the cluster have attendance above the NLC average from Aug-May 24/25. One of the Primary schools sits just 0.3% below the NLC average for this period.

Next Steps: (What are we going to do now?)

To help increase attendance further, the cluster should focus on:

- Monitoring individual pupil progress more closely
- Strengthening early intervention strategies
- Sharing effective practice across schools
- Ensuring fidelity to the NLC Attendance Matters Policy

Priority 1 (Long Term Outcome): Improve learning, teaching and assessment	
(Please insert the relevant information below)	
NIF Priority:	NIF Driver:
NLC Priority:	QI:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you	

know? What action was taken and what was the impact?)

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

1.1 Almost all lessons will be consistent with the principles of the Kilsyth Academy Learning and Teaching Charter.

Actions Taken:

- Learning and Teaching Input at each In-Service, covering Learning Intentions, Success Criteria, Feedback and Cooperative Learning.
- Professional learning supported through Purchase of Walk Thrus Subscription.
- Refresh and reminder of L and T Charter.
- Small Schools Collaborative work on questioning and feedback.
- Sharing professional reading linked to L and T Charter.
- Sharing Good Practice at Departmental / Faculty Level.
- Work of Pupil Learning and teaching group, including pupil-led self-evaluation.

Impact:

There were improvements in the quality and consistency of learning and teaching as principles of the Kilsyth Academy Learning and Teaching Charter were further embedded. This was the result of professional learning and the work of the Pupil Learning and Teaching Group. For example, in Learning Visits all teachers shared learning intentions and success criteria to ensure young people understand the purpose of learning. Pupil surveys highlighted strengths relating to several aspects of our learning and teaching charter, including feedback, questioning, learning intentions and success criteria. In a survey, all teachers who responded indicated that professional learning was helping them to embed aspects of the Learning and Teaching Charter.

1.2 By June 2025, all staff will report increased confidence in The Moderation Cycle and have engaged in activities designed to develop their understanding of assessment of a level, including moderation activities with other schools.

Actions Taken:

- Representatives from each subject have worked with their colleagues from three other schools as part of the Small School Collaborative.
- This has involved three dedicated days and the whole May In-service Day was dedicated to this with all teaching staff from the four schools participating.
- The focus of this work has been moderation within the BGE, with all subjects working collaboratively on aspects of the Education Scotland Improvement Cycle.
- This has encompassed key aspects of learning, teaching and assessment including planning, learning intentions and success criteria, feedback and questioning

Impact:

As a result of improved approaches to assessment and moderation, BGE attainment has improved. 56.3% of the current S3 cohort (80 pupils) have achieved 5 or more Level 4s across their subjects. This has increased from 50% last session and from 0 in 2023.

Most (88%) teaching staff agree or strongly agree that 'moderation activities are helping me to make sound professional judgements.'

1.3 By June 2025, the majority of lessons will make reference to the development of meta-skills, and there will be a tracking system for pupils' skill development.

Actions Taken:

- Metaskills were promoted through IDL skills week.
- Metaskills snapfax distributed to all pupils.
- Pupil self-evaluation resource developed and ready to be trialed in PSHE.
- Participation in NLC Metaskills pilot.
- During S2/3 Careers Day employers referred to Metaskills throughout their presentations and related skills to the work place for subjects related to each department.
- PT DYW delivered a Metaskills workshop to all primary 7s during the transition visits

Impact:.

In Learning Visits, Metaskills were referred to in a minority of lessons. In pupil questionnaires, most young people agreed or strongly agreed that they are aware of the meta-skills they are developing.

1.4 By June 2025, more outdoor learning experiences will be available to pupils.

Actions Taken:

The Outdoor Learning Working Group carried out an audit of existing opportunities for outdoor learning. There was sharing of good practice and planning of further possible opportunities for outdoor learning at Faculty Meetings.

Impact:.

A majority of pupils reported that they have opportunities for outdoor learning either weekly (23%) or monthly (30%). Most (80%) faculties reported that they are offering outdoor learning opportunities.

Next Steps: (What are we going to do now?)

- 1.1 Continue work on Learning and teaching Charter, particularly the work of the pupil Learning and teaching group. Focus on Cooperative Learning and opportunities for young people to lead their own learning.
- 1.2 Year Three of the Small Schools Collaborative will focus on Achievement of a Level.
- 1.3 Pupils will begin to record and evaluate their skills. This will take place in some curricular areas and lessons but will be prominently discussed in PSHE. Pupils will improve their awareness of how the skills they develop in school tie into real world scenarios.
- 1.4 This will no longer be part of the School Improvement Plan, but we will continue to support outdoor learning opportunities.

Priority 2 (Long Term Outcome): Create Conditions for Pupils to Thrive

(Please insert the relevant information below)

NIF Priority:

NIF Driver:

NLC Priority:

QI:

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE:

OUTCOMES:

EXPECTED IMPACT:

2.1 At the end of the session, a higher percentage of leavers will enter sustained positive destinations.

Actions Taken:

- Regular meetings with SDS in conjunction with rigorous tracking of potential leavers
- PEF funded PT Inclusion working to ensure all pupils achieve at least 5 L3 qualifications by the end of S4
- Expansion of curricular offer to include more Skills for Work qualifications and National Progression Awards

Impact:

- In the February Insight Update, 98% of leavers were in a positive destination. This is above the Virtual Comparator and is our highest figure in at least five years.

2.2 By June 2025, the principles of Promoting Positive Relationships and Understanding Distressed Behaviour will be further developed.

Actions Taken:

- Nurture Group revisited Paul Dix training
- Engagement with De-escalation CPD
- Achievement of the Keeping the Promise Award, including all staff engaging with the principles of nurture and trauma informed practice

Impact:

- A 13% reduction in exclusion openings.
- Almost all (94%) of teaching staff either agree or strongly agree that pupils are well behaved.
- In questionnaires, most pupils reported that 'Staff help young people to be responsible for their own behaviour' and a majority reported that 'other young people treat me fairly and with respect.'

2.3 By August 2025, almost all S4 pupils will achieve a minimum of 5 or more Level 3 qualifications.

Actions Taken:

- Early identification and tracking of pupils at risk of not achieving 5 qualifications
- Parental contact and interventions coordinated by PEF funded PT Inclusion
- Delivery of a range of qualifications supported by PEF funded SfL Teacher.

Impact

- All (100%) S4 pupils achieved at least 5 qualifications at Level 3 or above.
- This the highest we have been for this measure and significantly above 2024's Virtual Comparator (77.9%)

2.4 By June 2025, all pupils will have the opportunity to participate in leadership opportunities.

Actions Taken:

- Relaunch of pupil leadership groups with all pupils either selecting a group or opting out
- Pupil leadership groups were paired with a member of staff and met throughout the year
- Pupils presented their work to SLT and at assemblies
- Other leadership opportunities for pupils were available including Future Fridays, YPI, Community Involvement, Sporting Activities and more
- Initial tracking of pupils involved in leadership activities

Impact

- All pupils were given the opportunity to participate in leadership opportunities.
- A minority of pupils did participate in leadership opportunities.

2.5 By June 2025, almost all pupils report that they feel valued and respected, and that their efforts are recognised.

Actions Taken:

- Pupil achievements recognised in newsletter and weekly HT letter.
- Regular STAR rewards for pupils.
- Blackpool reward trip

Impact:

- A majority (66%) of pupils agreed that 'the school recognises my efforts.'
- Parent focus groups have indicated that they feel more can be done in this area.

Next Steps: (What are we going to do now?)

2.1 Look to increase S4-S6 staying on rate.

2.2 Keep but decide on clearer measures and outcomes

2.3 Continue current practice here. Remove from School Improvement Plan as we have met this target for two consecutive.

2.4 Introduce new tracking system for achievement including leadership. School captains are developing plan for leadership opportunities for S1-S4. Continue work of pupil leadership groups.

2.5 Keep-link to Merit system and tracking of wider achievement. Set target for improvement.

Priority 3 (Long Term Outcome):

(Please insert the relevant information below)

NIF Priority:

NIF Driver:

NLC Priority:

QI:

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

RATIONALE:

OUTCOMES:

EXPECTED IMPACT:

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

Next Steps: (What are we going to do now?)

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: 1 ,2 ,3 4, 5,		
NIF Driver: 1 ,2 ,3 4, 5, 6.		
UNCRC:		

RECR (if appropriate):
Linked SIP/PEF Priority (if applicable): 1.1 1.3 2.4
How well are you doing? What's working well for your learners?
• School values are well established and embedded in the life of the school. • Improvement planning is informed by national and local priorities, following a three-year cycle and is streamlined to two key school priorities. It is informed by self-evaluation work, that takes place throughout the year. It is supported by Departmental Improvement Plans that follow the School Improvement Plan structure and priorities. • The DYW priorities are promoted, including the launch of SDS Meta-Skills. • The school promotes distributive leadership. There is a whole school focus on improving learning, teaching and assessment. • Most staff feel well supported with professional learning. • There are increasing opportunities for pupil leadership, including our Pupil Council Advisory Board, Future Fridays, Sports Leaders and more.
How do you know? What evidence do you have of positive impact on learners?
• Evidence of school values reference in videos, assemblies, school documents and policies. • Copies of the School Improvement Plan and Departmental Improvement Plans. Whole school and departmental self-evaluation activities prior to these, such as minutes of staff focus groups. • SDS meta skills launch event and posters displayed in classrooms. Records of learning visits. Employability events. Destinations data. • Learning and Teaching Charter developed by pupils / Leadership of working groups / leadership opportunities linked to PRD process/ Almost all staff involved in working groups. Involvement in Trios. • Responses to staff surveys. • High number of pupils involved with the named pupil leadership activities.
What are you going to do now? What are your improvement priorities in this area?
• There will be a refresh of our vision, values and aims next session. • Develop a pupil version of the SIP. Lewis Patterson (National Insight Advisor) to work with Extended leadership Team in May. • Introduce a tracking system for Metaskills. Use MetaSkills icons as part of Learning Intentions and Success Criteria. • Evaluation of Trios model. As per SIP, embed L and T Charter further and link to PL. Sharing good practice at Inset / Whole school level. • Develop internal professional learning programme. • Introduce specific leadership opportunities for all year groups.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority:			
NIF Driver:			
UNCRC:			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable):			
How well are you doing? What's working well for your learners?			
Learning and engagement - Strong relationships between staff and young people create a calm, purposeful atmosphere across the school. - Almost all young people are friendly, polite and proud of their school. - Young people and staff have worked together to create a Learning and Teaching Charter to improve the quality and consistency of learning, teaching and assessment. The Learning and Teaching pupil council group created a survey to gather the views of young people to analyse how well the charter is being embedded. Quality of teaching - Explanations and instructions are clear with all teachers sharing learning intentions and success criteria to ensure young people understand the purpose of learning, including links to Meta-skills being developed. There are some examples of learners being given the opportunity to lead their own learning and to co-create success criteria. - Across the school, teachers have focused on the quality of starter tasks and use a range of formative assessment tools such as mini whiteboards and digital quizzes to do this. The starter activities focus on the use retrieval strategies to reinforce prior learning and to scaffold new learning. - Most lessons are well structured with a range of tasks to ensure young people are actively engaging with their work. - The majority of teachers use questioning to check for understanding and in a few lessons this is done skilfully to develop critical thinking and develop higher order thinking skills. Opportunities for peer working and assessment are evident across faculty areas. Effective use of assessment - Staff from English and Maths are working with colleagues from local primary schools to develop a shared understanding of Literacy and Numeracy levels within the BGE. - The majority of teachers provide constructive feedback to young people in a range of ways, including learner conversations. Self-evaluation work following prelims allows learners in the Senior Phase to develop their understanding of their strengths and what they need to do to improve. - Learners in the Senior Phase are given opportunities to build up a basket of evidence of their attainment through additional assessments in February/ March ahead of final estimates being submitted to SQA. - Relevant teachers engaged in verification for the performance element of Higher and National 5 Physical Education. Judgements were accepted as being within tolerance, demonstrating a secure understanding of assessment standards.			

- **Planning, tracking and monitoring**

- Staff from all faculty areas engage with the work of the Small Schools Collaborative to plan and moderate within the BGE and this is building consistency with the professional judgement of young people's learning in the BGE.
- Staff use whole-school tracking data for the Senior Phase to support their understanding of young people's progress and attainment. This identifies those at risk of underachieving and a range of intervention strategies are deployed, including a healthy programme of supported study sessions, individual target sheets, additional intervention classes during core time, Easter school and master classes. All learners in the senior phase have also been provided with study skills packs consisting of materials to support revision as well as guides for how to revise.
- Targeted work to support learners facing additional challenges to ensure they are achieving and supported into appropriate positive destinations.

How do you know? What evidence do you have of positive impact on learners?

- Learning visits carried out by Senior Leaders alongside Faculty Heads.
- Pupil Focus Group feedback.
- Feedback from Learning and Teaching Pupil Council Group.
- Minutes from Faculty meetings with sharing good practice discussions.
- Post-prelim attainment meetings minutes.
- Attendance figures at intervention supports.

What are you going to do now? What are your improvement priorities in this area?

- All stakeholders to engage with a review of the school's vision and values to ensure they reflect the ethos and culture of our school.
- Senior Leaders to provide opportunity for all teachers to access professional learning on cooperative learning to support greater variety of teaching approaches which give young people the chance to work collaboratively and independently and to lead their own learning.
- Develop an enhanced programme of shared classroom experience that will allow for the embedding of sharing good practice across the school.
- Extended Leadership Team to consider approaches to the tracking of BGE data and wider achievements of learners to develop a system that allows all staff and young people to understand how learners are making progress over time.
- Senior leaders to consider prioritising looking at differentiation to ensure appropriate support and challenge to meet the needs of all learners.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion			
Wellbeing	Fulfilment of statutory duties	Inclusion and equality	
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 1,2 3, 4, 5			
NIF Driver:1,2,3,4,5,6			
UNCRC:			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable):2.1 /2.2/ 2.5			
How well are you doing? What's working well for your learners?			
- The school's nurturing, caring ethos permeates every aspect of school life and effectively promotes and develops the wellbeing of all young people, resulting in improved outcomes for most of our young people. - PEF posts have been created which address school improvement priorities designed to promote equity. - YPI (Youth Philanthropic Initiative) is embedded in S2 curriculum, promoting a sense of social responsibility and community involvement for all. - A wide range of strategies used at universal, additional, and intensive level to support young people with health and wellbeing needs, including a robust programme of primary transition.			
How do you know? What evidence do you have of positive impact on learners?			
- Outcomes, such as attendance and attainment, are positive and improving for young people at Kilsyth Academy, including our most vulnerable learners. - All S2 pupils learn about a local charity and the service it provides to the community. Through this initiative, all S2 pupils are eligible for accreditation through the Saltire Award programme. - Many young people with identified ASN are achieving positively across the curriculum and accessing meaningful positive destinations.			
What are you going to do now? What are your improvement priorities in this area?			
- Pupil surveys and focus groups are planned for later this year. We hope that these will give us meaningful feedback on how well pupils understand GIRFEC principles and how effectively we deliver input on wellbeing. - We are looking outward at other schools' approaches to tracking wellbeing indicators. - Our PEF PT continues to work closely with our more vulnerable pupils, particularly in S4, with a focus on improving their attendance and ensuring that they attain a minimum of 5 qualifications at Level 3 or above by the end of S4. For pupils from SIMD Quintile One, this increased from 72.7% to 92.9% between 2023 and 2024. - Continue to develop a robust framework of sustainable charity involvement within the local community. - Continue to review GIRFME plans and pupil progress to ensure information shared with staff is up to date and relevant.			

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.
NIF Priority: 1,2 3, 4, 5
NIF Driver: 1, 2, 3, 4, 5, 6.
UNCRC:
RECR (if appropriate):
Linked SIP/PEF Priority (if applicable): 1.2 2.3
How well are you doing? What's working well for your learners?
• Attainment in Literacy and Numeracy: Broad General Education – By the end of S3, attainment in CFE at third and fourth level in literacy and numeracy was strong in 2024. Almost all young people achieved CfE third level or better in literacy and numeracy. Most young people achieved CfE fourth level in literacy. The majority of young people achieved CfE fourth level in numeracy. There was a significant increase in fourth level numeracy attainment from 2023. • Senior Phase Literacy and Numeracy (leavers) – The majority of leavers achieved SCQF level 5 or better in literacy and numeracy in each of the last five years. This has been above the virtual comparator for 2020, 2022 and 2023. • Literacy and Numeracy (cohorts)- At S4, most young people attained SCQF level 5 or better in literacy and numeracy over the last five years. This is above the VC for the last three years. • National Qualifications (NQ)- Young people in S4 attain well in National 5 English. In the most recent year, attainment for this course is above national figures. • Attainment over time: Senior Phase – All staff are involved with analysing data and using data to raise young people's attainment. There are robust whole school procedures for tracking and monitoring young people's progress in learning. • BGE- In 2023, by the end of S3, most young people achieved CfE fourth level in a majority of curricular areas. • Senior Phase- Staff have a focus on being aspirational for young people, ensuring that presentations are at an appropriate level. When compared using average complementary tariff, the attainment of leavers is an improving picture. For 2023, this was above the VC for the middle 60 and highest 20, and in line with the VC for the lowest 20. In 2024, for the Local Measure, attainment in S4 of the lowest 20 and middle 60 was significantly above the VC. In S5, attainment of the lowest 20, middle 60 and highest 20 was above the VC, significantly so for the lowest 20 and middle 60. In S6, attainment of the lowest 20 and middle 60 was above the VC. • Breadth and depth- In S4, almost all young people five or more courses at SCQF Level 4 or above, most achieve five or more courses at SCQF Level 5 or above and the majority achieve five or more courses at SCQF Level 5C or above. This is above the VC for all of these levels. In S5 (based on S5), most young people attained one or more courses at SCQF Level 6C or above. This is above the VC. Attainment for 3 or more and 5 more courses at SCQF Level 6C or above is also above the VC. In S6 (based on S6), almost all young people attained at least one or more course at SCQF Level 6C. This is above the VC. Attainment for 3 or more and 5 or more courses at SCQF Level 6C was also above the VC. A majority of young people attained one or more courses at SCQF Level 7. This is above the VC. • Overall quality of learners' achievements- A majority of young people participate in a wide range of clubs and achievement opportunities, which develop their confidence and skills.
How do you know? What evidence do you have of positive impact on learners?
• ACEL Data • Insight Data • Insight Data • Insight Data • Tracking and Monitoring Data; Attainment Review meetings. • SEEMIS Progress and Achievement Data • Insight Data

- Insight Data
- Future Fridays attendance records

What are you going to do now? What are your improvement priorities in this area?

- Continue moderation work through the Small Schools Collaborative.
- Focus on improving literacy and numeracy of S4 leavers.
- Tracking of literacy and numeracy data at key points throughout the session.
- Look to Introduce Higher Applications of Mathematics
- Further develop staff's use of Insight. Continue to develop approaches to tracking in the BGE.
- Continue BGE work on learning, teaching, assessment and moderation through the BGE Collaborative.
- Focus on improving attainment of S4 leavers, particularly the lowest 20%. Improve attainment of highest 20% in S6 by offering more Advanced Highers.
- As above for S6 Advanced Higher.
- Review tracking of achievements and participation.

Section 5: NIF Quality Indicators: Summary (Submission June 2025)

This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Learning and Teaching
Health and Wellbeing
Attainment and Achievement

Appendix 1

SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 4th October, 6th December, 21st March and 13th June 2025.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **4th October, 6th December, 21st March and 13th June 2025.**)

TO THE QISSIP-SIR@northlan.gov.uk MAILBOX. Please also copy Merle Lang langmerle@northlan.gov.uk into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

Cluster Name:

Counselling in Schools Monitoring Sheet Session: 2024-25

Term _____ Submission Date _____

Financial Summary

2023-24 SG Funded Allocation	£ _____
Projected spend	£ _____
Fund Balance	£ _____

<u>Provider</u>	<u>Start date</u>	<u>End date</u>	<u>Number of days per week</u>	<u>Total Cost</u>	<u>Notes</u>
TOTAL				£	
BALANCE				£	

INTERVENTION SUMMARY

INTERVENTION	IMPACT (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments)	SUMMARY

Current Legered spend	£
Completed by	
Date	

Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing ; 3. Closing the attainment gap between the most and least disadvantaged children and young people ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people

Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<u>PEF INTERVENTIONS</u> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact <u>Education and Families Priorities</u> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.