

2022-25 School Improvement Plan Update June 2024

Education Scotland

Children and Young People (Scotland) Act 2014



At Ayr Academy our vision is: ***Believe- Achieve***. This vision and our five core values of: ***Ambition, Respect, Responsibility, Compassion and Community*** are what we base everything around.

Our Core Aims are:

1. To work towards an excellent Teaching and Learning environment
2. That we provide a welcoming, inclusive and nurturing learning community
3. To ensure all young people are on a pathway to a sustained positive destination
4. That we demonstrate a strong commitment to self-evaluation

Our priorities are inline with South Ayrshire Councils, the Scottish Government's and 'School as a learning organisation'

We endeavour to close the attainment gap between the most and least deprived pupils and to stretch those at the top by addressing the following areas:

Wellbeing
Learning and Teaching
Curriculum

South Ayrshire Council Plan

- Fair and Effective Leadership
- Closing the Gap
- Grow well, Live well, Age well
- South Ayrshire Works
- Stand Up for South Ayrshire
- A Better Place to Live

Children's Services Plan

- Outstanding universal provision
- Tackling Inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental wellbeing
- Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

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

National Improvement Framework- Drivers

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/ carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

No.	Improvement Priority	Aims
Wellbeing		
1	To improve our approaches to wellbeing, equality and inclusion	<ol style="list-style-type: none"> 1. To improve the ethos and culture of the school ensuring an inclusive approach for all young people and maximise attendance. 2. To develop approaches to improve the wellbeing of our young people. 3. To improve our approaches to universal and targeted support
Learning and Teaching		
2	To improve the quality and consistency of Learning, Teaching and assessment by developing a shared understanding within the school community	<ol style="list-style-type: none"> 1. To improve the quality of Learning and teaching 'The Ayr Academy lesson' To improve learners' experiences through pupil participation
Curriculum		
3	Develop the curriculum to ensure it meets the needs of all learners	<ol style="list-style-type: none"> 1. To ensure pupils are developing employability skills 2. To ensure all pupils have access to appropriate progression pathways 3. To raise attainment in literacy and numeracy for all leavers 4. To ensure pupils most 'at risk' have access to a high-quality personalised curriculum

<p>Priority:</p> <p>Improving the wellbeing of our pupils and ensuring they feel included</p> <p>Improve the health and wellbeing of our young people</p>	<p>NIF priorities: Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people’s health and wellbeing</p> <p>NIF Drivers: School leadership, Teacher professionalism, Parental engagement, Assessment of children’s progress, School improvement</p> <p>HGIOS? 4: 1.3 Leadership of change, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion</p> <p>SALO: Developing a Shared Vision Centred on the Learning of All Children and Young People, Promoting and Supporting Continuous Professional Learning for All Staff, Promoting Team Learning and Collaboration Among All Staff, Embedding Systems for Collecting and Exchanging Knowledge and Learning, Modelling and Growing Learning Leadership</p>
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Aim	Implementation Strategies/Tasks	Impact/Outcome/Evidence	Who	How	when
To improve the ethos and culture of the school ensuring an inclusive approach for all young people and maximise attendance.	<ul style="list-style-type: none"> Promote the school’s vision and values through assemblies and personal support. Work towards gold RRS award. Achieve LGBT Youth Scotland Gold charter The Time for Inclusive Education national curriculum’. Improve our house system to ensure all young people engage. Revise whole school Inclusion and Attendance policy. 	<p>Pupils can articulate the vision and how it impacts upon them. Pupils actively live out the values and this impacts on the ethos in the community.</p> <p>Pupils feel welcome and nurtured in school and work towards achieving our vision and values in their actions daily.</p> <p>Staff can effectively deescalate and use restorative approaches. Pupils are clear on our expectations and take responsibility for their actions. Staff work together and support one and other.</p> <p>School achieves RRS Gold Award. School achieves LGBT Gold Charter.</p>	<p>LT, All staff</p> <p>SK, SP</p> <p>CD</p> <p>PTG’s</p>	<p>Pupil survey</p> <p>Pupil focus groups</p> <p>Learning conversations</p> <p>Lesson observations</p> <p>Referral data improved</p> <p>Exclusions reduced</p> <p>Attendance improved bullying incidents reduced</p> <p>Awards achieved</p>	<p>On-going until June 2025</p> <p>August 2022</p> <p>June 2023</p> <p>On-going- June 2025</p> <p>June 2023</p> <p>On-going- June 2025</p> <p>June 2023</p> <p>June 2023</p>

		<p>Pupils get involved in leadership opportunities including the D of E, Leadership award, Saltire, John Muir award. Greater numbers achieving qualifications.</p> <p>Guidance staff to engage and support in RIC/self-evaluation, develop a new policy and renew school attendance letters. Policy and approach to be supportive in line with reviewed guidelines.</p>		<p>Staff surveys</p> <p>1-1 PT meetings</p> <p>Inclusion and Attendance Policy.</p> <p>Increased attendance.</p>	<p>December 2022</p> <p>Test of Change to be implemented during summer term 2024.</p>
<p>To develop approaches to improve the wellbeing of our young people.</p>	<ul style="list-style-type: none"> • Establish a core team to support mental health. • Support wellbeing ambassadors to raise awareness and support mental health. • Support our pupils mental, physical and emotional health through improved H&W provision in PSE. • Develop resilience and self – belief through our house system to celebrate successes. 	<p>Pupils suffering from poor mental health will be better supported.</p> <p>Attendance of all pupils will improve in-line with SAC. I would expect general attendance to be >85% across all year groups</p> <p>YP struggling with attendance at school will reengage in bespoke educational provision. There will be a reduction in the number of young people not attending school from >80% to 85%+</p> <p>Pupils will report having at least one member of staff they know they can rely upon.</p> <p>Pupils fully engage in the house system to feel a part of the Ayr community.</p> <p>The pupil survey results show improvement in areas of belonging and community.</p>	<p>LBR, KL</p> <p>LBR</p> <p>LBR</p> <p>PTG's</p> <p>VG</p>	<p>Pupil surveys</p> <p>MAL's, GL PASS</p> <p>Wellbeing assessments, less uptake of services and supports, pupil surveys, councillor feedback improved, blues programme feedback improved, increased attendance, less pupils accessing LIAM</p>	<p>June 2023</p> <p>June 2023</p> <p>October 2022</p> <p>Ongoing- June 2024</p> <p>Ongoing- 2025</p> <p>Ongoing- 2025</p>

		More staff are trained to deliver LIAM and Seasons for Growth.		Attendance statistics Councillor data shows improvement Additional qualifications Pupil, parent surveys and minutes of TATS meetings wellbeing indicators show improvement	
To improve our approaches to targeted support	<ul style="list-style-type: none"> • Develop our Nurture provision and ensure all staff are trained on the principles of nurture so these are embed in our learning and teaching. • Continue to implement the work of The Promise. • Implement SALT team approaches across S1/2. • S1 are screened and allocated intervention groups to address issues highlighted. Identified 	<p>Pupils will report being better supported. Our vulnerable pupils feel completely involved and included in our Champions board. Engagement of young people with the Champions Board increases from 10-15 to 15-20 on a weekly basis. Senior pupils lead the MVP programme in the junior school and the pupils report improved ethos. There is a reduction in the</p>	<p>PTPS, KL</p> <p>PT PS, C</p> <p>KL, SALT team</p>	<p>Wellbeing indicators are embedded</p> <p>Pupil surveys</p> <p>Councillor data</p> <p>Attainment is improved for targeted groups</p> <p>The stretch literacy and</p>	<p>June 2023</p> <p>December 2022</p> <p>June 2024</p> <p>Ongoing- June 2023</p>

	<p>S2 continue to receive support from SALT</p> <ul style="list-style-type: none"> • Develop the Mentors Against Violence programme. • Implement John Muir award with targeted groups in S1/2. • Co-ordinate partnership working with parents external agencies to better support our pupils. 	<p>number of referrals in the BGE in a 6 week period from 127 to >80 All targeted pupils attend an educational provision that suits their needs to ensure they can move to a sustained destination. We have less referrals to SW and small steps are showing their early intervention is effectively supporting our pupils and families. We also have less 'new pupils' involved in the TAC process. Less young people on part-time timetables etc Care experienced Pupils report feeling supported. They have a designated person and are achieving their targeted grades across the curriculum and their attendance is above 90%</p>	<p>SP VG KL, EWO's</p>	<p>numeracy targets are met Parental feedback is improved Sustained destinations Reduced RFA's CE data spread sheet monitoring</p>	<p>December 2022 Ongoing – June 2023 Ongoing- 2025 December 2022</p>
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<p>Priority: To improve the quality and consistency of Learning, Teaching and assessment by developing a shared understanding within the school community</p>	<p>NIF priorities: Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged NIF Drivers: School leadership, Teacher professionalism, Assessment of children's progress, School improvement HGIOS? 4: 1.2 Leadership of Learning, 2.3 Learning, teaching and assessment, 3.2 Raising attainment and achievement</p>
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SALO: Promoting and Supporting Continuous Professional Learning for All Staff, Establishing a Culture of Inquiry, Exploration and Innovation, Embedding Systems for Collecting and Exchanging Knowledge and Learning

Aim	Implementation Strategies/Tasks	Impact/Outcome/Evidence	Who	How	when
<p>To improve the quality of Learning and teaching 'The Ayr Academy great lesson'</p>	<ul style="list-style-type: none"> • There will be a focus on differentiation to meet learners needs. • Introduce faculty review on rotation over 3 years. • Develop a strong professional learning culture amongst the staff • Introduce adaptive teaching • Maths and English department are working proactively on course development to ensure the highest literacy and numeracy levels are achieved. • Ensure pupils have an opportunity to shape the direction of their school through pupil participation. 	<ul style="list-style-type: none"> • All staff have a shared understanding of the features of high-quality learning and teaching. • All staff are demonstrating the Ayr Academy lesson that engages pupils. • SQA attainment is improved • Departments have clear areas of improvement • All staff will feel empowered and included in the school community. • Middle leaders will use research informed practice to bring about improvement. • All lessons will follow an agreed structure and pupils will experience consistently high-quality teaching. 	<p>NQ, KC and SA</p> <p>NQ, KC, All staff</p> <p>KC & SA</p> <p>EM & AJ</p> <p>NQ, KC</p>	<p>Staff CLPL sessions</p> <p>Consultation with staff, parents, pupils</p> <p>Surveys</p> <p>External CLPL courses</p> <p>Observations</p> <p>Feedback from in-house and external CLPL undertaken</p> <p>Professional discussion</p>	<p>Ongoing- June 25</p> <p>Ongoing – June 25</p> <p>June 2024</p> <p>Ongoing June 25</p>

		<ul style="list-style-type: none"> • Observations will demonstrate consistently good or better L & T. • Staff will be empowered to discuss pedagogy. • PT's will be empowered to support and challenge their staff. They will be better pedagogical leaders. • Pupils will have the opportunity to participate in their learning experience and engagement will be improved. • Staff will feel confident in delivering active lessons. Improved opportunities for active learning • Promote a reading leadership group 		<p>Tracking data</p> <p>Improved attendance, engagement</p> <p>Focus on pace and challenge</p> <p>Observations</p> <p>Pupil participation</p> <p>Learning conversations</p> <p>Tracking data</p> <p>Insight data</p> <p>Attainment data – Achievement of a level, SNSA, ACEL, SQA, class assessments.</p>	<p>By June 24, Dec 24 and June 25</p>
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Priority: Develop the curriculum to ensure it meets the needs of all learners		NIF Priorities: Improvement in employability skills and sustained positive destinations, school leaver destinations for all young people NIF Drivers: School leadership, parental engagement, performance information HGIOS? 4: 3.3 Increasing creativity and employability SALO: Promoting and Supporting Continuous Professional Learning for All Staff, Learning with and From External Environment and Larger System, Modelling and Growing Learning Leadership			
Aim	Implementation Strategies/Tasks	Impact/Outcome/Evidence	Who	How	When
To ensure pupils are developing employability skills	<ul style="list-style-type: none"> Implement My WOW through PSE. Increase the number of My WOW ambassadors. Develop a skills matrix to ensure pupils have an understanding of the employability skills and how their 'skill set' fits in. 	<ul style="list-style-type: none"> All pupils can access the Career education standard in PSE so they can articulate their skills and learning. Increased ability of pupils to articulate their skills. Pupils will be effectively leading their peers and gaining confidence and increased engagement. Pupils access work placements to improve their employability skills Attainment and achievement improve across all areas, with a focus on Literacy and Numeracy. We know this through accurate tracking data including key 	NQ, PTG's, AG, SDS LBR AG	Improved PSE course Pupil participation New app approved Informal/formal feedback from parents/carers Tracking skills across the curriculum Increased accelerated reading scores Literacy and numeracy at point	June 2023 June 2023 December 2022 June 2024 September 2023 June 2023

		<p>performance measures and point of exit attainment.</p> <ul style="list-style-type: none"> Percentage of pupils in positive leaver destinations is maintained. Pupils make vertical progress when leaving school from L4 to L5 courses etc 		of exit improved in line with VC	
To ensure all pupils have access to appropriate progression pathways	<ul style="list-style-type: none"> Review the curriculum rationale. To develop the quality of our S3 offer to include further fourth level work that leads to level 5 achievement Ensure curriculum offers a range of options for every pupil to make progress. Increased range of SCQF courses at Level 5 and 6. To improve pathways within curricular areas. Explore pathways through SCQF framework to compliment current options. To work with colleagues at SAC to establish flexible work experience opportunities for pupils at different ages and stages. 	<ul style="list-style-type: none"> All stakeholders have the opportunity to engage There will be fewer option changes, pupils will be able to make progress in curricular areas. Attainment will be aligned to the snr phase Percentage of pupils in sustained positive destinations is maintained Stay on rate into S5 are maintained at 75%+. S6 70%+ Key attainment measures are equal to or above (SCQF): 1@5-70% Stretch 3@5-40% Stretch 5@5-30% Stretch 1@6-40% Stretch 3@6-21% Stretch 5@6-10% Stretch 	LT, PT's GB LBR, PT's LBR NQ, AG	More tariff points for S4-6 Pupil participation SLDR Partnership agreements School role improved Pupil surveys more positive ACEL data	September 2022- implemented by May 2023 Ongoing – June 2025 Ongoing – June 2025

		Achieve SQCF Ambassadors award			
To raise attainment in literacy and numeracy for all leavers	<ul style="list-style-type: none"> • Use data to identify S4 pupils at risk of not achieving L4 literacy and numeracy • Improve tracking data across the senior phase to ensure all learners can make progress in literacy and numeracy across the senior school • Use data to track Senior phase pupils' achievements in literacy and numeracy • Implement the SAC reads initiative • With additional Maths teachers introduce support classes in the BGE to focus on numeracy 	<ul style="list-style-type: none"> • We know this through accurate tracking data including key performance measures and point of exit attainment. All departments effectively utilise feedback to ensure progress is optimal. • Pupils' attainment in Literacy and Numeracy at S3 and level 5 is near, or surpasses our VC • Engage pupils in targeted support to ensure they achieve the highest literacy and numeracy qualifications • To raise attainment in literacy and close the gap. • To develop confident readers. To develop skilled staff. To gather, use and analyse data to drive change in reading skills. • Pupils with ASN are supported through meaningful Literacy/ Numeracy feedback, next steps, and interventions. • Percentage of pupils leaving school with SCQF 4 and above in 	<p>GB</p> <p>Data coach, PT languages, PT Maths</p> <p>GB</p> <p>EM, librarian</p> <p>AJ</p>	<p>Attendance improved (particularly in targeted group)</p> <p>Insight</p> <p>Tracking data</p>	<p>October 2022</p> <p>Tracking periods</p>

		<p>literacy and numeracy is increased in: S4 from 82.5% to SAC 88%. S5 from 84% to SAC 93% S6 is maintained at 100%</p>			
<p>To ensure pupils most 'at risk' have access to a high-quality personalised curriculum</p>	<ul style="list-style-type: none"> • Work with colleagues in SAC to establish flexible work experience opportunities for pupils at different ages and stages. • Develop the role of the new DHT Targeted support to lead opportunities for all young people to experience a meaningful curriculum • Develop the role of partners to input to curriculum planning for young people • Develop supports including our nurture approach to support the most vulnerable young people in school 	<ul style="list-style-type: none"> • Average complimentary tariff points are increased in the lowest 20% • Pupils engage better and are more motivated in their learning • Attendance is increased and referrals are reduced • Pupils understand and are increasingly confident in how they can progress through the BGE to Senior Phase due to clear and coherent planned pathways for their learning. • MCMC meetings encourage interagency work and the TATS will also assist with this priority • PEF and attainment challenge priorities (SALT, Literacy & Numeracy, H &W, parental engagement, data analyst and transition) improve confidence, engagement, attendance and attainment of targeted group. Measures would include Ayr Academy attendance being >90% 	<p>NQ, PT's</p> <p>KL</p> <p>NQ, AG, KL</p> <p>KL</p>	<p>Improved attainment</p> <p>Sustained destinations</p> <p>Referrals and attendance improved</p> <p>Pupil participation</p>	<p>September 2023</p> <p>June 2023</p> <p>June 2023</p> <p>June 2023</p> <p>Ongoing- June 2025</p> <p>January 2023</p> <p>September 2022</p>

		across all year groups. Exclusions from 28 per 1000 to <15 due to appropriate curriculum offers.			
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