



Believe... Achieve

Ayr Academy

**Standards and Quality Report:
Session 2023-2024**



*Success, honesty, ambition,
respect and kindness*



Head Teacher's Introduction

Dear Parent / Carer,

It is my pleasure to present this report evaluating the work of Ayr Academy for session 2023-24. It provides an overview of our achievements and identifies the areas we will focus on this year. The evaluations in the document are based on a range of evidence including:

- Analysis of pupil performance in SQA examinations, other forms of accreditation, along with statistical data relating to young people's achievements.
- Annual surveys of the views of pupils, parents, staff and partners, at whole school and departmental levels.
- Self-evaluation using HMIE's evaluation tool 'How Good is Our School? 4' and other Education Scotland publications to support self-evaluation.



Our Values and School Context

Our school vision is *Believe...Achieve*, this was created for our unique setting and continues to drive our improvement. Our values are at the heart of everything we do and support us to achieve an inclusive, aspirational community. They are:

Success, Honesty, Ambition, Respect and Kindness



Ayr Academy is a 6-year, non-denominational comprehensive school situated in the North of Ayr. It's associated primary schools are Annbank Primary, Coynton Primary, Dalmilling Primary and Newton Primary. It is led by a Head Teacher, four Depute Heads, 10 curricular middle leaders and 4 pastoral support PT's. Overall, we have 46 teaching staff and 10 school assistants working in the building. Our staff are skilled and experienced and include a community police officer, two councillors and three Education Welfare officers. The building itself is a modern new build which opened in August 2017. It sits within the Craige estate, North of the river, ideally situated to foster strong links with Ayrshire College and UWS. It comprises state of the art accommodation to facilitate 21st century learning.

The 2023-2024 roll will be 544 pupils. 56% of young people live within SIMD 1/2. 42% of young people are registered for free school meals, <7% living in the 20% most affluent areas. Children who are 'care experienced' make up 3% of our cohort with a further 3% being previously looked after. Attendance is currently 80% against the local authority figure of 86%. Exclusion figures were 26 per 1000 versus the Authority's 33 per 1000 and positive destinations were 100% this session. These figures give a measure of the extent of deprivation, urban and rural within the catchment and they set a clear agenda for improvement for us as a community.



Priority 1 To improve our approaches to wellbeing, equality and inclusion

The school vision Believe...Achieve is well embedded and continues to drive our success, it harnesses the collective energy of our community. Our vision is regularly reflected upon during assemblies and in our daily teaching, and the pupils can recall what it means to them. The values have been redefined this session through extensive consultation, this encompasses the views of the school community and allows us to be more ambitious in our working. Staff and

pupils are working hard to define what they look and feel like for us as a learning community. We are using social media more effectively to celebrate success and have reintroduced our house system to further engage pupils in the life of the school. The teacher and pupil surveys were acted upon in a 'you said- we did' model and has had a positive impact on the school community. Staff wellbeing has been an important focus throughout the session with meetings being set aside for specific wellbeing activities. We have a renewed focus on partners and signposting staff to support their needs.



The successful implementation of the support hubs within the school have provided extensive support to those pupils who require it, enabling the other pupils to be pushed in their learning. We have continued to prioritise improving pupil's health and wellbeing which is fundamental to increasing opportunities for pupils to learn and develop in school. Our positive relationships, targeted support and anti-bullying policies were refreshed through working groups and consultation with pupils. These will help us to continue to provide a supportive environment for pupils to thrive. Our staged intervention within the school has been significantly overhauled to ensure that all data and information is current and targets are clear with impact being tracked and monitored through all of our cohorts. Information sharing across the school and indeed from our cluster Primary schools has been targeted and focused to ensure we are better placed to support all of our pupils needs effectively. The school councillors have positively added value to our support network offering 1-1 and small group sessions to those who require it in our school community. This has allowed us to provide universal and targeted support to our pupil's health and wellbeing throughout this very

Standards and Qualities Ayr Academy



challenging year. All staff have benefitted from our partnership with Speech and Language and have attended sessions on zones of regulation and levels of communication. Specific staff are able to monitor and assess the SALT needs and support these through a new programme we have been developing to help pupils who struggle with communication. This has been very successful.



There has been a renewed focus on the sharing of information to enable all teachers to appropriately plan for pupils needs to ensure progress is continually made. The Staged intervention process and transition process allow all appropriate information to be passed to those who require it to ensure support is available.

Pupils, parents, and departments are reporting that pupils feel safe and nurtured in school. This is primarily due to the positive and encouraging environment that is created. The UNCRC is referred to and as such, children know their rights and we were awarded the Silver RRS award. Staff meet and greet pupils and have consistently high expectations of them in school. This leads to a productive learning environment.

Our PEF cohort have been targeted through a range of interventions to ensure they are being supported to get involved and engaged with their communities and their learning. This has been very successful and has impacted positively on our attainment in the lower end. Our Targeted support has been a huge positive for our school community this year and has provided a strategic and measurable picture of the support available in our community.

A new policy and procedures with guidance is in now in place.

We hold weekly 'Inclusion Team' meetings to discuss, allocate and review supports. All Impact is reviewed on a six weekly cycle- including a review of data

(attendance, engagement with interventions, school connectedness etc). There has been a large number of requests since the system was implemented. - All pupils have been allocated support

Targeted Support Ayr Academy 2022-23
Believe... Achieve

All students at Ayr Academy are supported to their learning and encouraged to engage in every aspect of school life through the inclusive ethos, culture and values of the school.

Most children are supported through their own class teacher and appropriate class based strategies and supports. However support is available to all their young people may need additional support to help them overcome more significant barriers to learning. If a young person is identified as requiring additional help, then a process of providing the right targeted support begins.

Our targeted support system aims to use a collaborative approach to ensure inclusion by identifying, assessing and then providing the necessary targeted support and/or strategies for a young person ensuring that their individual needs are met.

These targeted supports are in addition to learning support offered by the Pupil Support Departments

The Ark Ark
The Ark Ark invites young people who are on the verge of making poor choices and/or are struggling with aspects of school and their education. They engage, equip and empower every young person through building trusting relationships and help young people cope with many of the challenges that they are facing. They offer a programme of activities structured to the needs of each individual young person. It is encouraging to be able to help and nurture. We now have new young people from Ayr Academy volunteering at the Ark regularly which is a result of the positive relationships they have.

Attendance Intervention
Mr McMillan has responsibility for attendance intervention with young people at Ayr Academy who are identified as being at risk of disengagement from education. An intervention package of weekly meetings with parents and relevant agencies as a regular basis to support attendance at school. This includes co-ordinating SAC meetings with parents and relevant agencies and offering a package of support to improve attendance. Mr McMillan also holds regular evening and support periods with young people in school to explore barriers to attending and offer support accordingly.

Barnardos
Intervention from January until the end of March. The group met one period per week on Wednesday mornings. The young people involved will get to choose the topics covered, receive examples of how to create engagement, activity management, motivation, decision skills, building positive life choices, practical life skills, engagement, budgeting, cooking, self-empowerment, outdoor activities, relationships, resilience, children's rights, wellbeing, health. These topics/activities will use and develop important skills such as teamwork, problem-solving, social skills, confidence, self-esteem, communication, and sense of achievement.

Believe in children | Barnardos

Scotland's national mentoring programme which aims to support young people aged 8-14 years who are isolated, at home or in formal learning care settings across Scotland. Young people are matched with a volunteer and together they will spend around 1-2 hours a week talking, being fun activities in the community.

Inclusion Pathway
Provides support and advice to young people with emerging substance use issues. They also provide support to the wider family. They can undertake an assessment of the young person needs and refer to additional local support or services if required.

Stronger Connections
Stronger Connections supports children pre-16 to 12 years and their families affected by parental substance use which leads to difficulties. They work with children and their families using trauma informed practice underpinned by their knowledge of the impact of adverse childhood experiences (ACEs) to support and address complex issues which impact upon families. The support is usually provided once a week or 1-2 times but can differ depending on the needs of the child and family and the result of 1-1 support to children, individual support to parents, family support.

AYR ACADEMY TARGETED SUPPORT WEEKLY OVERVIEW
WEEK BEGINNING 10TH JUNE 2024

TUESDAY
AYR ARK MENTORING- VENUE - LEARNING PLAZA 2

PERIOD 2 [REDACTED]
PERIOD 3 [REDACTED]
PERIOD 4 [REDACTED]
PERIOD 5 [REDACTED]
PERIOD 6 [REDACTED]
PERIOD 7 [REDACTED]

SEASONS FOR GROWTH PERIOD 7 - AYR SPACE
[REDACTED]

CONSTRUCTION ALTERNATIVE CURRICULUM GROUP PERIOD 6 - TECHNICAL DEPARTMENT
[REDACTED]



based on need. This is in addition to Pupil Support interventions such as Literacy & Numeracy Group & Reduced Transitions.

Priority 2 To improve the quality and consistency of Learning, Teaching and assessment by developing a shared understanding within the school community

There has been a real focus on creating a quality learning and teaching environment throughout this session. We have worked hard as a school community to develop a new lesson structure and have used it with our observations. Every member of staff and a group of parents and pupils have had the opportunity to discuss and agree 'The Ayr lesson' format. The L&T group have continued to develop the CLPL links to support the drive to improve our L&T by adding podcasts and helpful resources into the folder. There is also an addition that directs staff to 'experts' within where they can observe particular areas to develop their knowledge and skill.

Staff describe the new format as helpful and are working hard to ensure their learning environments are consistently very good. This has been enhanced by our use of digital technology to ensure that all lessons were delivered in a way which is not only matched to our learners needs but also allows us to make appropriate and robust assessments of pupil's progress. Learning conversations have played an instrumental part, in almost all departments, in ensuring pupils know their strengths and can articulate their next steps in learning. This progress has been captured on our new tracking and monitoring system which allows pupils to be targeted by both middle and senior leaders if they are under achieving. The robust process has been a significant improvement in our BGE and should lead to improved attainment in the Senior phase. We have done extensive work

Ayr Academy Our Lessons		OBSERVE-PAN-REFLECT	
Features Used and Tested Techniques (what we do) • On the Door • Point out the Positives • Calm, Considered Approach • Reinforce Positives	Features What are you going to learn from and what are your learning intentions? • Teacher Demonstration • Effective Questioning • Praise, Praise, Praise and Praise • Cold Call • Changing Information • Examples • Present a Problem • Anticipate • Active Assessment • Active Learning Strategies • Reinforce • Consolidating Lesson • Repeating Key Points	Features What are you learning and why are you learning it? • Lesson Purpose • We are Learning Today • Be Able To: Understand and Know Statements • Pupil Friendly Language • High Expectations • I Can Statements • Examples • Check, Why are you Here? • Examples of Success • Promote Curiosity • Pose Problems	There is no set recipe for a high quality lesson; however, at Ayr Academy we have identified the following features as typical of a high quality lesson. Here is what you might do, not what you have to do.
Lesson Aims and Goals • Lesson Purpose • We are Learning Today • Be Able To: Understand and Know Statements • Pupil Friendly Language • High Expectations • I Can Statements • Examples • Check, Why are you Here? • Examples of Success • Promote Curiosity • Pose Problems	Practise Applying • Guided: Support then Independent Practice • Scaffolded • Pupil Friendly • Praise • Self Assessment • Peer Assessment • Peer Teaching • Cold Proper Challenge • Target Setting • Formative Assessment • Reinforce Lesson Aims and Objectives • Reinforce Main Learning Points	Features What are you learning and why are you learning it? • Lesson Purpose • We are Learning Today • Be Able To: Understand and Know Statements • Pupil Friendly Language • High Expectations • I Can Statements • Examples • Check, Why are you Here? • Examples of Success • Promote Curiosity • Pose Problems	Features What are you learning and why are you learning it? • Lesson Purpose • We are Learning Today • Be Able To: Understand and Know Statements • Pupil Friendly Language • High Expectations • I Can Statements • Examples • Check, Why are you Here? • Examples of Success • Promote Curiosity • Pose Problems

1 High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.

- To improve pupil outcomes, careful attention should be paid to how PD is designed, in particular, those who design and select PD should focus on mechanisms.
- Mechanisms are the core building blocks of professional development. They are conceptual, can be replicated, and could not be removed without making PD less effective. Consider they are supported by evidence from research on human behaviour - what has been found in their design.
- Examples of mechanisms include providing prior learning, goal setting, providing feedback and action planning.
- Those who select PD should look for mechanisms in practice, those who design PD should include mechanisms in their design.
- Careful consideration and research to ensure that PD is evidence based, and that content is drawn from trusted sources.

2 The mechanisms that make up effective PD can be split into 4 groups, each of which fulfil a different role.

- PD may refer to include a mechanism from each of these groups.
 - A. Build knowledge**
 - Managing cognitive load
 - Managing prior learning
 - B. Motivate staff**
 - Setting and agreeing on goals
 - Presenting information from a credible source
 - Providing affirmation and reinforcement after progress
 - C. Develop teaching techniques**
 - Instructions
 - Social support
 - Modelling
 - Monitoring and feedback
 - Rehearsal
 - D. Embed practice**
 - Providing prompts and cues
 - Prompting action planning
 - Encouraging monitoring
 - Prompting context specific repetition

3 Evidence of professional development programmes will occur through the content and needs of the school.

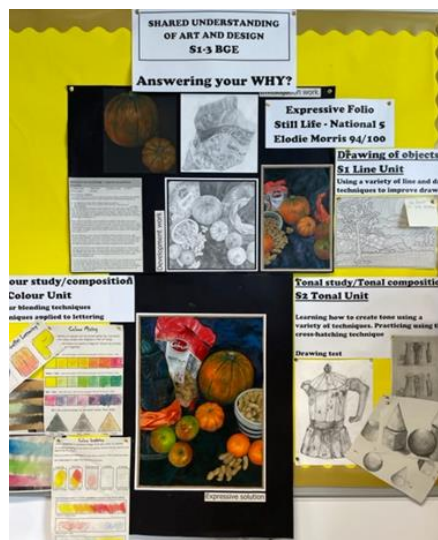
- Provide guidance on how participants can select professional development. Programme developers should align to those selecting and delivering PD programmes where adaptations can be made, ensuring that the mechanisms are protected and prioritised.
- Ensure that professional development aligns with the needs of the school, including learning, ongoing leadership so it can facilitate successful implementation.
- Recognise the time constraints faced by teachers and when professional development accordingly. Those designing and selecting PD should critically assess how PD programmes will fit in with the school routine.

on the S3 area of the BGE in the quest to ensure it is streamlined and focused on the skills and knowledge pupils require to make further progress in the curricular area and enable them to pursue these skills through appropriate pathways.

A number of staff have had the opportunity to act in lead roles in pastoral care, data coach, associate DHT and, mentors, leaders of learning, adaptive teaching all to improve attainment and achievement, this has allowed them to gain valuable experience and has supported the work of the school. Some have completed the middle leadership course to develop their skills, and all PT's completed a CLPL course which develops their leadership skills, pedagogical awareness and encourages them to lead their department with courage. They also complete the SECI work on self-evaluation and courageous conversations. All staff received a refresher session on co-operative learning and have been re-establishing the routines in their daily practice.

We have worked extensively on our approaches to positive relationships across the school using 'The pivotal way'. This work has involved a range of staff training sessions on attachment and the 'pivotal way' to create purposeful learning environments. Classroom routines have been improved and changes to the structure of the Pupil Support department have allowed staff and young people to maximise learning and teaching experiences.

We have had inputs from the locality team in HMiE that focuses on Maths, English and DYW. These supported our position to address the delivery of the BGE and the pace and challenge at which the courses are delivered, particularly in S3.



Our digital learning has been enhanced significantly over the last few years. Led by the more proficient members of staff, and the digital champion, we effectively taught quality lessons to our pupils through MS Teams and other platforms. This has remained in place and has been enhanced as we now have a digital offer for pupils who, for one reason or another, don't attend school. The school has systems in place to self-evaluate its own work and this evidence can be seen through departmental documentation. Most staff demonstrate a shared understanding of their collective responsibility and accountability for school improvement and show commitment to improving outcomes for our young people. All staff agree that as a next step they need to regularly discuss how to improve achievement for all young people. Across the school, almost all, departments are widening their curriculum to cater for all pupils needs. This includes introducing new courses at SCQF 5 and 6. To support the younger

pupil's we introduced a 'wider achievement' period and a 'wellbeing' period in which almost all managed to achieve a John Muir award and wellbeing award at SCQF level 3. This not only increases their qualifications but also supports them to grow and develop. Our Advanced higher offer was increased we have an AH option in every column which indicated we are making significantly better vertical progress. We are very proud of this.

Many staff take on leadership roles across the school. Staff have also led work on assessment and moderation, learning and teaching, MTV, differentiation and digital learning and have volunteered for various working groups across the school, the impact of this work is evident in the improved experiences pupils get and improved learning and teaching environments across the school.

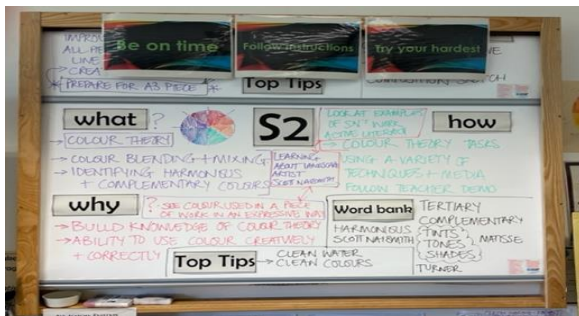
The school takes good account of the views of learners, parents, staff and partners when planning for improvement and this will be evident on school improvement. Next session we will be working hard on the promotion of wellbeing and we will work with our young people to look at new and improved ways of gathering their views and developing the Learning environment and the ethos. Almost all parents feel the school asks for their views and takes them into account and most feel informed about their child's progress.

Middle and senior leaders have looked outwards to other secondary schools, both locally and nationally, to take forward areas they feel would have a positive impact on our young people. Staff have identified the need for improved professional learning across the school and next session we will work to develop a calendar of activities and opportunities including leadership roles to improve staff skill and knowledge. A number of our middle managers have shown interest in developing their skills and knowledge to ensure they are continually improving their own professional abilities and to provide excellent experiences for our pupils, this is really pleasing to see.



Priority 3 Develop the curriculum to ensure it meets the needs of all learners

Positive destinations are 100% which is a fantastic figure to be celebrated by all involved. This is due to fact that departments refer to the CES and skills required for learning, life and work. Many pupils are much more able to articulate their strengths and areas for development in the skills domain, which has been beneficial in selecting and persuing a career pathway that they will sustain beyond school. There has been a significant amount of work done on preferred routes and leaver data so we have a clear and strategic view of when pupils plan to leave and whaer they intend to go. This allows us to work with them on their preferred next step into destinations. Our leavers data on literacy and numeracy has been a focus to ensure all leavers are going on to their preferred destination with the highest possible level of literacy and numeracy qualification.



Our DYW offer now comprises nail bar, barista and a smoothie bar, bike maintenance, construction and- the Ayr events management project. These are offering our pupils valuable employability skills which link into our curricular pathways to ensure they are always making progress in their chosen area. We offer Duke of Edinburgh as an extracurricular option for pupils to opt into.



Our pathways into positive destinations continue to be strengthened by additional qualifications and partner working. Our DYW co-ordinator has worked tirelessly to create links that could lead to positive destinations for our junior and senior pupils.



There has been a huge amount of work done on the curricular pathways this session with every department offering an additional

SCQF course at Leve 4,5 or 6.





Evaluative Summary

Quality Indicator	School Self Evaluation (Please add 3 or 4 evaluative statements linked to the themes) and include Evaluation
1.3 Leadership of change	<p>We have an experienced senior leadership team. Our middle leaders are very proactive in taking on leadership rolls within the school and almost all staff have high expectations of learners, as a school we have improved our offer and outcomes for our top 20%, this continues to be a priority and will have a positive effect on the middle 60%. We have a number of different opportunities for our bottom 20% to allow the whole NQ cohort to be working towards appropriately challenging and enjoyable qualifications. Pupils, parents, and staff were involved in the creation of our ambitious vision, values and aims and this is referred to regularly by stakeholders in the school. Our values underpin the work of the school and drive ambition. All staff understand the social and economic context of our community and there is an ongoing focus on the national picture to influence our key focus areas. Middle leaders have a key role to play in promoting the vision, values and aims to ensure pupils are getting a consistent message across all curricular areas. Teaching staff have the opportunity to reflect on the GTCS standards through department work and during the PRD process. Many staff are committed to change which results in improvements for learners, they are keen to try new strategies and are focused on their learning to effectively bring about change in the teaching and learning environment. All priorities are identified as a result of robust self-evaluation and professional dialogue. All staff are clear on the school's strengths and areas for development which include development of all staff to ensure the drive for school improvement is understood as a responsibility of all. Pupil voice provides an important area of school improvement and their Improvement plan runs alongside the school plan. They also have the opportunity to share thoughts on all proposed changes. The school's improvement plan contains the areas we are focusing on and enables us to monitor and evaluate their effectiveness.</p> <p><i>We feel our leadership of change within the school is good.</i></p>
2.3 Learning and teaching	<p>The ethos of our school reflects the commitment to young people's rights and positive relationships. The majority of our young people are resilient and highly motivated. Learners' experiences are challenging and enjoyable in most areas, encompassing an element of choice and we work hard to ensure this is consistent. The format of 'The Ayr Academy lesson' is allowing staff to be clear on the focus of the lesson and the learning activities are matched to the learners needs. Pupils engage in a range of activities which allow them to 'think hard' and they are beginning to talk more articulately about their learning.</p> <p>Almost all areas of the school exhibit consistently high expectations. This is demonstrated through a variety of learning and teaching approaches and very positive relationships. Staff are engaging in and sharing good practice to develop a consistent approach to learning and teaching which incorporates the use of digital technology and outdoor learning in some areas. Effective feedback/ differentiation and retrieval practice are areas we continue to focus on. When assessing the progress of young people, we consistently use a variety of different approaches to monitor knowledge, skills, attributes and capabilities. We are continuing to improve consistency of pace and challenge in classes. Staff</p>



	<p>know our pupils very well and pupils’ needs are linked to their planning. Assessment and moderation is a local authority priority and staff are working in line with guidance provided to ensure our evidence is accurate and reliable. Staff are working collegiately to ensure their understanding of progress is standardised. This allows us to be confident in how valid our professional judgement is. Robust tracking systems are in place to allow all staff to monitor the progress of pupils in all curricular areas. Learners are beginning to take responsibility for their own learning across curricular areas. Moving forward we are taking pupil views into account through Learning councils and through ‘you said we did’ sessions to ensure their views are taken into account.</p> <p><i>Our overall evaluation of learning and teaching is good</i></p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Staff have a clear understanding of their responsibility for the promotion of wellbeing. We are improving outcomes for the majority of young people in our school community through targeted and universal support. We work hard to foster positive relationships and a nurturing culture that allow young people to feel they belong. The majority of our young people engage well with the positive relationships policy we have in place, this continues to be a focus for improvement for us and we are developing our skills with Pivotal.</p> <p>Childrens rights and wellbeing are discussed through PSE. We are a silver Rights respecting school. From our pupil surveys we can see that almost all pupils feel safe in school. Those who don’t have support to achieve this. Our DHT- Targeted support is working hard to put appropriate plans in place to meet the needs of our most vulnerable learners. This allows our DHT pastoral to develop the universal strategies to support all others. We comply with the statutory requirements to protect and safeguard our young people by ensuring ASN plans are in place for individual young people. These are reviewed and amended on a timely basis. Staff training is ongoing and relevant including principles of GIRFEC, nurture, child protection, restorative approaches, data protection, and speech and language therapy. We are developing our approaches to restorative practice so that everyone feels safe, healthy, able to achieve, nurtured, active, respected, responsible and included. Support is available for young people to access all aspects of the curriculum. We use our PEF money to effectively support pupils and increase their levels in Literacy and Numeracy. This has been more effective this session due to the robust tracking and interventions.</p> <p>Senior leaders set ambitious targets to improve attendance. We use evidence-based strategies to effectively implement interventions to continually improve outcomes for our learners. Our PSE programmes have been refreshed this session to include current issues that impact on health and wellbeing.</p> <p>Our school is proactively putting things in place to mitigate poverty. We have a busy breakfast club, and we cover the cost of the school day for all pupils.</p> <p>Staff have a clear understanding of the barriers that our young people and families face. They are fully aware of all groups of pupils including those who are care experienced or young carers. Outcomes for all are significantly improved as a result of the support they receive from our teaching and non-teaching staff. We have changed the PTG structure to include three PTG’s and one who focuses specifically on attendance. To ensure this gap is addressed. We have trained our own mental health ambassadors to support the school community. We also have the mentors in violence prevention scheme running to provide</p>



	<p>opportunities for the seniors to lead and the juniors to explore relevant issues. Our LGBT+ group are working on accreditation for the school.</p> <p>Our overall evaluation of Ensuring wellbeing, equity and inclusion is good.</p>
<p>3.2 Raising attainment and achievement</p>	<p>The majority of young people are making progress in literacy and numeracy - this is a key whole school focus next session to ensure we are adding appropriate value to all learners' experiences and achievements in these areas. We are looking closely at our BGE to ensure it creates a solid foundation for the Senior Phase to allow our young people to consistently achieve at the highest level through the development of their skills. We use assessment data and the CFE benchmarks to plan and deliver lessons appropriate for all our young people, allowing us to monitor progress and effectively target groups of young people. Our targeted interventions will be more effectively utilised and deployed next session through mentoring and robust data analysis to ensure appropriate progress is achieved. We are also working on a system that effectively tracks progress over time through four stages within a level. There is a tracking tool for the BGE now to allow us to explore our data in the S1-3 phase of the school. This enables us to compare individuals and cohorts' achievement and provides baseline data for continual improvement.</p> <p>We have worked hard to provide all young people with appropriate and well-planned pathways to their next destination. For some, this is based on academic attainment, for others it is a blend of academic and vocational opportunities that will allow them to develop the skills required for learning, life, and work. We offer a range of wider achievement awards including Duke of Edinburgh, John Muir Award and Saltire. We are developing systems to capture and track this information, including what our young people are involved in outside of school, to ensure all achievements are valued and celebrated. This will happen through our new health and wellbeing courses and with the support of the Team around the school staff who work with our pupils within and out with school.</p> <p>Poverty and ASN are barriers to in our environment. To overcome these, we work with partners to mitigate and support pupils to make effective progress. We use data effectively in many places to identify and reduce barriers to learning for our vulnerable groups. Our PEF funding has allowed us to employ three Educational Welfare Officers who work specifically with targeted group of young people and their families. This is having a positive impact on attendance and attainment as well as the general health and wellbeing of this group. In order to further develop this valuable resource, we intend to launch a parental engagement programme to encourage parents to work in partnership with the school within the community to help close the attainment gap.</p> <p>Overall our evaluation on raising attainment is satisfactory</p>



Key priorities for 2024-2025

Wellbeing	
1	Personal Support- Vision, values and aims Nurturing school Attendance
Learning and Teaching	
2	Ayr Academy lesson- bring it to life Middle leaders work on pedagogy-driving improvement Effective CLPL and department work (WTA)
Curriculum	
3	Improved BGE Literacy and numeracy- pathways- subjects taking responsibility. Curriculum offer- awards



Ayr Academy is a vibrant and exciting learning environment that is in an ideal position to build on key priorities and improve capacity for next session. We see our staff and partners as valuable resources and intend to build on and strengthen these to encourage further opportunities and positive relationships. We are very proud of our young people and their achievements. The 'school of' model now includes football, rugby, dance and music, which offers more choice and opportunities to our young people. This will be significantly enhanced by the extensive development of the sporting facilities surrounding us.

Wellbeing and nurture is an integral part of our business and we continue to develop this to support young people and their families. We have made clear and focused plans to ensure the transition between Primary school and Ayr Academy is efficient and seamless in preparing pupils for learning and developing.

Staff have indicated they would like to be involved in a range of professional learning opportunities that will enhance our skill set and the service we deliver.

Overall we are excited about the year ahead and how this will prove to be a positive and meaningful experience for our whole community.

More details on each of these priorities can be found in our improvement plan for session 2022-25 which can be found on our website.

To contact our parent council please email Ingrid McCormack on ayracademyparentcouncil@gmail.com

Laura Traynor

Head Teacher