



Belmont Academy

Standards and Quality Report 2025-26



 **KIND**  **POSITIVE**  **YOURSELF**

Our Context

Belmont Academy is a six-year non-denominational comprehensive school serving the town of Ayr and the village of Tarbolton in South Ayrshire. Our learning community comprises of our associated primaries and their nurseries: Alloway Primary School, Braehead Primary School, Doonfoot Primary School and Communication Support Base, Holmston Primary School, Kincaidston Primary School and Tarbolton Primary School

We are also associated with Southcraig School which is a school for children and young people with additional support needs. We work closely with our colleagues from our associated primaries and school to maintain effective and productive links that benefit the children and young people and their families in our learning community.

The current building was opened in 2009 and occupies the same site as the original building. The roll of our school in session 2025-26 is 1165 with a staffing complement equivalent to 81.6 full time teachers. This includes the Head Teacher, five Depute Head Teacher's, 16 Principal Teachers (Curriculum), five Principal Teachers of Guidance and one Principal Teacher of Support for Learning.

The percentage of young people with a Free School Meals Entitlement is 17%. Within the context of the Scottish Index of Multiple Deprivation (SIMD), 21% of our pupils live in the 20% most deprived areas and 27% are deemed to be living in the 20% most affluent areas. Overall attendance is 90.4%, which is 0.8% above the local authority average. 45% of young people have additional support needs. Exclusions are lower than the South Ayrshire average. By April 2026, the exclusion rate was 6.7 (per 1000 pupils) which was 3.1 lower than the South Ayrshire average.

Education Scotland Inspection Report February 2020

We are very proud of our Education Scotland Inspection Report which was published in February 2020 after their visit which took place in December 2019. We were particularly proud of being identified as having "practice worth sharing more widely" with regards to our work, in conjunction with South Ayrshire Council's Champions' Board, to improve outcomes for young people in and around the edges of care.

Our ratings at that time were:

Quality Indicator 1.3	Very Good
Quality Indicator 2.3	Good
Quality Indicator 3.1	Very Good
Quality Indicator 3.2	Good



Our Vision, Values and Aims

Our vision and values were created through consultation with all stakeholders and were launched in August 2017, refreshed with parents and staff in May 2021 and our branding was further updated this session.



Our Vision:

Belmont Academy's Vision is to become ***a nurturing learning environment which inspires every learner to reach their potential.***

Our Values:

Our values guide how we deliver our vision and make decisions every day.

We are respectful. We treat each other and everyone we deal with respectfully and work hard to build trust in Belmont Academy.

We are responsible. We care about getting things right, we are approachable and we work as one team and with people who care about our community.

We have ambition. We have ambition for ourselves and for our team.

Our aims:

- to promote an ethos of achievement in a caring environment, where there are high expectations for all young people and their successes are celebrated.
- to establish a positive inspiring learning environment both in school and online, where all learners have the opportunity to fulfil their potential in all areas of their development
- to deliver a curriculum that is relevant, challenging and appropriate to abilities and aspirations of our learners, and which prepares them for life after school.
- to provide the highest quality of teaching and learning in a stimulating actual and virtual environment that meets the needs of all learners.



What is a “Standards and Quality Report”?

This report provides an evaluation of the overall quality of educational provision within our school. It shows the positive aspects of our provision and highlights the areas that the school is planning to improve.

This report references Education Scotland’s How Good Is Our School 4 (HGIOS 4) document and its quality indicators as benchmarks of how well our school is doing.

Each evaluation is supported by evidence from the school session. This is generated in a planned and systematic way throughout the year. This session we have used a wide range of approaches including:

- Classroom observations – Learning Walks & Departmental Validated Self-Evaluation Visit
- Young people, staff (teaching and support) and parent/carer surveys
- Young people, staff and parent/carer focus groups
- Data analysis, including Insight and Results Machine
- SQA results and Achievement of a Level Data (BGE)
- Discussions between the Senior Leadership Team and Principal Teachers
- Review and improvements led by improvement groups of staff and young people

Keeping You Informed

Information is shared frequently with our parents and carers. We regularly post the successes of our young people on the school website and social media channels.

Terminology

In this report the following terminology follows Education Scotland’s definitions:

‘All’ means 100%

‘Almost all’ means 91% to 99%

‘Most’ means 75% to 90%

‘Majority’ means 50% to 74%

‘Minority/Less than half’ means 15% to 49%

‘A few’ means less than 15%

In the report we also use the terms **senior** and **middle leaders**. **Senior leaders** are members of the Senior Leadership Team (SLT), namely the Head Teacher and five Depute Head Teacher’s. **Middle leaders** generally are our Principal Teachers of Subject or Guidance however, using the term middle leaders means we can also include our Lead Teachers such as our Literacy Lead, Digital Leads, Attendance Leads, Care Experience Lead and our Developing Scotland’s Workforce Lead who take forward improvement items in the school as well as the other leaders. The Extended Leadership Team (ELT) group includes all promoted members of staff.

The Virtual Comparator (VC) consists of a sample group of school leavers from schools in other local authorities who have similar characteristics to our school leavers.

PEF indicates improvement work which is aligned to the Pupil Equity Fund. This activity is detailed in the PEF Action Plan.

Successes and Achievements

As well as the quantitative measures of success there are other indicators of a successful school community: many visitors to our school comment on the warm welcome they receive, the positive ethos, the quality of relationships, the calm sense of purpose, and the range of activities and experiences our young people have outside as well as inside the classroom. As we continue to deal with the challenges related to the increased cost of living, it is fantastic to see a range of activities and wider achievements established across the school.

We have a vibrant school community with a variety of activities taking place daily. These are shared with the school community in our four termly **Belmont Banner** newsletters. In this section we detail a few activities from this session.

Silver Reading Schools Accreditation

Belmont Academy has been awarded the Silver Reading School Award. The Reading Schools programme celebrates schools that build a strong reading culture across the whole community.



UNICEF UK Rights Respecting Schools (RRS) Award at Silver: Rights Aware



We are delighted to have achieved the RRS Silver Award, recognising our commitment to embedding the principles of the UN Convention on the Rights of the Child throughout school life. This award reflects the hard work of our pupils, staff and wider school community in promoting children's rights, ensuring that every young person feels valued, respected and empowered. Achieving Silver status demonstrates that rights are at the heart of our ethos and culture, helping us create a positive, inclusive environment where all learners can thrive. Onwards to Gold!

LGBT Charter – Bronze Award

In January 2026 Belmont Academy achieved the **Bronze LGBT Charter Award**. Over the past year, pupils and staff have been working hard to create a safe, inclusive, and welcoming environment both in and beyond the classroom. This award is a fantastic recognition of that commitment and a huge achievement for our pupil group. A special well-done goes to the brilliant **Belmont LGBTQ+ Club** for all their dedication and enthusiasm throughout the process.



Duke of Edinburgh Award



Belmont Academy pupils once again demonstrated their commitment to personal growth and community spirit through the Duke of Edinburgh's Award programme. Belmont Academy's success this year was outstanding:

- ✓ **41** pupils achieved their **Bronze** Award
- ✓ **11** pupils earned the **Silver** Award
- ✓ **3** pupils completed their **Gold** Award.

Sporting Successes



Our S1/2 Girls and Senior Dance Teams were both crowned South Ayrshire Active Schools Dance Competition winners.

The U14 Basketball team won the Ayrshire league.



Our S1 Boys Football team were U13 Ayrshire Cup finalists, and the S2/3 Boys Football team were South Ayrshire Active Schools winners.

The S2 and Senior Volleyball teams both won the South Ayrshire Active Schools Competitions. The Senior Boys team were also the Scottish Plate finalists.

The S1/2 Netball team won the Ayrshire league as well as being runners up in the South Ayrshire Active Schools Competition.

Belmont Academy's golfers also made their mark once again. Max and Ryan were crowned South Ayrshire Active Schools Golf Champions.



The Belmont Rugby Academy has now been running for four years in partnership with Ayr RFC. With incredible support from the coaches, it continues to go from strength to strength and 75 S1-3 pupils were involved this session.

Sports Day 2026 took place in May in the Riverside Sports Arena. The event brought together all BGE pupils, creating a fantastic atmosphere full of energy, teamwork, and school spirit. A key focus of the event was participation, with every pupil earning house points simply by getting involved. Overall, the day was a huge success, showcasing not only sporting talent but also teamwork, resilience, and enthusiasm.



The Belmont Academy Sports Award Ceremony took place in June, celebrating the individual, team, local, national and international sporting successes of our talented young people. Each year this event is well supported by our school community and is a fitting culmination to the sporting session.

Musical Achievements

We proudly hosted our annual Young Musician and Singer of the Year competition in February, which was a huge success. The evening showcased incredible talent and dedication of 42 pupils, with every participant delivering a performance to be proud of. A special congratulations goes to Leon and Jack, who went on to represent Belmont in the South Ayrshire final. Leon won over the adjudicators and was crowned South Ayrshire Junior Young Musician of the Year.



Belmont's musicians also shone brightly at the 100th Ayrshire Music Festival in March, with our Brass Ensemble, Brass Duet, Trad Collective, and Orchestra all receiving awards for their performances.

These accolades reflect the dedication of our students, Music teachers, our wonderful instructors, and the vibrant musical life we continue to cultivate at Belmont Academy.

School Show – Grease

This year's school production of *Grease* in November 2025 was nothing short of spectacular and will be remembered for a long time to come. From the moment the curtain rose, audiences were treated to high-energy performances, catchy musical numbers and outstanding acting that truly brought Rydell High to life. The confidence, commitment and sheer talent shown by our pupils was incredible, and it was wonderful to see the hall buzzing with excitement each night.



Progress and impact of Improvement Priorities for Session 2025-26

Improvement Priority 1:

Develop High Quality Learning and Teaching that leads to improved levels of attainment and achievement for all.

Progress and Impact

As part of planned whole school self-evaluation, a team of representatives of South Ayrshire visited Belmont Academy for two days in November with a focus on learning, teaching, assessment and safeguarding. During the visit, the team talked to young people, parents/carers and staff. The visiting team observed young people learning and explored key documentation, providing a positive summarised findings report and issuing a parental letter.

The Learning, Teaching and Assessment (LTA) group has; supported the departmental Validated Self-Evaluation (VSE) programme, focusing on *The Belmont Way* which exemplifies our consistent lesson structure; and gathered pupil voice in relation to learning in the BGE and Senior Phase. Three departments have participated in the VSE programme this session – Computing, Art, and Design & Technical. Each department received a VSE report afterwards detailing strengths and areas for development. This supports school improvement, collaboration and sharing good practice.

The *Adaptive Teaching* team led three whole school training sessions with colleagues to reflect on current practice and adapt LTA to meet the needs of all learners. Significant changes to classroom environments are now evident. During the May in-service, the team organised a showcase of effective practice which all staff engaged in. *Adaptive Teaching* approaches are now evident across the school.

Key staff collaborated with stakeholders to create our Curriculum Rationale using the software *Thinglink*. This work reflects our school context and considers learner personas within departments. The *Thinglink* details what we do and why we do it. Our Curriculum Rationale is interactive, informative, accessible and adaptable, and is available on the school website.

The pattern of Senior Phase attainment remains strong. The attainment for all Leavers (S4/5/6) is above the VC, South Ayrshire and National averages for the Lowest 20%, Middle 60% and Highest 60% of learners, for four out of the last five years.

Next Steps

- Develop and implement whole school Data Hub.
- Implement Literacy action plan (PEF).
- Use adaptive teaching approaches to tailor planning, learning experiences, and **assessment** to effectively meet the needs and maximise the attainment of learners.
- Embed the effective use of ICT to enhance LTA, ensuring digital tools are used to support engagement, differentiation and skills development (PEF).
- Implement the **Young Leaders of Learning** (YLL) programme to strengthen learner participation in school self-evaluation and improvement.
- Audit school environment and develop an Outdoor Learning action plan to expand learning outside the classroom (PEF).

Improvement Priority 2:

Improve Health and Wellbeing to enable children to flourish.

Progress and Impact

Revised attendance procedures and practices resulted in a 2% increase in average pupil attendance to **90.4%**. This surpassed the school target of 90% and is 2.0% above the South Ayrshire average. Each individual year group, from S1 to S6, had a higher overall attendance for the session than the South Ayrshire average. Both S1 and S3 were 2.9% above their respective average. The attendance of all care experienced learners increased by 4% to an average of 89.3%. Attendance of pupils in receipt of free meals and/or clothing grants increased by 3.9% to an average of 83.8%.

In June 2026 we gained **Unicef UK Silver: Rights Aware** school status. The Rights Respecting Schools (RRS) group led the work leading to this successful accreditation. Activities included engaging with the school community to create our new Charter, creating new branding and displaying this and our chosen Articles around the school. The group also supported a Christmas Toy Campaign for the Salvation Army. Members of the RRS group attended the SAC Equalities Conference in February 2026 and contributed to wider discussions. The group also gathered information on where RRS is already embedded within our curriculum and provided evidence and positive feedback during the Silver accreditation process.

Fuel for Learning guidance was developed and shared with members of the school community. Pupils are now more aware of the impact of energy drinks on their health and the consumption of these is monitored across the school.

In January 2026 Belmont Academy achieved the **Bronze LGBT Charter Award**. The **LGBTQ+ Club**, supported by staff, worked in partnership with **LGBT Youth Scotland** to achieve the Bronze Charter in recognition of the work they have led.

As part of the South Ayrshire **Communication Friendly Environments** initiative all staff received training to support learners in the classroom and to enhance inclusive practices. Each department designed their own logo, with new door and floorplan signage being introduced. Feedback from pupils and visitors to the school has been extremely positive.

Next Steps

- Build and embed **Respect @ Belmont** whole-school framework.
- Strengthen systems and procedures to ensure timely, consistent and effective support for all learners.
- Continue to apply revised attendance procedures (PEF).
- To implement **The Connected School** as a whole school approach, in line with SAC positive relationships policy.
- Finalise and implement HWB action plan (PEF).
- Continue **Communication Friendly Schools** initiative to enhance inclusive practices.

Improvement Priority 3:

Support learners to develop skills for learning, life and work.

Progress and Impact

The S1 Meta-skills pilot system was developed and implemented with Departments focussing on three core Meta-skills. Data was analysed monthly to track S1 skills development within departments and across the school.

Key staff collaborated with stakeholders to create our **Careers Education Strategy** (CES) using the software *Thinglink*. This outlines our aims and supports young people and families to understand the world of work and the wide range of career opportunities available to them, both locally and nationally. Our CES is interactive, informative, and is available on the school website.

Our **Beyond Belmont** alumni programme was launched with six former pupils returning to Belmont Academy in December 2025. They delivered an inspiring assembly to S5/6 pupils, sharing their individual journeys. Feedback was very positive and our learners appreciated their honesty, enthusiasm and advice.

Next Steps

- Strengthen transition processes across key stages, including Primary to Secondary and BGE to Senior Phase, to ensure continuity and progression in learning, wellbeing, and attainment.
- Implement and embed the use of GlobalBridge to effectively track, profile, and celebrate learners' wider achievements and skills.
- Implement a strategic CLPL and Staff Leadership programme that develops professional agency, collaboration and leadership capacity.
- Continue to develop the STEM provision across the Belmont Cluster by implementing **STEM @Belmont Academy** action plan.
- Develop DYW pathways through a broader range of vocational and industry-linked learning experiences, enabling learners to develop skills, gain accreditation and progress confidently into positive destinations.
- Review our Vision, Values and Aims (VVA) to ensure they remain relevant, inclusive and reflective of the school community.

Our fourth overarching improvement priority is that ***we will ensure inclusion and equity are at the heart of all that we do.***

One way we do this is through Pupil Equity Funded (PEF) activities. Our PEF Action Plan 2025/26 provides detail of our work and progress in relation to our four areas of intervention:

- 1 - Belmont Academy Skills Academy (BASKA);
- 2 – Attendance;
- 3 – Care Experienced;
- 4 – Belmont Breakfast Club.

Evaluative Summary

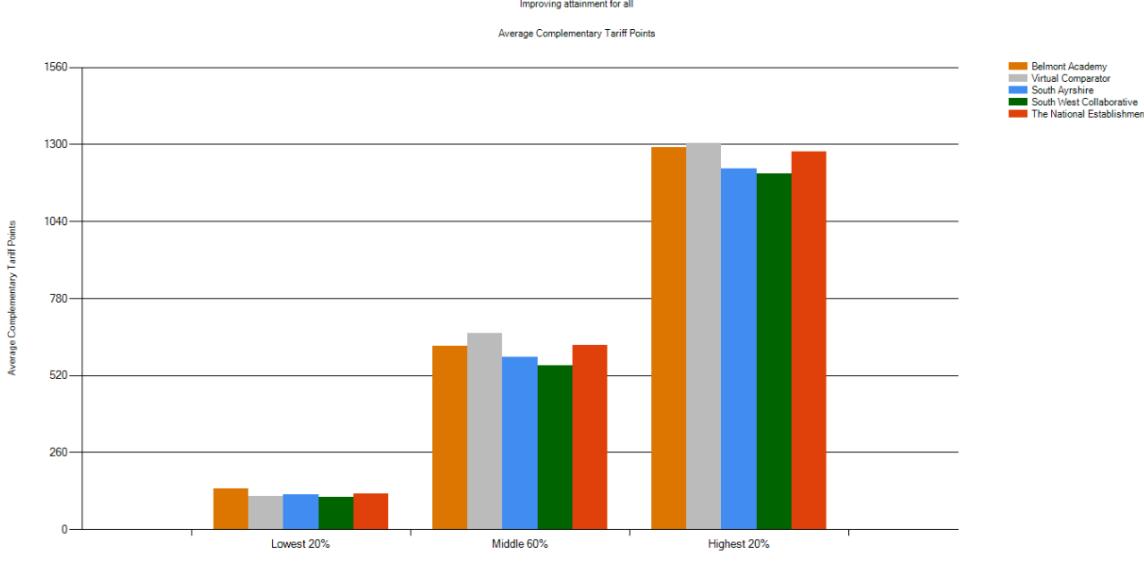
Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	Our Vision, Values and Aims (VVA) continue to provide a clear foundation for the life and work of the school. Throughout the session, we engaged young people through surveys and sought staff views through professional dialogue to evaluate the extent to which our vision and values continue to reflect the needs and aspirations of our school community. Feedback highlighted the enduring relevance of our values and identified opportunities to strengthen ownership and understanding across all stakeholders. As a result, a full review of our VVA has been prioritised within our School Improvement Plan for 2026-27, ensuring they remain aspirational, inclusive and reflective of our evolving school community. This aligns with our commitment to developing a shared vision that is shaped by and meaningful to those we serve. Almost all members of the school community demonstrate our values consistently through positive relationships, mutual respect and a commitment to inclusion. Our pupil-friendly motto, <i>'Be Kind, Be Positive, Be Yourself'</i>, is widely recognised by young people and reinforces a culture where learners feel valued, supported and encouraged to contribute positively to school life. Inclusion and equity remain central to our approach to improvement. Our School Improvement Plan focuses on three clear priorities identified through self-evaluation and consultation with staff, young people and other stakeholders. These priorities are firmly rooted in our VVA and reflect local and national priorities. Annual departmental reviews provide opportunities for staff to evaluate strengths, identify areas for improvement and contribute to whole-school improvement priorities. As a result, staff have a clear understanding of the school's direction and their role in securing positive outcomes for learners. Senior and middle leaders continue to provide effective leadership for change, fostering a collegiate culture in which improvement is viewed as a shared responsibility. This collaborative approach supports ongoing improvements in wellbeing, learning, attainment and achievement. Overall, leadership of change at Belmont Academy is <u>very good</u>.



Quality Indicator	School Self-Evaluation
2.3 Learning, teaching and assessment	In November 2025, a team of representatives of South Ayrshire Council visited Belmont Academy with a focus on learning, teaching, assessment and safeguarding. During the visit, the team talked to young people, parents/carers and staff. The visiting team observed young people learning and explored key documentation. The team found the following strengths in the school's work. • Leadership and positive relationships are leading to calm and purposeful learning environments. • Teaching staff are committed to improving their practice. • The school's learning and teaching policy, <i>The Belmont Way</i>, is embedded and is resulting in teachers using a clear structure for delivering learning experiences to young people. The following areas for improvement were identified. • Continue to develop consistent high-quality learning experiences by embedding adaptive teaching approaches to meet the needs of all learners. • Continue to develop a robust and impactful system to track learner progress in the Broad General Education (S1-3). Following the visit by the review team, evidence from observations, stakeholder discussions and documentation confirmed that learning and teaching at Belmont Academy is characterised by positive relationships, strong leadership and a shared commitment to continuous improvement. The embedding of <i>The Belmont Way</i> has established calm, purposeful learning environments and consistent routines which support engagement and learning. Staff demonstrate a strong commitment to professional learning and improving classroom practice. Almost all young people were engaged and motivated in their learning, benefiting from a nurturing ethos and high-quality relationships across the school. The visit also highlighted the need to further embed adaptive teaching approaches to ensure consistently high-quality learning experiences for all learners and to continue strengthening approaches to tracking progress within the Broad General Education. Overall, self-evaluation evidence gathered throughout the session, including the three departmental Validated Self-Evaluation (VSE) visits, demonstrates that the school has effective systems and positive foundations in place to support improvement in learning, teaching and assessment. Overall, learning, teaching and assessment at Belmont Academy is <u>good</u>.

Quality Indicator	School Self-Evaluation
3.1 Ensuring wellbeing, equity and inclusion	Wellbeing is a strength of the school and is recognised by staff and partners as fundamental to improving attainment, achievement and positive outcomes for young people. Almost all staff confidently apply the wellbeing indicators to identify and respond to learners' needs, with teachers demonstrating a strong understanding of wellbeing as a responsibility of all. Professional learning through <i>PL@Belmont</i> continues to enhance staff understanding of the barriers young people may face. Staff have developed expertise in areas including mental health first aid, LIAM, Seasons for Growth and relationship-based approaches, enabling targeted support for learners' social, emotional and mental wellbeing. Staff also contribute to improved wellbeing outcomes through leadership roles, including the development and delivery of the S2 wellbeing programme, which supports young people to develop their understanding of physical, emotional and mental health. Senior leaders and staff work effectively to maintain a safe, caring and inclusive environment where young people feel valued and supported. Almost all young people report that staff encourage responsible behaviour and treat them fairly and with respect. Staff demonstrate a secure understanding of statutory duties relating to wellbeing, equality and inclusion, and school policies reflect current national guidance and expectations. Belmont Academy continues to foster a strong sense of belonging, underpinned by positive relationships, respect and an inclusive ethos. This commitment was recognised through the school achieving the <i>UNICEF UK Rights Respecting Schools Award at Silver: Rights Aware</i> and the <i>Bronze LGBT Charter Award</i> during the session. These achievements reflect the school's ongoing work to promote children's rights, equality and inclusion, while ensuring all young people feel safe, valued and respected. The <i>Rights Respecting Group</i> and the <i>LGBTQ+ Club</i> have both played a significant role in securing these awards and demonstrates the positive impact of learner leadership and participation. External validation highlighted rights-based practice and pupil voice as particular strengths. Assessors recognised the school's commitment to promoting children's rights and noted that pupil voice is embedded across the school. Young people reported that they feel safe, nurtured and listened to, and that their views lead to meaningful change. They described Belmont Academy as an inclusive and supportive environment where they feel accepted for who they are. The needs of almost all young people are identified and supported effectively through strong collaboration between senior leaders, guidance staff, pupil support staff and partners. Robust staged intervention processes, combined with effective information sharing, ensure staff are well informed about learners' needs and can adapt support and learning appropriately. The weekly Pastoral Update continues to be an important mechanism for promoting consistency and helping staff respond effectively to individual circumstances. Overall, Belmont Academy is <u>very good</u> at ensuring wellbeing, equality and inclusion.

Quality Indicator	School Self-Evaluation																																							
3.2 Raising attainment and achievement	<i>Attainment in literacy and numeracy</i>																																							
	<i>BGE</i>																																							
	Learners make good progress in literacy and numeracy. In the Broad General Education (BGE), almost all young people achieve CfE third level or better in literacy and numeracy. Compared to 2024-25 data, the number of young people achieving CfE fourth level literacy and numeracy by the end of S3 this session has increased by 16% and 8% respectively. S3 fourth level literacy and numeracy attainment is consistently above the SAC average over the last three years.																																							
	<i>Senior Phase Leavers</i>																																							
	The table below highlights attainment in literacy and numeracy for all leavers (S4/5/6) over the last three years.																																							
	<table><tr><th>All Leavers</th><th>Year</th><th>% Level 4 Lit & Num</th><th>% level 5 Lit & Num</th><th>% level 6 Lit & Num</th></tr><tr><td>Belmont Academy</td><td>2025</td><td>90</td><td>69</td><td>23</td></tr><tr><td>VC</td><td>2025</td><td>88</td><td>72</td><td>28</td></tr><tr><td>Belmont Academy</td><td>2024</td><td>89</td><td>68</td><td>27</td></tr><tr><td>VC</td><td>2024</td><td>91</td><td>74</td><td>29</td></tr><tr><td>Belmont Academy</td><td>2023</td><td>88</td><td>59</td><td>28</td></tr><tr><td>VC</td><td>2023</td><td>91</td><td>71</td><td>27</td></tr></table>					All Leavers	Year	% Level 4 Lit & Num	% level 5 Lit & Num	% level 6 Lit & Num	Belmont Academy	2025	90	69	23	VC	2025	88	72	28	Belmont Academy	2024	89	68	27	VC	2024	91	74	29	Belmont Academy	2023	88	59	28	VC	2023	91	71	27
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The four-year average indicates that almost all young people leave Belmont Academy with qualifications in both literacy and numeracy at SCQF Level 4 or better. The percentage of leavers attaining SCQF Levels 4/5/6 literacy is a strength since 2022; Level 6 literacy dropped below the VC in 2025. Attainment in SCQF Levels 3/4/5 numeracy has improved significantly since 2023, and Level 5 numeracy is in line with the VC for the first time in 2025.																																								
Attainment in both literacy and numeracy continue to be an area of improvement for next session, with a particular focus on Level 6.																																								

Quality Indicator	School Self-Evaluation																								
3.2 Raising attainment and achievement (cont' d)	Attainment over time The attainment of young people leaving Belmont Academy is strong over the last five years. The table below shows that the attainment of 2025 leavers in the Lowest 20%, Middle 60% and Highest 20%, were all higher than the South Ayrshire average. The Middle 60% attainment is a continued focus for improvement. The selected year is 2025 Improving attainment for all Average Complementary Tariff Points  <table><thead><tr><th>Attainment cohort</th><th>Belmont Academy</th><th>Virtual Comparator</th><th>South Ayrshire</th><th>South West Collaborative</th><th>The National Establishment</th></tr></thead><tbody><tr><td>Lowest 20%</td><td>150</td><td>100</td><td>120</td><td>100</td><td>120</td></tr><tr><td>Middle 60%</td><td>600</td><td>650</td><td>580</td><td>550</td><td>600</td></tr><tr><td>Highest 20%</td><td>1250</td><td>1300</td><td>1150</td><td>1100</td><td>1200</td></tr></tbody></table>	Attainment cohort	Belmont Academy	Virtual Comparator	South Ayrshire	South West Collaborative	The National Establishment	Lowest 20%	150	100	120	100	120	Middle 60%	600	650	580	550	600	Highest 20%	1250	1300	1150	1100	1200
	Attainment cohort	Belmont Academy	Virtual Comparator	South Ayrshire	South West Collaborative	The National Establishment																			
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	Highest 20%	1250	1300	1150	1100	1200																			
	Overall quality of learners' achievement Achievement is also a strength of Belmont Academy. We offer a wide range of activities for young people to achieve and gain accreditation. These include clubs, trips, charity fundraising events and wider achievement courses. The Duke of Edinburgh's award is well-embedded with parental support contributing to its success. Our <i>Careers Education Strategy</i> supports achievements and regular discussion about skills across the curriculum. Almost all young people can link learning to skills for learning, life and work.																								
	Equity for all learners The work of our integrated Pupil Support Team and Pupil Equity Funded (PEF) interventions continue to reduce barriers for young people who face additional challenges. Our BASKA programme successfully provides targeted support. By October, almost all young people (97.4%) of young people who left Belmont Academy in 2025 were predicted to be in a positive destination. Positive and sustained leaver destinations is a significant strength of our school and is a result of strong leadership and highly effective partnership working, particularly with Skills Development Scotland (SDS) and Ayrshire College.																								
	Overall, Belmont Academy is <u>good</u> at raising attainment and achievement.																								

Our Improvement Priorities for Session 2026-27

We ensure inclusion and equity are at the heart of everything we do. Our School Improvement Plan maps out our agenda for the session ahead and our three strategic priorities are to:

1. Develop High Quality Learning and Teaching that leads to improved levels of attainment and achievement for all.
2. Improve Health and Wellbeing to enable children to flourish.
3. Support learners to develop skills for learning, life and work.

More details on each of these priorities can be found in our School improvement Plan for session 2026-27, which can be found on our website.

Our Capacity for Improvement

We have an unusual, if not unique, approach to organising and managing school improvement in a collegiate way in Belmont Academy: our approach recognises the benefits of collegiate working to build confidence, capacity and consistency in a positive and supportive environment. We also support and encourage leadership from all areas of the school: we recognise that leadership, good ideas and a willingness to 'step up' are not the sole preserve of the senior or middle leaders. As a result, we are confident that the school has the capacity to continue to improve.

Despite the ongoing pressures and demands of the work that we do – pupils, parents/carers, teachers and partners - there is a strong sense that we are 'all in it together' to do the very best that we can. On that basis, we can be just as confident looking ahead as we can be rightly proud of what we have already achieved.

Be kind, be positive, be yourself



 **KIND**  **POSITIVE**  **YOURSELF**