

South Ayrshire Council
Education Services

Belmont Academy School Improvement Plan 2026-2027



 KIND  POSITIVE  YOURSELF

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 Priorities

We ensure inclusion and equity are at the heart of all that we do:

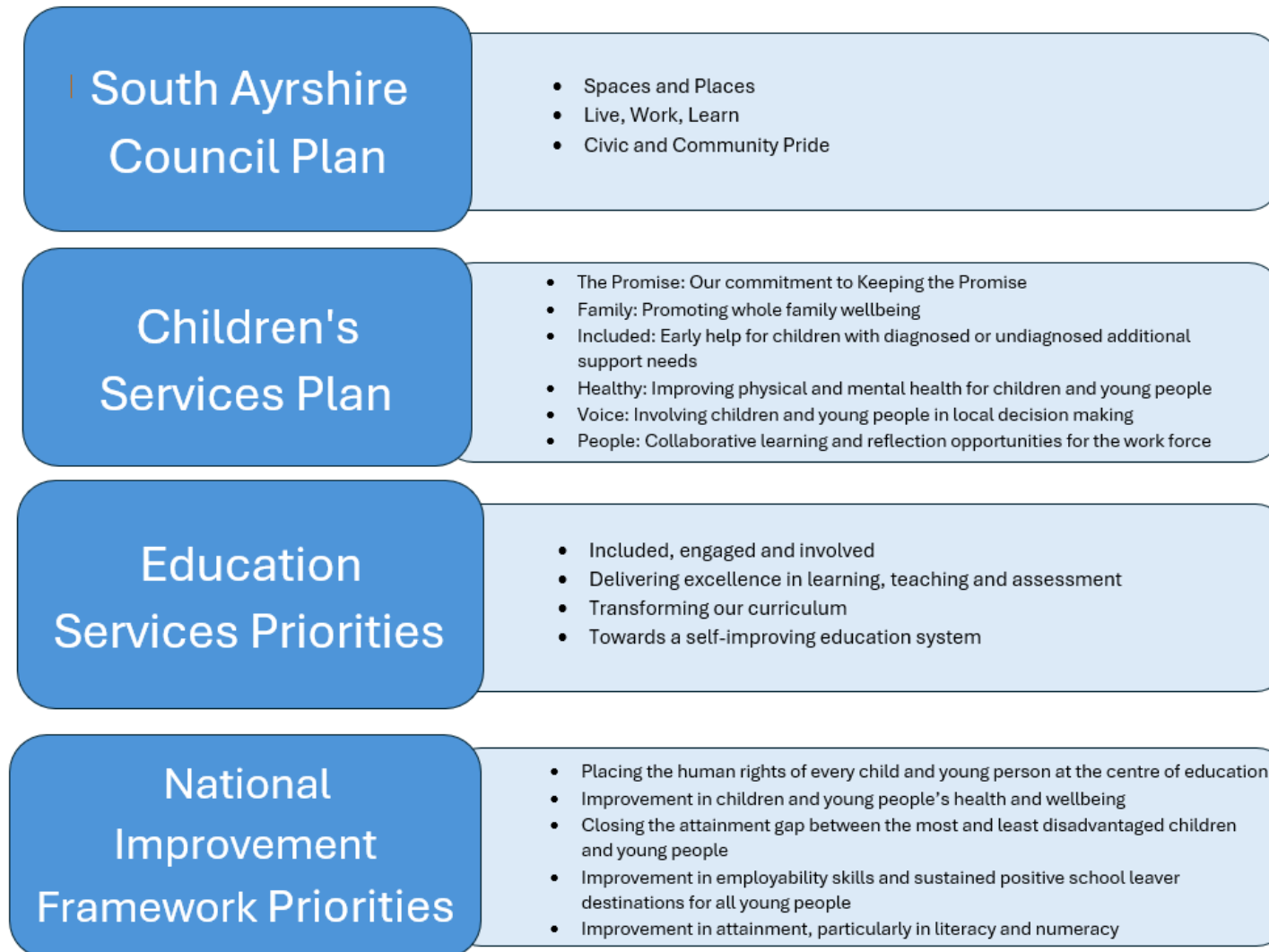
1. Develop High Quality Learning and Teaching that leads to improved levels of attainment and achievement for all
2. Improve Health and Wellbeing to allow children to flourish
3. Support learners to develop skills for learning, life and work

To take these priorities forward we aim:

- to promote an ethos of achievement, where there are high expectations for all young people and their successes are celebrated.
- to establish a positive inspiring learning environment in which 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 environment that meets the needs of all learners.

Our vision, values, priorities and aims articulate with South Ayrshire Council Children's Services Plan (2023-2026).

Factors Influencing the School Improvement Plan



Our School Improvement Plan is directly aligned to the National Improvement Framework (NIF) drivers, the Educational Services Priorities, the South Ayrshire Children's Services Plan and Council Plan. In addition, Our Pupil Improvement Plan is aligned to our School Improvement Plan.

Strategic Priority 1: Develop High Quality Learning and Teaching that leads to improved levels of attainment and achievement for all					
NIF Drivers: 1, 2, 3, 4, 5, 6 SAC ES R&IP: 3, 5					
Action	Impact on Learners	Who	Measures	When	Progress Update (Insert date for each update)
Develop and implement whole school Data Hub.	Data Hub ensures the best outcomes for learners as decisions are driven by data.	J McCaig/ G Surgenor	Data Hub created on Teams. Revised BGE Tracking System. Increase in KPIs over time.	August '26 – June '27	
Implement Literacy action plan (PEF).	Reading, Writing and Spelling levels improve. Increase % of pupils with L5 Literacy awards at exit point.	C Grant/ Literacy Leads/ J Murdoch	GL, ACEL, Insight & literacy data. Introduce Book, Barista & Blether. Achieve Reading Schools Gold status.	August '26 – May '27	
Use adaptive teaching approaches to tailor planning, learning experiences, and assessment to effectively meet the needs and maximise the attainment of learners.	Teaching and assessment meet the needs of all learners and improves their learning experience. Highly able learners achieve their potential.	J Flanagan/ L MacMillan/ R Duncan/ A Fulton/ K Telfer	Observations. Pupil feedback. Assessment practices. Strategies evident to support challenge for highly able learners.	August '26 – June '27	
Embed the effective use of ICT to enhance LTA, ensuring digital tools are used to support engagement, differentiation and skills development (PEF).	Increased engagement, differentiated learning, effective feedback, leading to improved attainment and skills development.	C Grant/ Digital Leads	Observations. Pupil, parent and staff feedback. Effective differentiation & feedback using ICT. Increased learner confidence and competence in digital skills. CyberFirst Gold Award.	August '26 – June '27	
Implement the Young Leaders of Learning (YLL) programme to strengthen learner participation in school self-evaluation and improvement.	Learners are actively involved in on-going self-evaluation activities leading to improvement.	J Flanagan/ J Risk/ YLL Group	Reciprocal visits with QMA. YLL promote how learners can be involved in school improvement. YLL group lead an area of school improvement.	September '26 – May '27	
Audit school environment and develop an Outdoor Learning action plan to expand learning outside the classroom (PEF).	Greater engagement, wellbeing, and inclusion, alongside richer curriculum opportunities. Contribute to Eco-Committee.	J McCaig/ Outdoor Ed Lead/ I Aitken	Learner voice, wellbeing and attainment data. Observations. Increased use of improved outdoor spaces. Achieve Green Flag Award.	September '26 – June '27	

Strategic Priority 2: Improve Health and Wellbeing to enable children to flourish					
NIF Drivers: 1, 2, 3, 5, 6 SAC ES R&IP: 1, 2, 3					
Action	Impact on Learners	Who	Measures	When	Progress Update (Insert date for each update)
Build and embed Respect @ Belmont whole-school framework.	Learners feel safe, respected and included, demonstrating positive relationships, empathy, wellbeing, and responsibility, leading to improved engagement, participation and achievement.	J McCaig/ N Melville/ RRS Group	90%+ of learners report feeling respected, included and safe. Consistent implementation of relationship-based approaches. Increased learner participation in school decision-making. Gain Respect Me accreditation. Work towards RRS Gold Award.	August '26 – June '27	
Strengthen systems and procedures to ensure timely, consistent and effective support for all learners.	Learners receive timely, consistent and effective support, resulting in improved wellbeing, engagement, attendance and achievement.	A Bryden/ D Slider/ PS Staff/ C Reid/ PTGs	Learner wellbeing survey. Improved attendance and engagement. Pupil and parental feedback. Attainment and achievement for targeted learners.	September '26 – June '27	
Continue to apply revised attendance procedures (PEF).	Improved attendance, timekeeping and attainment.	A Bryden/ PTGs/ Att Leads	Overall attendance rises to 92%+. Weekly year-on-year data. Att Leads target group data. Track ARAs.	August '26 – June '27	
To implement The Connected School as a whole school approach, in line with SAC positive relationships policy.	Every learner feels safe, valued, and ready to learn. Strengthened relationships between pupils, parents, and staff.	J McCaig/ Ed Psych Se/ A Andrews/ A Fulton/ V Stewart	Questionnaires. Focus groups. Relevant data eg. Pupil referrals, engagement in learning and V&A reports	September '26 – June '27	
Finalise and implement HWB action plan (PEF).	Improved pupil and staff health and wellbeing.	A Bryden/ N Wilde/ Social Comm	Pupil and staff attendance. Pupil, staff and parental surveys. Wellbeing tracker.	August '26 – June '27	
Continue Communication Friendly Schools initiative to enhance inclusive practices.	Learners feel more included, supported, and able to participate fully in both learning and social aspects of school.	V Gibson/ Pupil Steering Group	Consistent communication across the school. Pupil and staff feedback.	August '26 – June '27	

Strategic Priority 3: Support learners to develop skills for learning, life and work					
NIF Drivers: 1, 2, 3, 4, 5, 6 SAC ES R&IP: 3, 4					
Action	Impact on Learners	Who	Measures	When	Progress Update (Insert date for each update)
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.	Learners experience smooth, well-supported transitions, leading to improved wellbeing, continuity in learning, increased engagement and sustained attainment.	A Bryden/ D Slider/ Primary HTs	Transition information is shared consistently and used effectively. Pupil, parent and staff feedback. Reduced gaps in learning and support identified. Attainment and achievement data.	August '26 – June '27	
Implement and embed the use of <i>GlobalBridge</i> to effectively track, profile, and celebrate learners' wider achievements and skills.	Learners' wider achievements are recognised, celebrated and support the skills required for life, learning and work.	V Gibson/ Team GB (LM,LO,EB, CS,BK,JM)	Pupil and staff participation reports. Skills reporting. Wider Achievement Awards.	September '26 – June '27	
Implement a strategic CLPL and Staff Leadership programme that develops professional agency, collaboration and leadership capacity.	High-quality LTA through enhanced staff expertise and leadership, leading to improved learner engagement, wellbeing and attainment.	C Grant	Increased participation in CLPL. Staff leadership opportunities. Greater collaboration and sharing of effective practice. Improved classroom practice.	September '26 – June '27	
Continue to develop the STEM provision across the Belmont Cluster by implementing STEM @Belmont Academy action plan.	Promote interest and engagement in STEM subjects.	J McCaig/ R McMahon	No. of learners and staff involved. Increased number of STEM clubs and activities. Young Stem Leaders Awards.	August '26 – May '27	
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.	Learners experience a broader range of meaningful pathways, develop transferable employability skills, gain industry-relevant qualifications and make informed choices about their future destinations.	V Gibson/ DYW Coordinator/ W Smith/ K Hitchen	Improved learner engagement and attendance. Increased pupil attainment. Positive learner feedback. parents/carers and partners Beyond Belmont alumni engagement.	August '26 – June '27	
Review our Vision, Values and Aims (VVA) to ensure they remain relevant, inclusive and reflective of the school community.	Learners contribute meaningfully to reviewing the school's VVA, strengthening voice, inclusion and belonging.	K Boyd/ J Flanagan/ Pupil Council	Stakeholder participation in consultation activities. Evaluation report completed with agreed recommendations.	September '26 – May '27	