

South Ayrshire Council
Education Services

Belmont Academy School Improvement Plan 2023-2024



 **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

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

Our School Improvement Plan is directly aligned to the National Improvement Framework (NIF) drivers and the South Ayrshire Council Educational Services Recovery and Improvement Plan (2021-2024). 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)
LTA Improvement Team to further develop approaches to improve learning, teaching and assessment.	High-quality learning experiences for all learners. Learners experience a wide variety of assessment approaches.	J Flanagan/ I Phillips/ L MacMillan/ LTA ITeam	CLPL ensures learning is motivating and meaningful. Assessment is integral to our planning of learning. Learning visits and pupil surveys.	Ongoing	
Review and amend curriculum in the BGE and SP to ensure appropriate learning pathways are available for all learners.	Learners experience personalisation and choice through S3 Electives.	J Flanagan/ L Macmillan/ SCQF Ambassadors	S3 courses and electives align with the Senior Phase. SP attainment reviews. Work towards Gold SCQF Ambassador Award.	October '23 – March '24	
Create a whole school Curriculum Rationale.	Learners participate in the development of our curriculum.	J Flanagan	Feedback from Curriculum surveys and focus groups.	September '23 – May '24	
Introduce Department VSE programme.	Improvements in learning, teaching and assessment.	J Flanagan	Department VSE Reports detailing strengths and areas for development.	June '23 – June '26	
Develop digital strategy and increase digital communication with staff, pupils, parents and carers (PEF).	Enhanced use of digital technology to support learning.	G McLean/ S Kyle	Increase in IT use for learning. New school website accessed by all stakeholders. Increased levels of communication across platforms.	September '23 – May '24	
Implement numeracy action plan. (PEF).	Improved numeracy levels for targeted learners. All leavers attain a national qualification in numeracy.	G McLean/ L McLean	GL & numeracy assessments. CLPL opportunities for all staff.	August '23 – May '24	
Implement literacy action plan and tasks from Ayrshire Reads plan (PEF).	Reading, Spelling and Writing levels for targeted young people improve through planned interventions.	B Sinclair/ R Pringle	GL & Literacy assessments. CLPL opportunities for all staff. Achieve Reading Schools Silver status.	August '23 – May '24	

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)
Review and update attendance procedures (PEF).	Improve attendance and timekeeping.	A Bryden/ PTGs/ Att Leads	Overall attendance rises to above 90% (from 86%). Increase attendance of young people with attendance between 85-90%.	August '23 – May '24	
Implement Promoting Positive Behaviour Policy.	Better behaviour and better learning.	J McCaig/ PPB ITeam	Positive relationships - surveys. Reduced referrals and exclusions.	September '23 – May '24	
Further develop Belmont Academy Skills Academy (BASKA) programme throughout the session (PEF).	Improve learning, engagement and accreditation for a target group of S2-4 learners.	A Bryden/ C Reid/ M Baxter	Increased attendance, engagement and participation. Reduced referrals and exclusions.	September '23 – May '24	
Launch and implement revised anti-bullying policy.	Relationships are positive and young people are confident to report allegations of bullying.	A Bryden/ PTGs	Pupil and parental survey. Reduced bullying logs.	October '23 – May '24	
Implement action plan to achieve Rights Respecting School Silver status.	Continue to promote inclusion, equity and celebrate diversity.	A Bryden/ K Beck	Achieve Silver RRS award.	August '23 – May '24	
Implement action plan to achieve LGBTQ+ school charter.	Continue to celebrate diversity across our school community.	A Bryden/ A Marrison/ Barnardos	Achieve Bronze LGBTQ+ charter.	August '23 – May '24	
Delivery of a refreshed Staff Leadership Programme.	Professional learning supports collaboration and sharing good practice, to improve LTA.	J Flanagan	Feedback from Staff leadership Programme. Staff and pupil focus groups. Analysis of PRDs.	October '23 – May '24	
Renewed focus on staff wellbeing.	Learners benefit from improved staff wellbeing.	R Cooper/ B Murrie	Staff survey and focus groups. Recovery of staff wellbeing activities.	Ongoing	

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)
Embed revised whole school skills framework.	Learners are supported to reflect on their skills and identify which ones they need to focus on developing.	G McLean/ L MacMillan/ SDS	Use of SDS meta-skills toolkit. Feedback from learner self-evaluation tools.	October '23 – May '24	
Create and implement whole school Careers Education Strategy.	Improve the quality and consistency of young people's learning about work and careers.	G McLean/ L MacMillan/ SDS	Pupil, staff and parental feedback. Feedback from business partners and Ayrshire Chamber of Comm. Meet the expectations and entitlements of the CES.	October '23 – May '24	
Develop the STEM provision across the Belmont Cluster by implementing <i>STEM @Belmont Academy</i> action plan.	Promote interest and engagement in STEM subjects.	J McCaig/ R McMahon	Number of learners and staff involved. Increased number of STEM clubs and activities. Young Stem Leaders awards. Pupil and staff surveys.	August '23 – May '24	
Increase partner engagement to enhance delivery of curriculum.	Young people benefit from learning in a wide range of relevant contexts.	G McLean/ L MacMillan	Each department develops a minimum of 2 business partners.	Ongoing	
Develop 'Beyond Belmont' alumni project.	Highlight curriculum pathways and make learning relevant.	G McLean/ L Kirkwood	Level of alumni engagement. Feedback from learners, parents/carers and partners.	October '23 – May '24	
Recover the Senior Phase work placement programme.	All S4 & S5 leavers have the opportunity of a work placement.	G McLean/ I Watson	Meet the expectations and entitlements of the CES. % of S4/5 leavers who experience work placements.	October '23 – May '24	
Encourage participation in the Saltire Award.	Celebrate, recognise and reward the commitment, contribution and achievements of young volunteers.	G McLean/ S5/6 pupils/ VASA	Number of young volunteers. Participation levels of Saltire Award.	October '23 – May '24	