



Belmont Academy

Standards and Quality Report 2022-23



 **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 2022-23 is 1215 with a staffing complement equivalent to 83.0 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), 19% of our pupils live in the 20% most deprived areas and 28% are deemed to be living in the 20% most affluent areas. Overall attendance is 85%, which is 1% below the local authority average. Exclusions are slightly higher than the South Ayrshire average. By May 2023, 34 young people had been temporarily excluded with the total number of days being 74. 28% of young people have additional support needs.

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



To read the summarised inspection findings then please access the link below:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1637>

Our Vision, Values and Aims

Our vision and values were created through consultation with all stakeholders and were launched in August 2017 and refreshed with parents and staff in May 2021.

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 Twitter account. Almost all department have their own Twitter page too. These Twitter accounts are used to celebrate success and share the good work of our school community. We aim to further improve communication channels, including the launch of our new school website, and develop a clear communications strategy.

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, Numeracy Lead, Digital 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 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.

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 recover from the pandemic and deal with the challenges related to the increased cost of living, it has been fantastic to see many activities and wider achievements established once again.

We have a vibrant school community with a variety of activities taking place on a daily basis. In this section we detail a few activities from this session.

Reading School Accreditation

In February 2023 Belmont Academy was awarded the Reading School accreditation by the Scottish Book Trust.

Pupils got involved in a selection of fun reading exercises to achieve the prestigious accolade. These were organised by the Reading Leadership Group - a team consisting of Belmont Academy staff Mr Willetts, Miss Grant, and Mr Pringle, alongside a group of S1-S6 pupils.

S1-S3 pupils took part in a Health and Wellbeing Book Research Challenge, while S2-S6 pupils enjoyed listening to audiobooks. The whole school took part in a Drop Everything and Read event during Book Week Scotland, and a collection of book reviews were compiled from pupils of all stages.

Pupils also engaged in a "speed dating" exercise where they got the chance to check out a range of books to see which appealed to them. Other reading activities included the Heartstopper Challenge and the Reading World Cup.

Kevin Boyd, Head Teacher at Belmont Academy said: "We're delighted to have been recognised by the Scottish Book Trust as a Reading School! It's through the hard work and enthusiasm of our staff and pupils that we've been able to achieve his amazing accreditation."

Councillor Stephen Ferry, Education Portfolio Holder for South Ayrshire Council said: "It's fantastic to see Belmont Academy being recognised for all their hard work. Setting fun challenges not only helps develop reading skills amongst young people but inspires a generation of enthusiastic readers. Congratulations to all of the pupils and staff involved!"



Children In Need Day

During the week leading up to ***Children In Need Day*** on Friday, 18 November, the S6 Leadership Team, supported by Miss Dunsmuir, organised a range of events throughout the week. It was lovely to have some normality back in school whilst raising funds for a good cause.

Activities included a range of events - General knowledge quiz, bake sale, pupil versus staff football match and the very popular soak the teacher. The week culminated with a dress down day on the Friday and a sell-out Karaoke in the Assembly Hall.

An incredible **£1588.37** was raised for Children in Need. Well done to everyone involved and a special thanks to S6 students and Miss Dunsmuir.



The Night Before Christmas Campaign (NB4CC)

In the lead up to Christmas our charity group organised a number of events and activities to support NB4CC. These included wearing something festive for Christmas Cheer Day, S6 pupils selling candy canes and members of our school community making **Red Bags of Joy** for the elves to deliver. Special thanks to Miss Dunsmuir and the young people who visited the NB4CC packing process on 14th December.



School Show - School of Rock

In June 2023, young people within Belmont Academy put on a fantastic performance of School of Rock, three nights in a row. The cast and crew worked really hard for months to put this together, and the hard work paid off as the audience loved it! Thanks to all involved for an unforgettable experience.



Progress and impact of Improvement Priorities for Session 2022-23

Improvement Priority 1:

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

Progress and Impact

The Learning, Teaching and Assessment (LTA) group is the largest improvement team in the school with members from almost all subjects. Meeting times are used to share practice and learn about new strategies that the group then share in their departments and trial in their lessons. Making Thinking Visible (MTV) Thinking Routines and Co-Operative learning strategies are used widely across the school and two members of the group lead MTV training sessions for the local authority as MTV Ambassadors.

During this session the group has: prepared monthly newsletters sharing practice on particular topics such as whole class feedback, growth mindset and retrieval practice; led twilight and in-service training for colleagues; participated in Senior Phase Learning Walks (November 2022) where almost all staff were observed.

In June 2023 we piloted our first Departmental Validated Self-Evaluation (VSE) Visit in collaboration with the PE department. The visiting team included members of the SLT, our Quality Improvement Manager (QIM) and a Principal Teacher of PE from another SAC school. Learning visits focus on The Belmont Way which exemplifies our consistent lesson structure. The resulting VSE paper identifies strengths, development needs and provides a list of recommendations to support continuous improvement in the department. This departmental VSE approach will be rolled out across the school over the next three years.

We continued to review Senior Phase Pathways to ensure the school offers appropriate pathways which meet the needs of all learners. Each department created a three-year curriculum development plan.

Overall, Senior Phase attainment is above the South Ayrshire average. SCQF Level 5 (National 5) is in line with the local authority average. Performance at SCQF Level 6 (Higher) and Level 7 (Advanced Higher) is particularly strong and are above the SAC average in 4/4 key measures. Attainment in S5 and S6 is also above the VC in almost all benchmarking measures.

Next Steps

- LTA Improvement Team to further develop approaches to improve learning, teaching and assessment.
- Review and amend curriculum in the BGE and SP to ensure appropriate learning pathways are available for all learners.
- Create a whole school Curriculum Rationale.
- Introduce Department VSE programme.
- Develop digital strategy and increase digital communication with stakeholders (PEF).
- Implement numeracy and literacy action plans and tasks from the Ayrshire Reads plan (PEF).

Improvement Priority 2:

Improve Health and Wellbeing to enable children to flourish.

Progress and Impact

The *Belmont Family First (BFF)* team relocated their office space from the Library to the Pupil Support area to be at the heart of the building and support collaborative partnership working with the Pupil Support team, Guidance colleagues, the SLT and others. BFF continue to work closely with a number of families and feedback both from families and community partners are showing excellent results. In particular, families feel the benefit of intensive support on the family as a whole. In recognition of the excellent work of the BFF team, they were named the Outstanding Team (Bronze award winners) at The Outstanding People Awards (TOPA) in May 2023.

A Barnardo's worker is also based within Belmont Academy two days per week and support is provided for the full year (including holidays). One aspect of this work involves Mr Marrison and the Barnardo's worker providing support to young people in running the LGBTQ+ group. They report that this group is going well and is a good resource for young people, they can share peer experiences, worries and also how the school can develop and support LGBTQ+ young people further.

As part of the Unicef UK's Rights Respecting Schools Award programme we achieved our *Bronze - Rights Committed* status in June. This activity is led by Miss Beck and the award recognises that Belmont Academy is committed to placing the UN Convention on the Rights of the Child at the heart of our ethos and we are working towards becoming a Rights Respecting School.



In May/June we piloted the Belmont Academy Skills Academy (BASKA). This is an S1-3 programme to try and change the pattern of attendance and behaviour of some of our most disengaged young people. The targeted group of learners followed a bespoke timetable which focussed on Literacy/Numeracy skills and Health & Wellbeing with support from a wide range of staff and partners. Feedback and data from the pilot were extremely positive and we will progress this approach next session.

Next Steps

- Review and update attendance procedures (PEF).
- Implement Promoting Positive Behaviour Policy.
- Further develop Belmont Academy Skills Academy (BASKA) programme throughout the session (PEF).
- Launch and implement revised anti-bullying policy.
- Implement action plan to achieve Rights Respecting School Silver status.
- Implement action plan to achieve LGBTQ+ school charter.
- Delivery of a refreshed Staff Leadership Programme.
- Renewed focus on staff wellbeing.

Improvement Priority 3:

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

Progress and Impact

Our DYW Coordinator introduced a *Future Fridays* series focussing on one growth industry per month from November to June. Sessions highlighted pathways/courses to a range of careers and identified the skills required. Sectors covered included Health & Social Care, Skypath, Trades, Digital Careers, Financial Sector, Creative Industries and Hospitality.

The DYW Coordinator developed a *Belmont Academy Partnership Database* MS Form to help gather data from parents/carers and alumni. This data will be collected next session and used to support the delivery of skills for learning, life and work.

In February 2023 all staff engaged in SCQF training to raise awareness of different pathways, share good practice and identify growth areas linked to labour market intelligence. Following this, in recognition of our ongoing partnership working, development of learner pathways and approaches to curriculum making we achieved the status of SCQF Ambassador Silver status.



In March a staff twilight session focussed on the 'Introduction to meta-skills and embedding skills' in partnership with Skills Development Scotland (SDS). This activity built on the feedback from stakeholders on our Belmont Academy Skills framework and signposted future improvements. A revised whole school skills framework will be developed with a clear focus on meta-skills.

Next Steps

- Embed revised whole school skills framework.
- Create and implement whole school Careers Education Strategy.
- Develop the STEM provision across the Belmont Cluster by implementing *STEM @Belmont Academy* action plan.
- Increase partner engagement to enhance delivery of curriculum.
- Develop 'Beyond Belmont' alumni project.
- Recover the Senior Phase work placement programme.
- Encourage participation in the Saltire Award.

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. This includes the work led by our Care Experienced Champion, who continues to link with the Champions for Change board, which has had success in encouraging participation in and out of school for young people who are Care Experienced. Participation has been a key driver and this year we have focussed on showcasing the work of the young people along with increasing the wider understanding of what being care experienced or a young carer actually means.

Evaluative Summary

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	<p>Our vision, values and aims have been in place since 2017 and were refreshed with parents and staff in 2021. Next session we will work with young people and partners to further refresh and embed our vision and values. Almost all members of the school community positively demonstrate our school values. These, along with the pupil friendly motto for all young people to 'be kind, be positive, be yourself' underpin all aspects of our work.</p> <p>We ensure that inclusion and equity are at the heart of all that we do. Our School Improvement Plan has three clear priorities agreed in conjunction with all staff and a range of other stakeholders including young people and parents. These priorities, which are based on the school's vision, values and aims, link directly to local and national priorities. As a result, all staff are clear on what is important within the school and how they are contributing to these priorities. Senior and middle leaders are aware of the need to ensure all young people, parents/carers and partners are involved in school improvement.</p> <p>Senior and middle leaders provide strong leadership and support for change. There is a clear understanding that school improvement is shared and a collegiate approach to deliver key improvement priorities in wellbeing, improving learners' experiences and raising attainment.</p> <p>Overall, leadership of change at Belmont Academy is <u>very good</u>.</p>



Quality Indicator	School Self-Evaluation
2.3 Learning, teaching and assessment	<p>In October and November 2022, all members of the Learning, Teaching and Assessment (LTA) Improvement Team undertook a series of 'learning walks' which focused on S4-S6 Senior Phase classes across all curricular departments.</p> <p>In almost all lessons observed, there were positive relationships between teachers and young people, and amongst young people themselves. This reflects a positive ethos and demonstrates the genuine respect between staff and young people.</p> <p>Almost all classrooms were organised and tidy, while most classrooms have colourful and informative displays. The majority of classrooms also have learning stations or help desks, providing young people with access to appropriate support resources.</p> <p>In almost all lessons, pupils were engaged in learning quickly through a starter task. In most lessons the learning intentions and success criteria were shared in a variety of ways. Success criteria was co-constructed with learners in less than half of the lessons observed.</p> <p>In most lessons observed, staff delivered well-planned activities to meet the needs of all learners. These lessons contained a variety of learning tasks, including working independently and as a part of a group. Most lessons provided appropriate pace and progression for all learners and almost all lessons contained some degree of appropriate support for learners when required. The majority of lessons featured feedback and next steps provided to young people.</p> <p>The majority of lessons revisited learning intentions and success criteria within a plenary activity. However, all lessons made some connection to future learning. In almost all lessons, learners left the department on time and in an orderly manner.</p> <p>Strengths</p> <ul style="list-style-type: none"> • Positive relationships which foster an encouraging and supportive learning environment. • Organised classrooms with a range of colourful and creative displays. • Effective starter activities used to engage learners. • Well planned activities which meet the needs of learners. • Appropriate support provided by teacher when required. <p>Development Needs</p> <ul style="list-style-type: none"> • Revisit effective and consistent approach to sharing learning intentions and success criteria, as well as revisiting these in plenary. • Further develop our shared understanding of co-constructing success criteria. • Continue to provide opportunities for teachers to share good practice with colleagues in their departments and across the school to ensure consistency. • Further develop our skills in providing clear feedback linked to next steps for learners. • Establish a consistent and effective approach to differentiation. <p>Almost all teachers engage positively in professional learning that focuses on improving learning, teaching and assessment. This is supported effectively by the in-house <i>PL @Bel</i> professional learning and staff leadership programmes.</p> <p>Overall, learning, teaching and assessment at Belmont Academy is <u>good</u>.</p>

Quality Indicator	School Self-Evaluation
3.1 Ensuring wellbeing, equity and inclusion	<p>Senior leaders and staff work very effectively to ensure that we provide a safe and caring environment in which young people achieve success. Almost all young people say that staff encourage pupils to be responsible and behave well. Almost all young people state they are treated fairly and with respect. Most young people consider the school to be inclusive and treats everyone including those of different race, religion, sexual orientation etc., equally. Most young people believe the school encourages and supports them to look after their mental health and hold the view that the school deals with complaints about bullying seriously. Almost all young people say there are opportunities to take part in events outside of the classroom such as school clubs, activities, and sports. Most young people say that the school encourages them to take regular exercise.</p> <p>Teachers across the school understand their role and actively support wellbeing as a responsibility for all. <i>Personal Support</i> is used effectively at the start of the day, where teachers reinforce our vision, values and high expectations for all young people. Themes have included Scottish Careers Week, LGBTQ+, Vaping, Energy Drinks and Remembrance. <i>Personal Support</i> is also used well to provide opportunities celebrate young people’s successes and participate in charity work, such as for ‘Children in Need’ and ‘The Night Before Christmas’. This approach helps to foster positive relationships, increases all young people’s readiness to learn, and contributes to the understanding of rights and responsibilities.</p> <p>Our professional learning programme <i>PL @Bel</i> supports all teachers to improve their knowledge and understanding of young people’s needs and the barriers to success that they may face.</p> <p>Belmont Academy has a strong emphasis on ‘belonging’ underpinned by a very positive and supportive climate and ethos for learning which is strengthened by respectful relationships.</p> <p>A staged intervention model is in place to help staff identify and monitor young people’s needs and to help them determine appropriate strategies to support their learning.</p> <p><i>Belmont Family First</i> (BFF) has created a family centred approach to early intervention. The project has been developed to support South Ayrshire Health and Social Care Partnership meet the aspirations of The Promise, Scotland’s Independent Care Review and our ambition that Children and Young People of South Ayrshire Grow Well, Live Well and Age Well. Based on the Ten Principles of Intensive Family Support the project delivers a family centred approach to early intervention work, supporting children and families from the Belmont school cluster with their health, wellbeing, or family relationships. <i>BFF</i> provides timely support to children and their families at the earliest opportunity, empowering families to strengthen their relationships, grow together, develop resilience and reach their full potential.</p> <p>Overall, Belmont Academy is <u>very good</u> at ensuring wellbeing, equality and inclusion.</p>

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 numeracy. Compared to 2021-22 data, the number of young people achieving CfE fourth level literacy by the end of S3 this session has increased by 11%. Most young people now achieve CfE fourth level literacy by the end of S3 and attainment is significantly above the SAC average at this level for each of the last two 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 border="1"> <thead> <tr> <th data-bbox="280 745 539 1025">All Leavers</th> <th data-bbox="547 745 778 1025">Year</th> <th data-bbox="786 745 1018 1025">% Level 4 Lit & Num</th> <th data-bbox="1026 745 1257 1025">% level 5 Lit & Num</th> <th data-bbox="1265 745 1497 1025">% level 6 Lit & Num</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1037 539 1126">Belmont Academy</td> <td data-bbox="547 1037 778 1126">2022</td> <td data-bbox="786 1037 1018 1126">94</td> <td data-bbox="1026 1037 1257 1126">67</td> <td data-bbox="1265 1037 1497 1126">24</td> </tr> <tr> <td data-bbox="280 1137 539 1182">VC</td> <td data-bbox="547 1137 778 1182">2022</td> <td data-bbox="786 1137 1018 1182">92</td> <td data-bbox="1026 1137 1257 1182">73</td> <td data-bbox="1265 1137 1497 1182">27</td> </tr> <tr> <td data-bbox="280 1193 539 1283">Belmont Academy</td> <td data-bbox="547 1193 778 1283">2021</td> <td data-bbox="786 1193 1018 1283">91</td> <td data-bbox="1026 1193 1257 1283">71</td> <td data-bbox="1265 1193 1497 1283">31</td> </tr> <tr> <td data-bbox="280 1294 539 1339">VC</td> <td data-bbox="547 1294 778 1339">2021</td> <td data-bbox="786 1294 1018 1339">90</td> <td data-bbox="1026 1294 1257 1339">73</td> <td data-bbox="1265 1294 1497 1339">30</td> </tr> <tr> <td data-bbox="280 1350 539 1440">Belmont Academy</td> <td data-bbox="547 1350 778 1440">2020</td> <td data-bbox="786 1350 1018 1440">92</td> <td data-bbox="1026 1350 1257 1440">71</td> <td data-bbox="1265 1350 1497 1440">32</td> </tr> <tr> <td data-bbox="280 1451 539 1518">VC</td> <td data-bbox="547 1451 778 1518">2020</td> <td data-bbox="786 1451 1018 1518">91</td> <td data-bbox="1026 1451 1257 1518">73</td> <td data-bbox="1265 1451 1497 1518">31</td> </tr> </tbody> </table>	All Leavers	Year	% Level 4 Lit & Num	% level 5 Lit & Num	% level 6 Lit & Num	Belmont Academy	2022	94	67	24	VC	2022	92	73	27	Belmont Academy	2021	91	71	31	VC	2021	90	73	30	Belmont Academy	2020	92	71	32	VC	2020	91	73	31	Almost all young people leave Belmont Academy with qualifications in both literacy and numeracy at SCQF Level 4 or better. This is above the Virtual Comparator (VC) in each of the last three years. Performance in literacy is a particular strength of our school. The percentage of leavers attaining SCQF Levels 4/5/6 literacy is higher than the VC for each of the last three years. Attainment in SCQF Levels 5/6 numeracy is an area for improvement for next session.
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Quality Indicator

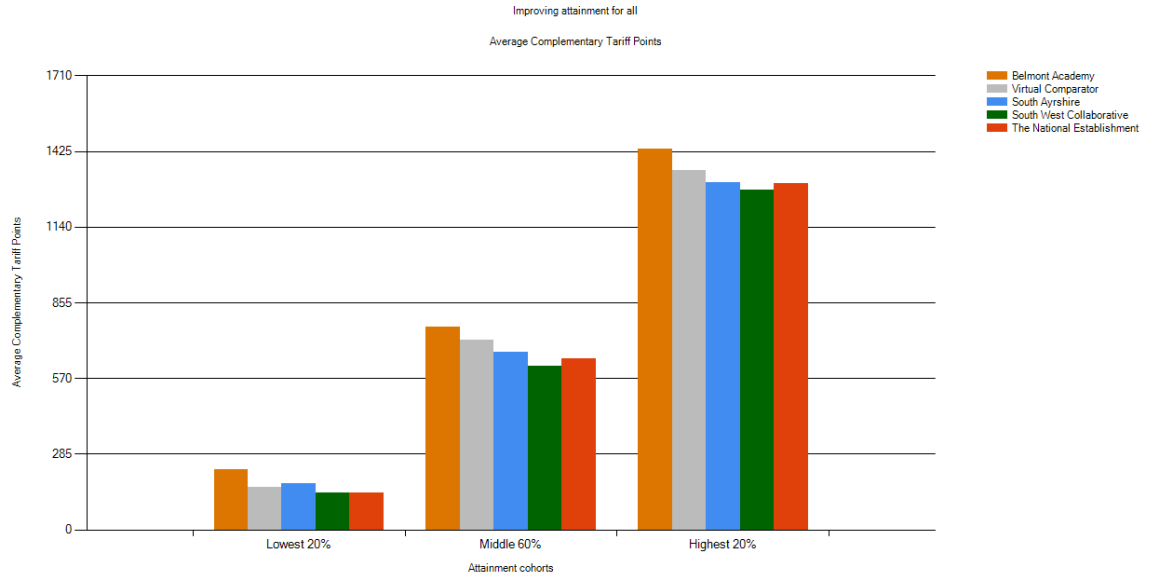
School Self-Evaluation

3.2 Raising attainment and achievement (cont'd)

Attainment over time

The attainment of young people leaving Belmont Academy is very strong. The table below shows that the attainment of 2022 leavers in the lowest 20%, middle 60% and highest 20%, were all higher than the VC and South Ayrshire average.

The selected year is 2022



Overall quality of learners' achievement

Achievement is 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. The Belmont Skills Framework supports achievements and regular discussion about skills across the curriculum. Almost all young people are able to 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 has reduced barriers for young people who face additional challenges in their learning.

By October, almost all young people (97.1%) of young people who left Belmont Academy in 2023 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 good at raising attainment and achievement.

Our Improvement Priorities for Session 2023-24

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 2023-24, 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

