

South Ayrshire Council  
Education Services

# Belmont Academy School Improvement Plan 2024-2025



 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)
LTA Improvement Team continue to 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. Department VSE, learning visits and pupil surveys.	Ongoing	
Review and amend the BGE curriculum and enhance IDL.	BGE learners experience project-based learning through the SolarPunk Island (Daydream Believers) project.	SolarPunk Team: JF/ IP/ LM/ CH/ LO	Feedback from SolarPunk Island project. BGE QA meeting. BGE tracking data.	August '24 – May '25	
Continue to update the SP curriculum.	Appropriate learning pathways are available for all learners.	J Flanagan/ ELT	Departmental curriculum plans implemented.		
Create whole school Curriculum Rationale.	Learners participate in the development of our curriculum.	J Flanagan	Feedback from Curriculum surveys and focus groups.	September '24 – May '25	
Embed Department VSE programme.	Consistent improvements in learning, teaching and assessment.	J Flanagan/ ELT	Department VSE Reports detailing strengths and areas for development.	August '24 – June '26	
Create whole school Data Hub.	Data Hub ensures the best outcomes for learners as decisions are driven by data.	K Boyd/ J McCaig/ G Surgenor	Data Hub created on Teams. Revised BGE Tracking System. Increase in KPIs over time.	October '24 – June '25	
Implement digital strategy to improve communication and support LTA (PEF).	Improved levels of communication with all. Enhanced use of digital technology to support learning.	G McLean/ J Murdoch/ R Walker	Pupil, staff and parental surveys. Use of IT for LTA eg. Dept VSE. Digital Schools Award and Digital Wellbeing Award.	September '24 – May '25	
Implement numeracy action plan. (PEF).	Improved numeracy levels for targeted learners.	G McLean/ L McLean	GL & numeracy data. CLPL opportunities for all staff.	August '24 – May '25	
Implement literacy action plan and tasks from Ayrshire Reads (PEF).	Reading, Writing and Spelling levels for targeted learners improve.	R McMahon/ R Pringle	GL & literacy data. CLPL opportunities for all staff. Achieve Reading Schools Silver status.	August '24 – May '25	

<b>Strategic Priority 2: Improve Health and Wellbeing to enable children to flourish</b>					
<b>NIF Drivers: 1, 2, 3, 5, 6</b>					
<b>SAC ES R&amp;IP: 1, 2, 3</b>					
<b>Action</b>	<b>Impact on Learners</b>	<b>Who</b>	<b>Measures</b>	<b>When</b>	<b>Progress Update (Insert date for each update)</b>
Consistently apply revised attendance procedures (PEF).	Improved attendance, timekeeping and attainment.	A Bryden/ PTGs/ Att Leads	Overall attendance rises to 90%. Weekly year-on-year data. Att Leads target group data.	August '24 – May '25	
Implement revised Promoting Positive Relationships Policy.	Better relationships and better learning.	J McCaig/ PPR ITeam	Positive relationships - surveys. Reduced referrals and exclusions.	August '24 – May '25	
Create and implement Mobile Phone policy.	Improved HWB. Improve pupil engagement and learning.	J McCaig/ PPR ITeam	SLT Focus of the Week. Pupil, staff and parental feedback.	August '24 – May '25	
Further develop Belmont Academy Skills Academy (BASKA) programme (PEF).	Improve learning, engagement and accreditation for a target group of S2-4 learners.	A Bryden/ C Reid	Increased attendance, engagement and participation. Reduced referrals and exclusions.	September '24 – May '25	
Audit provision, create and oversee 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 survey. Staff wellbeing activities.	September '24 – May '25	
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 '24 – May '25	
Complete 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 '24 – May '25	
Implement action plan to achieve LGBTQ+ school charter.	Continue to celebrate diversity across our school community.	A Bryden/ LGBTQ+ Team	Achieve Bronze LGBTQ+ charter. Level of staff participation in CLPL.	August '24 – May '25	
Staff continue to develop an awareness and understanding of The Promise.	Improved wellbeing and educational outcomes for care experienced learners.	A Bryden/ C Hamilton	Staff knowledge of national guidance and local initiatives. Number of staff completing The Promise Education Award.	October '24 – June '25	
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.	September '24 – May '25	

**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/ E Dalgleish/ SDS (J O'D)	Staff use of SDS meta-skills self-evaluation toolkit and feedback. Feedback from learners.	October '24 – May '25	
Create and implement whole school Careers Education Strategy.	Improve the quality and consistency of young people's learning about work and careers.	G McLean/ E Dalgleish/ SDS	Pupil, staff and parental feedback. Feedback from business partners and Ayrshire Chamber of Comm. Meet the expectations and entitlements of the CES.	October '24 – May '25	
Continue to 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	No. of learners and staff involved. Increased number of STEM clubs and activities. Young Stem Leaders Awards.	August '24 – May '25	
Increase partner engagement to enhance delivery of curriculum.	Young people benefit from learning in a wide range of relevant contexts.	G McLean/ E Dalgleish	Each department develops a minimum of 2 business partners.	Ongoing	
Develop Wider Achievement Strategy.	Learners' wider achievements are recognised, celebrated and support the skills required for life, learning and work.	R McMahon	Wider Achievements recorded eg. Hobbies/interests, volunteering, part-time jobs. Wider Achievement Awards.	October '24 – June '25	
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.	August '24 – May '25	
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 '24 – June '25	
Continue to 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.	August '24 – May '25	

