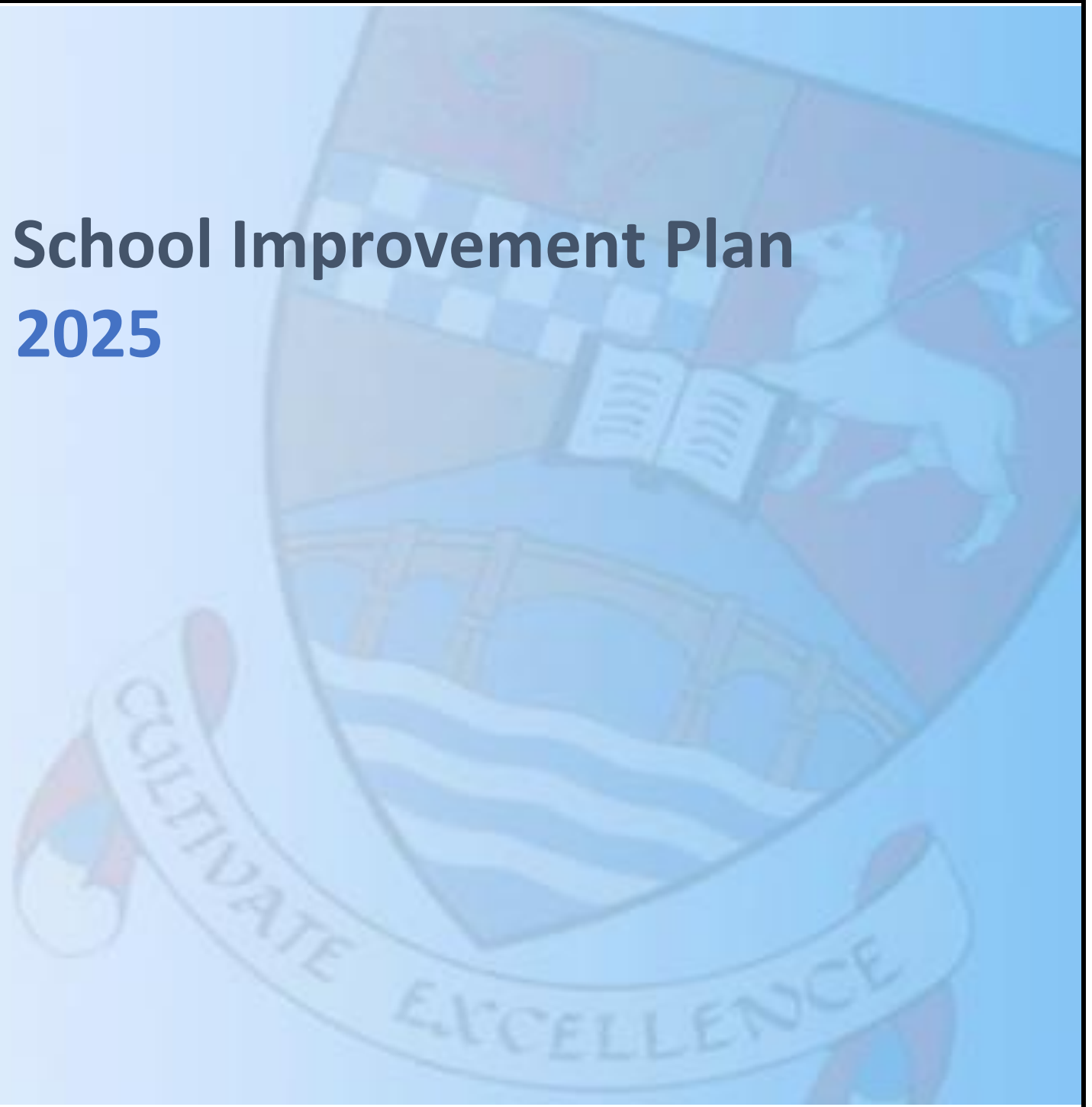


Kyle Academy School Improvement Plan

Session 2024 - 2025



Vision, Values and Aims

Our Vision:

Our learning, our future, our responsibility

In Kyle Academy we are all learners. In our learning community each of us has the determination and resilience to embrace the challenges learning brings, and take responsibility for our own learning and development – today and throughout our lives.

Our curriculum provides active and inspiring learning experiences, both within and beyond the classroom - we learn with partners in the real world. It inspires confidence, achievement and ambition, develops creative and innovative thinkers, and ensures the highest standards of attainment and personal achievement for our young people. Our curriculum develops the whole child including their health, wellbeing, confidence, character, interests, talents and aspirations.

Our learning environment is stimulating and sustainable. We learn together in a climate that includes and values everyone and is encouraging, supportive and characterised by mutual respect. We challenge complacency.

Our young people are fully equipped with the skills they need for life, learning and work. They realise their personal ambitions and have a competitive edge in the work place. They are healthy, happy and responsible – eager and able to make a positive contribution to society and build a better future.

Our Values:

- Responsibility
- Achievement
- Diversity
- Ambition
- Respect



Our Aims:

Cultivate Excellence

1. To develop a shared culture of ambition, achievement and confidence in our learning community, and to create a stimulating learning environment in which we all feel happy, safe and supported, and have a strong sense of belonging to that community.
 2. To provide active and engaging learning experiences in every classroom, which are appropriate to the needs of each young person.
 3. To secure that the highest standards attainment and personal achievement.
 4. To develop the capacities of our young people to become successful learners, confident individuals, responsible citizens and effective contributors to society.
 5. To work closely with partners to develop a dynamic and innovative curriculum which raises the standards of achievement of all young people and develops the skills required for life, learning and work in a constantly changing world.
 6. To provide personal support and challenge to enable learners to take responsibility for their own learning.
 7. To develop the leadership skills of pupils, staff, parents and partners to build our capacity and capability to improve.
 8. To ensure that all young people achieve positive and sustained destinations on leaving school.
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Factors Influencing our School Improvement Plan

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights of every young person at the centre of education
- Improvement in young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged young people
- Improvement in employability skills and sustained positive school leaver destinations for all
- Improvement in attainment, particularly in literacy and numeracy



Improve the wellbeing of our young people by creating a learning community in which they feel included and respected. We will achieve this by ensuring they are included, feel part of a community and supported by that community. Regular attendance every day is a key part of this. We will also increase their sense of self-esteem and ambition by increasing participation and achievement.

Improve the wellbeing of our young people through an inclusive community where all young people are supported to participate and achieve

Priorities 2024-27

Raise attainment and achievement for all through a relevant and challenging curriculum

Continue to improve the quality and consistency of learning, teaching and assessment through collaborative professional learning

Following the refresh of our curriculum rationale last year, we will begin the process of reviewing our curriculum to ensure it is relevant, challenging and motivating. We will continue our focus on raising attainment for all learners and closing the gap.

We have spent the past three years establishing ourselves as a learning community with a strong focus on learning and teaching. We will continue to develop our practice across the school with raised expectations for the quality and consistency of practice across the school.

Improvement Priority 1:		Rationale for Improvement Priority Based on Evidence:	
Improve the wellbeing of our young people by building an inclusive school community where all young people are supported to participate and achieve		<ul style="list-style-type: none"> • Average attendance is below expected levels at 87% in 2023/24 and is impacting on attainment particularly in the senior phase • Opportunities to participate in leadership and decision-making have improved connection to school and should be developed further • Achievement opportunities and partnership working have improved engagement and connection and should be developed further 	
HGIOS4 Quality Indicators/Themes:	NIF Drivers:	National Priorities:	South Ayrshire Priorities:
1.3 Leadership of change 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	School leadership Parental engagement Assessment of children’s progress School improvement	Placing the human rights and needs of every young person at the centre of education Improvement in young people’s health and wellbeing	Engaged and Included Self-improving service Our commitment to keeping the Promise Promoting whole family wellbeing Improving physical & mental health Involving young people in decision making
1.1 Improve attendance			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Collate attendance data on a fortnightly basis to monitor improvements for targeted cohort • Pupils with attendance between 80%-95% will be targeted to improve attendance • Communication home to confirm definitions of authorised and unauthorised absence • Daily follow-up of pupils whose absence remains unconfirmed – TBC/UNA • Attendance policy to include support framework where attendance remains below expectation • Excellent attendance will continue to be celebrated; e-certificate at end of each term 	J Little PTG M Cooke	<ul style="list-style-type: none"> • Average attendance will increase from 87% to over 90% • Proportion of young people with attendance above 89% will increase from 56% to over 60% • Improvements in attainment • Improvements in pupils feeling sense of belonging and inclusion 	Fortnightly monitoring Termly snapshot and analysis

<ul style="list-style-type: none"> Improving attendance will be acknowledged via text message Team around the Family meetings held to explore reasons and solution to improving attendance Infographics developed and shared with all parents/carers – The importance of regular attendance Wellbeing Officer support intervention for pupils with anxiety impacting on school attendance 			
1.2 Improve our young people’s sense of self-esteem and ambition by increasing participation and achievement			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> Develop an effective system to track participation and achievement from S1 to S6 Align with our Skills Framework to support young people to articulate the skills they are developing Coordinate the volunteering work currently undertaken from S1 to S6 to maximise the impact it has on young people Ensure all young people are accredited with the Saltire Award for their work 	L Harper	<ul style="list-style-type: none"> Young people will have a better understanding of their skills and qualities and be able to articulate their strengths Young people will be have nationally recognised award Staff will be able to better identify learners who require additional opportunities to participate and achieve 	Sept 2024 Pilot tracking system Oct 2024 All S3 – S6 registered for Saltire May 2025 Review
<p>Continue to develop opportunities for learners to participate in school leadership and decision-making</p> <ul style="list-style-type: none"> Further develop the work of the Year Group Committees Develop the role of the Pupil Council to include the voice of our young people in school improvement 	M Byrne	<ul style="list-style-type: none"> Almost all feel that the school listens to their views and takes them into account Almost all feel comfortable approaching staff with questions or suggestions Almost all feel included, engaged and involved in the life of the school 	Oct 2024 Dec 2024 May 2024

1.3 Improve equality and inclusion to allow all young people to flourish

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Develop a culture among staff and pupils that promotes equality and challenges inappropriate comments and language that is not inclusive</p> <ul style="list-style-type: none"> • Continue to roll out our 'Call it Out' campaign • Include in DPS themes • Baseline survey of attitudes Sept/follow up May • Continue to celebrate events that promote understanding of the experiences of our learners (eg LGBT, dyslexia and autism awareness, etc) and link to our DP's curriculum 	M Byrne	<ul style="list-style-type: none"> • Almost all staff and young people feel that they are respected and valued members of the school community (survey results) • Almost all young people feel safe, secure and supported in school (survey results) • Decrease in number of incidents of bullying reported 	<p>Sept 2024 DPS Theme to relaunch Baseline survey</p> <p>May 2025 Review</p>

1.4 Improve wellbeing and outcomes for learners with experience of care

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Raise awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives with all staff • Revise and improve systems for tracking and monitoring the engagement, progress and attainment of care experienced learners • Appoint Care Experienced Lead • Complete The Promise Education Award by June 2025 	J Little	All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes.	<p>Aug 2024 Appt Lead and revise tracking systems</p> <p>June 2025</p>

Improvement Priority 2:		Rationale for Improvement Priority Based on Evidence:	
Continue to improve the quality and consistency of learning, teaching and assessment across the school through collaborative professional learning		Evidence used to identify areas for development in learning and teaching include: <ul style="list-style-type: none"> • Self-evaluation using QI 2.3 from HGIOS 4 • Learning observations • Dialogue at whole department and whole school meetings 	
HGIOS4 Quality Indicators/Themes: 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	NIF Drivers: School leadership Teacher professionalism Assessment of children’s progress School improvement	National Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged	South Ayrshire Priorities: Engaged and Included Outstanding learning, teaching and assessment Self-improving service Collaborative learning and reflection opportunities for staff
2.1 Create a shared understanding of high quality learning and teaching that is visible across school			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Develop Kyle Academy lesson expectations from learning over past 3 years • Continue to develop model of professional learning with strong focus on professional dialogue and programme of joint observations 	M Byrne L Gardner L&T Group	<ul style="list-style-type: none"> • Improved consistency of learning experiences for all young people evidenced through learning observations and pupil feedback • Improvements in young people’s engagement and attainment • Increased confidence of staff to develop practice in a supportive learning environment 	Aug 2024 Lesson expectations CLPL and observations ongoing

2.2 Increase learners' thinking and participation through effective questioning strategies

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> Engage with readings on thinking/participation ratio to develop pedagogical knowledge and practice Adopt the thinking/participation ratio grid to support learning observations and professional dialogue Facilitate regular professional dialogue at DMs and PT meetings Share practice 	L Gardner	<ul style="list-style-type: none"> Increased engagement and participation of young people evidenced by observations and tracking of progress Increased confidence of staff to try new approaches (staff survey) 	CLPL and observations ongoing Feb 2025 Sharing practice IST

2.3 Explore responsive teaching to better meet the needs of all learners

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Develop staff use of the indicators of progress to support responsive teaching that better meets the needs of learners at different stages of their learning <ul style="list-style-type: none"> Professional learning and shared practice in adapting complexity, support and context to vary the level of challenge 	L Gardner	<ul style="list-style-type: none"> Learning will better meet the needs of all young people Day-to-day learning and assessment will provide more reliable evidence of what learners know and can do Young people will experience greater sense of positive achievement 	CLPL and observations ongoing Feb 2025 Sharing practice IST

Improvement Priority 3:			
Raise attainment and achievement for all through a relevant and challenging curriculum		<ul style="list-style-type: none"> • Gap in attainment between those who receive FSM and those who do not has not reduced (Lit @ L5 gap is 29 pp/Num @ L5 gap is 26 % pp) • Average attendance declines from S1 to S3 suggesting a need to review our curriculum in BGE • 	
<u>HGIOS4 Quality Indicators/Themes:</u> 1.3 Leadership of change 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	<u>NIF Drivers:</u> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information	<u>National Priorities:</u> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained positive school leaver destinations for all	<u>South Ayrshire Priorities:</u> Engaged and Included Outstanding learning, teaching and assessment Developing our curriculum Self-improving service Our commitment to keeping the Promise
3.1 Declutter and reimagine our curriculum in S1 and S2			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Map all subject learning across S1 and S2 to identify big ideas and connections across curriculum areas • Identify all learning that takes place across the four contexts of the curriculum in S1 and S2 • Participate in the Solar Punk Island project and explore as a possible model of practice 	L Harper M Byrne	<ul style="list-style-type: none"> • Young people will be more engaged and report increased enjoyment of learning • Young people will be able to make connections across their learning • Learning in BGE will have more purpose and relevance • Improvements in progress and attainment 	April 2025 Complete audit Aug 24–Feb 25 Solar Punk Project

3.2 Review the Kyle Skills Framework and align with our revised curriculum rationale			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Further develop our understanding of ‘Self’ (meta-skills) and ‘Skills’ to define clearly the skills and attributes relevant to our school context • Begin to develop a skills ‘passport’ that enable young people to progressively develop skills and articulate their strengths 	K Anderson L Harper M Byrne	<ul style="list-style-type: none"> • Young people will have a better understanding of their skills and qualities and be able to articulate their strengths 	By May 2025
3.3 Review S3 curriculum and transition to the Senior Phase to increase relevance, motivation and attainment			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Review current engagement and progress in S2 and S3 through pupil focus groups and tracking data • Explore different curriculum models for S3 that offer depth and specialisation adding to higher attainment in S4 but include enriching and relevant experiences • Consult parents • Implement changes agreed 	M Byrne	<ul style="list-style-type: none"> • Improved attendance • Increased engagement • 	Dec 2024
3.4 Raise attainment in BGE by more effective use of data			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<ul style="list-style-type: none"> • Appoint Attainment Leads to work with Year Heads • Identify lowest and highest attaining young people in S1 and ensure they are appropriately supported and challenged 	M Byrne L Gardner Attainment Leads	<ul style="list-style-type: none"> • Learning will better meet the needs of all young people • Raised attainment in the BGE 	June 24 Appoint Leads

<ul style="list-style-type: none"> Identify middle attaining young people in S2 and S3 to target improvements in working grades Closely monitor tracking data and share effective practice across PTs 			June 25 Review impact on BGE Attain
3.5 Continue to support all learners to achieve their full potential and reduce the gap between most and least deprived learners.			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Targeted support for SP attainment Identify pupils in receipt of FSM to target for:</p> <ul style="list-style-type: none"> additional support for SCQF level 5 literacy and numeracy stretch aims 1@5 and 1 @ 6 <p>Close monitoring of at risk group in S4 and interventions such as:</p> <ul style="list-style-type: none"> Targeted supported study Silent study and study buddies Mentoring Partnership working and wider achievements <p>Targeted literacy and numeracy support in S1 to S3</p> <ul style="list-style-type: none"> Fresh Start Phonics class Paired Reading programme Literacy and numeracy intervention groups 	M Byrne J Little	<ul style="list-style-type: none"> At point of exit, almost all young people will leave with our minimum expectations for their stage Percentage of young people leaving with qualifications in both Literacy and Numeracy at SCQF level 4 and level 5 will be maintained or improved Average complementary tariff points of leavers (including in lowest 20% SIMD and looked young people) will be maintained or improved 	Ongoing at key tracking periods