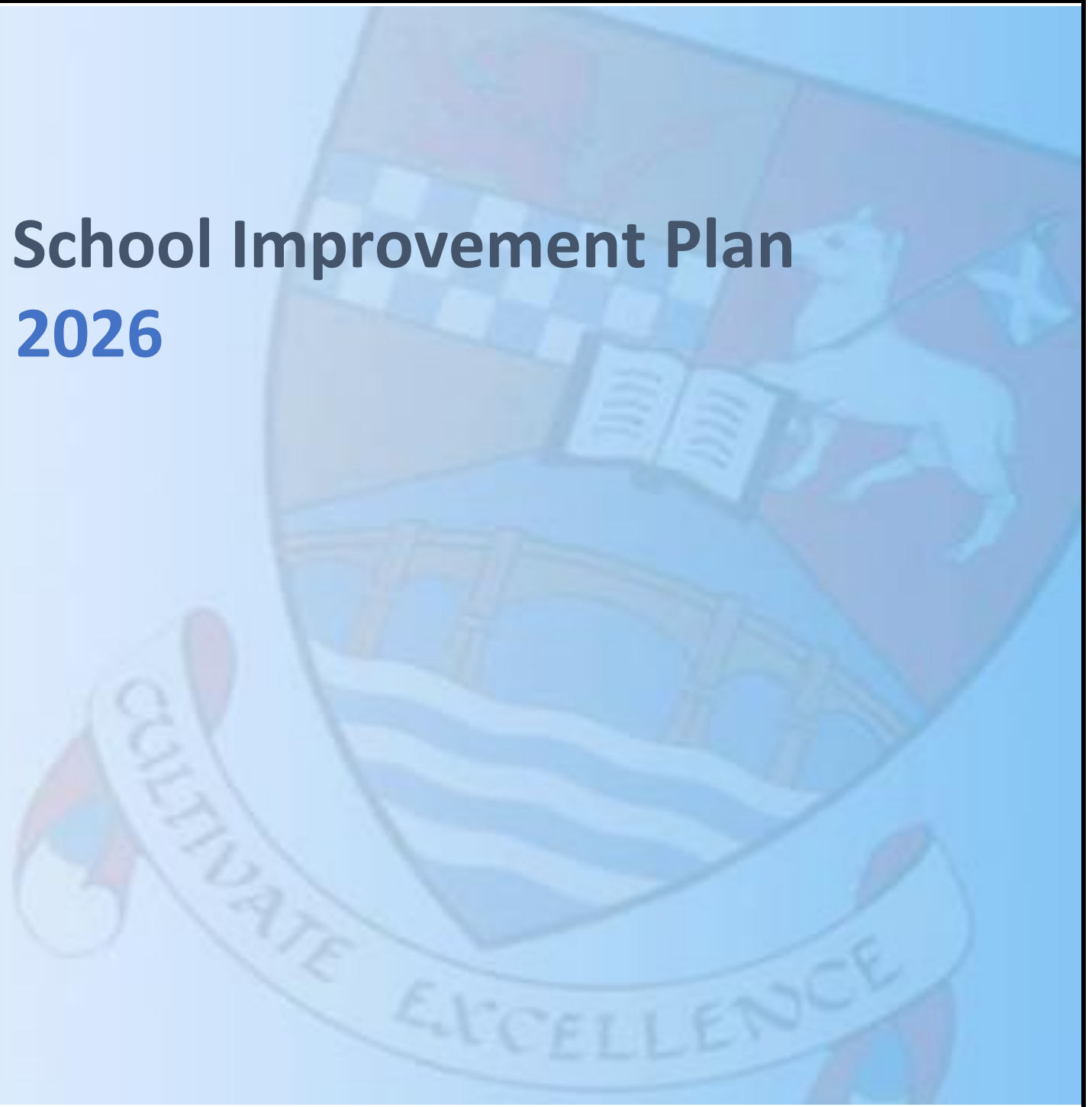# Kyle Academy School Improvement Plan
Session 2025 - 2026

Vision, Values and Aims

Our Vision:

At Kyle Academy, we believe that strong relationships and a real sense of connection to our school community help every young person feel they belong—and want to be here each day. We make learning purposeful and relevant, so pupils understand how it matters in their lives now and in the future. This helps build motivation, confidence, and success, supporting every learner to achieve their best, grow their strengths, and develop the skills and qualities they need for life beyond school. The values we promote in every aspect of our school are respect, achievement, diversity, ambition, responsibility.

Our Values:

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.

Our learning   Our future   Our responsibility

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.

CULTIVATE EXCELLENCE

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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	- Average attendance has increased to 90% but is still below target of 96%. In general, the attendance of young people below expected levels in S1 continues to decline as they move though the school. Patterns of poor attendance can be identified in families starting pre-transition. - Opportunities to participate in leadership and decision-making are increasing but survey results suggest they need to be made more explicit to our yp. - Celebrating participation and achievement is improving young people's self-esteem, wellbeing and connection to school.

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 Continue to improve attendance

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
- Continue fortnightly attendance monitoring of all pupils with particular focus on pupils with attendance between 80%-95% - Continue regular communication with home and termly celebration of excellent and improved attendance (text messages and e-certificates) - Review Attendance Policy to include all monitoring and tracking processes to ensure improvements in attendance are sustained. - Develop and implement a cluster-wide Attendance Strategy that enables early intervention, promotes consistent messaging and positive attendance habits, and maximises the impact of existing resources across the cluster.	**J Little**	- Average attendance will increase from 90% to over 92% - Proportion of young people with attendance above 89% will increase from 62% to 64% - Improvements in attainment - Improvements in pupils feeling sense of belonging and inclusion	**Fortnightly monitoring** **Termly snapshot and analysis** **October 2025**

1.2 Implement consistent, inclusive processes for tracking and celebrating pupil achievement, ensuring all learners are recognised and valued for their progress, effort, and contributions			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Implement structured system to track and celebrate a wide range of achievements, including academic, personal, leadership, and community contributions. • Ensure inclusivity by recognising diverse strengths and backgrounds, offering meaningful celebration opportunities for all learners. • Plan regular year group show cases at assemblies (including S3 electives and S1 skills courses) • Introduce an annual end-of-session Achievement Celebration for each year group. • Empower pupil voice by involving learners in shaping how achievements are recognised to keep the system relevant and motivating.	**L Harper** **Achievement Committee**	• Increased engagement and motivation (evidenced by pupil voice, wellbeing surveys, figures for participation in school activities/clubs) • Enhanced sense of belonging and inclusion - more pupils reporting that they feel recognised and valued in school • Tracking data showing a wider range of pupils being celebrated across different categories	**Two tracking points - End Sept 25 & End of Feb 26** **June 2025 Year Group Achievement Celebrations**
1.3 Improve opportunities for pupils to have ownership of school improvement			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Work with Pupil Council and Year Group Committees to develop a Pupil Improvement Plan with clear priorities identified by the student body • Assign roles to pupils involved in delivering the plan • Develop methods of sharing progress with school community	**M Byrne** **J Jakeman**	• 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 2025** **Dec 2025** **May 2026**

1.4 Ensure timely, consistent, and informed support for all pupils by providing staff with a centralised, easily accessible platform containing key wellbeing information			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Roll out the Wellbeing Tracker to all pupils and incorporate data from Glasgow Motivational Tool to monitor and respond to pupil wellbeing needs more effectively. • Use tracker data to inform targeted interventions and whole-school wellbeing strategies.	**J Little** **PTG**	• Almost all young people feel safe, secure and supported in school (survey results) • All staff are aware of how to access information about pupil wellbeing and the supports they are accessing	**By Oct 2025 and then ongoing**

1.5 Foster an inclusive school culture where everyone is treated with kindness, dignity, and respect			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Revisit our restorative approaches and our language to promote consistent messaging about our expectations of how we treat one another. • Update the Anti-Bullying Policy to reflect current challenges, including online bullying and prejudice-based incidents. • Launch our Equalities Policy to promote a culture of respect and inclusion – Theme of Month/DPS • Work towards our Gold Rights Respecting school Award • Audit our school environment and develop an action plan to make us a Communications Friendly School	**J Little** **J Jakeman** **L Harper**	• 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 • Greater awareness and understanding of equalities across the school community.	**Oct 2025** **June 2026 – accreditation visit** **Policies revised by Dec 2025** **Completed by Dec 2025**

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: • Feedback from dept learning observations 2024/25 • Dialogue at department S&Q meetings and whole school meetings • Tracking and attainment data

| 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 Continue to increase learner engagement and progress through effective questioning and responsive teaching

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
High-quality questioning promotes learners' thinking, reveals misconceptions, and allows assessment of understanding. Responsive teaching uses this to adapt instruction, ensuring all learners are supported and challenged appropriately. • All staff engage in CLPL on questioning and responsive teaching led by L&T group, including readings, videos, professional dialogue, and practice-sharing sessions. • Focus areas to include hinge questions, wait time, mini white boards to assess understanding in real time; and scaffolding, differentiation, and in-lesson adjustments to respond.	**L Gardner L&T Group**	• Improved questioning across the school evidenced by learning observations and pupil feedback • Improvements in active engagement and participation of young people evidenced by observations • Improvements in staff confidence in questioning and responding to pupil	**CLPL and observations ongoing** **Feb 2026 Sharing practice IST**

2.2 Continue to develop model of professional learning with a strong focus on professional dialogue and joint observations			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Use the Lesson Study model to support collaborative planning, observation, and reflection. • Train staff in coaching techniques to enhance the quality of professional dialogue and feedback. • Pilot pupil 'Learning Ambassadors' to Involve pupils in observing learning and gathering feedback on what supports their progress.	**L Gardner** **A McElnea (PT Professional Learning)** **M Byrne**	• Increased involvement of all teachers in learning observations • Improved quality of professional dialogue • Improved quality of teaching evidenced through observations, pupil and staff feedback	**Initiated by L&T group Aug 25** **First round of Learning trios by Christmas** **Second round in May 26**
2.3 Refine approaches to tracking progress in the Broad General Education (BGE) to better support young people's understanding of their progress and next steps			
What improvements will we make?	**Who?**	**What will the impact be?**	**Timescale and checkpoints**
• Refine approaches to tracking across depts to include more information about knowledge and skills. Support pupils to understand their working grades and how these reflect progress and next steps in learning. • Establish consistent structures and expectations for learning conversations across departments, ensuring they identify clear next steps and how to achieve them. • Pilot approaches for sharing learning conversations with parents/carers to increase their impact.	**M Byrne** **L Williamson**	• Tracking will provide more reliable evidence of what learners know and can do • Increased pupil understanding of progress • Improved parental engagement with learning (surveys)	**By Dec 25** **By S3 Tracking report in January**

Improvement Priority 3:		Rationale for Improvement Priority Based on Evidence:	
Raise attainment and achievement for all through a relevant and challenging curriculum		• Positive feedback about enjoyment of learning declines in S2 and S3 (pupil surverys). The aim is to develop learners who are curious, motivated and increasingly independent. • The gap in attainment between most and least deprived has reduced but remains.	

| HGIOS4 Quality Indicators/Themes:
1.3 Leadership of change
2.2 Curriculum
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability | NIF Drivers:
School leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School improvement
Performance information | National Priorities:
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 | South Ayrshire Priorities:
Engaged and Included
Outstanding learning, teaching and assessment
Developing our curriculum
Self-improving service
Our commitment to keeping the Promise |

3.1 Reimagine the S1 learning experience to promote deeper thinking, creativity, and greater independence

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
• Refine the S1 Solar Punk Project to make skills development involved more explicit and align to our new skills framework. • Each dept to develop and implement a task that requires the application of knowledge/skills taught in the course, and enables pupils to make connections, answer big questions and deepen their understanding. • Map S1 learning experiences and achievements to support staff to make further connections across S1 curriculum.	**L Harper** **Solar Punk Committee** **M Byrne** **M Byrne**	• 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	**Ongoing throughout session** **Solar Punk Project V2 – May 26**

3.2 Implement and continue to develop new S3 and S4 curriculum structure

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
• Depts to continue to develop S3 Electives with a focus on purpose and relevance/motivation and success. • Plan new timeline for delivery of S4 coursework and assessments (for 2026/27)	**L Harper** **Curriculum PTs**	• Increased engagement and motivation (evidenced through attendance, achievements in elective courses) • Young people will have a better understanding of links between electives, skills and career pathways (post elective surveys)	**By May 26**

3.3 Refresh the Skills Framework

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
• Update the whole-school skills framework to ensure progressive development of key skills (e.g. communication, problem-solving, creativity). • Embed opportunities across the curriculum for learners to revisit and apply skills in varied contexts.	**M Byrne** **K Limardi**	• Young people will have a better understanding of their skills and qualities and be able to articulate their strengths	**By May 2026**

3.4 Continue to support all learners to achieve their full potential and reduce the gap between most and least deprived learners (PEF).

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Targeted literacy and numeracy support in S1 to S3 • Fresh Start Phonics class • Paired Reading programme • Targeted literacy and numeracy intervention sessions/groups	**M Byrne** **L Anderson**	• Percentage of young people in receipt of FSM on track for expected CfE levels in Lit and Num will increase.	**Ongoing at key tracking periods**

Targeted support for SP attainment Identify pupils in receipt of FSM to target for: • additional support for SCQF level 5 literacy and numeracy • stretch aims 1@5 and 1 @ 6		• At point of exit, almost all young people will leave with our minimum expectations for their stage • Percentage of young people in receipt of FSM 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 in receipt of FSM will be maintained or improved