

Kyle Academy

Standards and Quality Report 2021 – 2022



Click [here](#) for a summary version of this report.

Our Context

Kyle Academy is a non-denominational secondary school serving the south east of Ayr in South Ayrshire. The roll of our school in session 2021/22 is 823 with a staffing complement equivalent to 57.7 full time teachers. This includes a Senior Leadership Team of four, 13 Principal Teachers (curriculum), four Principal Teachers of Guidance and one Principal Teacher of Pupil Support. The percentage of young people with a Free School Meals entitlement is 8.1% and 8% of our pupils live in SIMD 1 or 2. Attendance is broadly in line with local and national figures. Exclusions are below local and national averages. We work in close partnership with our associated schools, Grammar Primary School, Forehill Primary School and Wallacetown Nursery School. Kyle Academy was last inspected by Education Scotland in March 2013. The report was published in June 2013.

Our Vision, Values and Aims



Our school community values individuals and works hard, in partnership with families, to ensure all learners fulfil their potential. We have high expectations of all our young people and strive to provide an inclusive and equitable learning environment that supports attainment and achievement for all. Our vision statement, '**Our learning, our future, our responsibility**', underpins our aspirations for our school community. In Kyle Academy, we are all lifelong learners with the determination and resilience to embrace the challenges learning brings and take responsibility for our own learning and development. The values we promote in every aspect of our school are **respect, achievement, diversity, ambition, responsibility**.

Covid-19 Our Response

This session, we retained the range of measures first implemented in August 2020 to minimise the risk of Covid. This included, different intervals and lunchtimes for S1 to S3 and S4 to S6, new entrances, a one-way system and regular sanitising of work stations, equipment and hands. These measures worked well to control the transmission of Covid-19 across the school and allowed the school to operate safely and purposefully during this challenging period.

We saw an increase in the number of absences of pupils and staff this year as a result of the new more highly transmissible variants of covid. Staff continued to use Microsoft Teams as a platform for online learning which meant that there was continuity in learning even during absences. This worked well for staff and pupils.

We continued to engage with parents through virtual information sessions which were very well attended and introduced online parents' evenings in the second half of the term. Our Parent Council continued to meet regularly and provided very good feedback on the work of the school as well as supporting the planning going forward. Attendance at Parent Council meetings has remained high this session. In June, we welcomed P7 parents into the school for our first in-person event since Covid began.



Progress and impact of improvement plan priorities 2021-22

Priority 1 - WELLBEING

Improve the wellbeing of our young people and staff

HGIOS4 Quality Indicators/Themes:

1.3 Leadership of change

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

NIF priorities:

Improvement in attainment (particularly in literacy and numeracy)

Close the gap between most and least disadvantaged

Improvement in young people's health and wellbeing

NIF Drivers:

School leadership, Teacher professionalism, Parental engagement,

Assessment of children's progress, School improvement

Improving the wellbeing of our young people and staff remains a priority for the school. This year we **developed the ways we ensure all young people feel supported which included refreshing our programme for Daily Personal Support**. Our new programme is values-led. It incorporates learning about UNCRC Rights of the Child, provides opportunities for promoting health and wellbeing, and encourages young people to review their strengths and achievements. This work has strengthened our sense of



community and reinforced our shared standards and expectations. We believe that feeling included and involved in the life of the school is key to wellbeing and achievement. We

have continued to develop opportunities for our young people to lead, achieve highly and make a contribution to society. Examples include, House Challenges, our annual charity week for Children in Need and our involvement in the Youth and Philanthropy Initiative.



This year, pupils have also led lessons on Holocaust education and assemblies to promote understanding about Autism.

We have also continued to **develop our approaches to supporting the mental health of our young people and staff** this year. We employed a second school counsellor to support the work of our Guidance and Pupil Support team. Additional staff members were trained in a programme to support young people with anxiety and we developed a short course to support resilience building. We relaunched our Wellbeing Ambassadors and our junior ambassadors led a highly successful day of events in June, including a mental health walk, to build community and raise awareness about mental health issues. As a result of this work, we have improved our staged approach to mental health. We have different levels of support and a focus on developing resilience in our young people and an understanding of the strategies that will help them when things are difficult. This work will be ongoing next session.



Priority 2 – LEARNING AND TEACHING

Focus on learning, teaching and assessment that supports all young people to improve

HGIOS4 Quality Indicators/Themes:

1.2 Leadership of Learning

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

NIF priorities:

Improvement in attainment (particularly in literacy and numeracy)

Close the gap between most and least disadvantaged

NIF Drivers:

School leadership, Teacher professionalism, Assessment of children's

progress, School improvement

This year we began the first stage of our journey to **become a learning community with a strong culture of professional learning focused on learning and teaching**. We began by evaluating ourselves against the model of a School as a Learning Community (OECD 2016). We established a learning and teaching group who engaged with a range of research-based readings on how learners learn and strategies for effective teaching. The group has met throughout the year, trialled approaches in their classes and participated in joint learning observations and professional dialogue. They have shared readings with staff and delivered workshops to share practice. This has had a very positive impact. The use of evidence-based research to inform dialogue and practice has led to strong leadership of learning across staff. Strategies adopted are supporting progress of lower and middle attainers due to focus on reducing cognitive load and scaffolding learning. The use of collegiate time to promote collaboration and professional dialogue has promoted a culture of professional learning that we intend to further develop next session.

We aimed to **continue to develop approaches to assessment** to support all young people to improve. This has involved further work on how to effectively assess progress in the Broad General Education. By varying the levels of challenge and support, staff have improved day-to-day learning and assessment to better meet the needs of pupils at different stages in their learning. It has improved our assessment practices and will be a continued priority next session.

Priority 3 – ATTAINMENT AND ACHIEVEMENT

Raise attainment and achievement for all

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 priorities:

Improvement in attainment (particularly in literacy and numeracy)

Close the gap between most and least disadvantaged

Improvement in employability and sustained, positive school leaver destinations for all

NIF Drivers:

School leadership, Assessment of children's progress, School improvement

As part of our Covid recovery planning, we have aimed to **support young people in BGE with gaps in their learning due to the Covid pandemic to achieve their full potential**. We used CfE data and baseline assessments in S1, S2 and S3 to identify learners who required support or consolidation and plan interventions. We targeted the use of our Closing the Gap Teachers and additional Covid/PEF staffing to deliver interventions and additional support in classes with a focus on literacy and numeracy. This has had a very positive impact. S1 to S3 are settled and purposeful in class and teacher professional judgements show that almost all pupils in S1 to S3 are making good progress from prior levels of attainment.

We also aimed to **support Senior Phase pupils to achieve as highly as possible despite the disruption to learning caused by Covid**. This involved our mentor programme for targeted individuals in S4 and S5; intensive support by English and mathematics specialists funded by PEF/ Covid Recovery to ensure all young people in S4 achieve a qualification in literacy and numeracy at SCQF level 4 or above; and targeted support for young people in S4 at risk of not achieving their potential. Interventions such as targeted supported study, mentors, increased communication with parents and support from our PEF funded Wellbeing Officer for families has had a very positive impact on attainment. Attainment of our lowest attaining young people by S4 is strong: 96% are estimated to achieve at least 5 awards at SCQF level 4 or better and 70% have achieved awards in both literacy and numeracy at SCQF level 5 or above.

Finally, we have continued to **increase opportunities for accreditation and achievement through Kyle Skills Academy**. In partnership with Ayrshire College, Vocational Bursts ran successfully with S2 pupils in Early Education and Childcare, Construction and Nails & Beauty. Our S3 pupils doing DYW Projects in Barista or Horticulture achieved an SCQF level 4 Achieve Award. Those doing Nails & Beauty delivered by Ayrshire College achieved SCQF level 4 SQA Personal Development Award.

Evaluative summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Kyle Academy's vision and values drive the work of the school. Respect and responsibility are key principles that drive a shared ambition for all young people to be the best they can be.</p> <p>School improvement priorities are identified through collaborative self-evaluation. We prioritise collegiate time for professional dialogue to involve all staff in understanding and leading change. Robust self-evaluation at all levels, leads to a shared strategy for change and improvement. Young people have a voice in school improvement and we have expanded the leadership and decision-making opportunities available to pupils at all stages.</p> <p>Senior and middle leaders provide strong leadership and support for change. There is a sound understanding of the collective responsibility of all staff for school improvement. The improvement plan provides clear, manageable, relevant targets and sets the direction for the work of the school. The pace of change is well managed and the impact of change is regularly monitored and evaluated.</p> <p>Overall, leadership of change at Kyle Academy is very good.</p>
2.3 Learning, teaching and assessment	<p>In almost all classes, young people are motivated and engaged, the purpose of the lesson is clear and learning activities are well matched to the majority of learners' needs. Staff have made good progress in differentiating learning activities and assessment tasks to ensure young people experience learning at a level appropriate to them. Staff are continuing to explore how this can be done by varying the level of challenge and the context in which learners apply or demonstrate their learning. There is an ongoing focus on research-informed practice to develop high quality learning and teaching across the school.</p> <p>Staff make effective use of assessment evidence to monitor and track young people's progress. In the Senior Phase, this is used very well to plan next steps in learning for individuals. At all stages, teachers engage regularly in moderation activities and make very effective use of local subject networks to set shared expectations of standards. As a result, we have robust data that informs next steps in learning and future priorities.</p> <p>Overall, learning, teaching and assessment at Kyle Academy is good.</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Relationships are very positive across the school. Overall, there is a climate of mutual respect and almost all young people feel safe, secure and supported in school. All staff have a clear understanding of their responsibility to promote wellbeing.</p> <p>Our targeted support is highly effective. Thorough systems and processes ensure careful planning and monitoring to 'get it right for every child'. The school complies fully with relevant legislation and statutory duties. As a result, young people facing additional challenges or requiring additional support are very well supported and, overall, their attainment and achievement is above that of young people with similar needs and backgrounds across Scotland.</p> <p>The school makes very effective use of Pupil Equity Funding to address the challenges faced by some of our young people. We monitor progress closely and put in place interventions that have resulted in improvements in literacy at S1 and S2 for identified groups and positive attainment in National Qualifications for those in the Senior Phase.</p> <p>We actively promote equality and diversity through our school values, whole school activities and events and through curriculum areas such as RME, PSE</p>

	<p>and Social Studies. Pupil voice strongly influences this work and pupil leadership groups such as our LGBT+ group, Rights Respecting Schools Group and Wellbeing Ambassadors, have organised and led events for both pupils and staff.</p> <p>Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Learners make very good progress in literacy and numeracy. In S1 to S3, young people make very good progress from prior levels of attainment. Almost all young people leave school with qualifications in both literacy and numeracy at SCQF level 4 or above. Most leave with awards at SCQF level 5 or above. This is significantly higher than young people of similar needs and backgrounds across Scotland.</p> <p>By the end of S3, almost all young people achieve the third Curriculum for Excellence level and most are making good or very good progress at the fourth level in the subjects they are studying. Attainment in the Senior Phase continues to be strong and is above local and national comparators. A majority of our young people leave school with 5 or more qualifications at SCQF level 5 and just under half leave with 5 or more Highers. This is notably higher than other young people with similar needs and backgrounds across Scotland. More detail can be found in Appendix 1.</p> <p>The work of our Pupil Support Team and our Pupil Equity funded Wellbeing Officer has reduced barriers to learning for young people who face additional challenges. We work closely with partners to provide relevant learning experiences that lead to positive achievement. As a result, they achieve more highly than other young people with similar needs and backgrounds across Scotland.</p> <p>Partnership working is resulting in positive and sustained destinations for almost all young people on leaving Kyle Academy.</p> <p>Overall, Kyle Academy is very good at raising attainment and achievement.</p>

Key Priorities for Improvement in 2022-23

1. Improve the wellbeing of our young people and staff.
2. Develop a culture of professional learning that promotes high quality learning and teaching across the school.
3. Raise attainment and achievement for all.

More details on each of these priorities can be found in our School Improvement Plan for session 2022-23 which can be found on our website.

Capacity for Improvement

Our school is very well-placed to continue to improve. We continue to focus relentlessly on our core business of learning and teaching. We are developing a culture of professional learning and empowering our pupils to lead and contribute. Staff work together very well to take forward improvements and I am confident that by continuing to work in partnership with our young people, parents and partners, we will continue to improve the school and improve our young people's wellbeing, attainment and achievement.

Mary Byrne
Head Teacher

June 2022

Appendix 1

Attainment and Achievement in the Senior Phase

Progress in secondary schools in Scotland is measured using national benchmarking measures and is based on information related to school leavers rather than year groups. The results achieved by pupils in Kyle Academy are compared to the results of a virtual comparator. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with similar characteristics to one of our pupils. This is done for every pupil in S4 to S6 in Kyle Academy. This enables a fair comparison with pupils of similar needs and backgrounds from across Scotland.

Attainment in literacy and numeracy

Almost all young people make very good progress from prior levels of attainment in literacy and numeracy. This table shows the percentage of leavers achieving SCQF level 4 (equivalent of National 4) and SCQF level 5 (equivalent of National 5) in both literacy and numeracy.

All Leavers	Year	% Level 4 Lit & Num	% Level 5 Lit & Num
Kyle Academy	2021	93.84	81.51
VC	2021	91.99	74.52
Kyle Academy	2020	95.56	83.7
VC	2020	92.52	72.74
Kyle Academy	2019	96.12	76.74
VC	2019	90.16	66.43

Almost all young people leave Kyle Academy with qualifications in both literacy and numeracy at SCQF level 4 or better. Most leave with awards in both literacy and numeracy at SCQF level 5 or better. This continues to be significantly greater than the virtual comparator and the national figure.

The percentage leaving with an award in literacy and/or numeracy at SCQF level 6 (Higher) is also significantly greater than our virtual comparator.

Attainment over time

The attainment of young people leaving Kyle is very good. Almost all leave with at least 5 qualifications at SCQF level 4 or above (National 4 level). Most leave with at least 5 qualifications at SCQF level 5 or above (National 5 level). Just under a half leave with at least 5 Highers. These figures are consistently higher or in line with our virtual comparator

	Level 3	Level 4	National 5	Higher	Advanced Higher
1 or more	100%	100%	92%	75%	26%
Virtual Comparator	98%	97%	89%	72%	29%
3 or more	100%	95%	84%	57%	3%
Virtual Comparator	95%	93%	80%	58%	5%
5 or more	99%	91%	77%	45%	0%
Virtual Comparator	90%	87%	68%	41%	0%

Overall Quality of Learners' Achievements

Achievement is a strength of the school. Young people have a wide range of opportunities to pursue both personal and accredited achievements in a progressive way. These include our Skills Academy courses, S6 Achievement Bundles, high levels of participation in the Duke of Edinburgh's Award, House challenges and citizenship activities such as Youth Philanthropy Initiative, Eco and Fair Trade committees, charities work and our Rights Respecting Schools Group. The Kyle Academy Skills Framework effectively provides a language for young people to articulate their achievements.

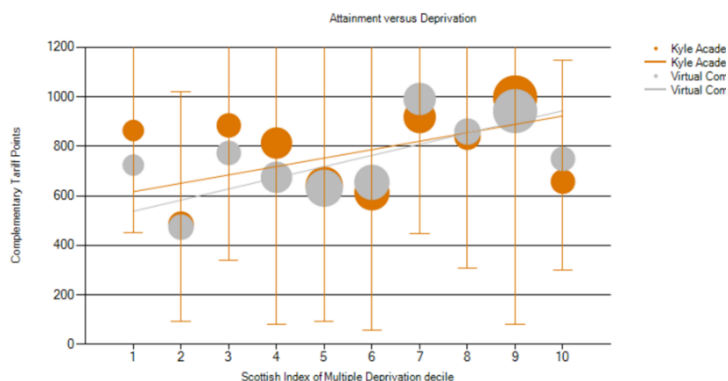
Equity for all learners

Attainment versus Deprivation

A key national priority is to reduce the and gap in attainment between the most least deprived pupils. The data is based on the Scottish Index of Multiple Deprivation where decile 1 would be the most deprived and decile 10 the least deprived. The larger the dot, the greater the number of children living in that decile. Our young people (represented by the orange dots) perform in line with or better than the virtual comparator across almost all deciles.

The selected year is 2020/21

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Close monitoring of young people and targeted support at the earliest opportunity, ensures that almost all learners achieve the qualifications and awards they need to enter further and higher education, training or employment after school. Our Pupil Support team and Pupil Equity funded Wellbeing Officer work closely together to ensure that young people engage in planned learning activities and work towards agreed targets for attainment. This is resulting in very positive outcomes for our young people who face additional challenges.

Leaver destinations

	2020/21	2019/20	2018/19
Kyle Academy	98%	100%	95%
Virtual Comparator	96%	94%	94%
South Ayrshire	98%	98%	94%

By September, almost all young people (98%) who left Kyle Academy in 2021 were in a positive destination. This is in line with the South Ayrshire average and above our virtual comparator. Follow up data indicated that they were still in a positive destination by April 2022.

We work closely with partners, Skills Development Scotland, to support all young people into positive and sustained destinations. In 2021, most went on to further or higher education with the remaining choosing to go on to training or employment.

	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Dev	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Kyle Academy	15	25	51			6	1	1	
VC	22	20	51	0	0	2	1	2	0
South Ayrshire	18	26	48			7	1	1	0
National	23	23	45	0	0	4	2	3	0