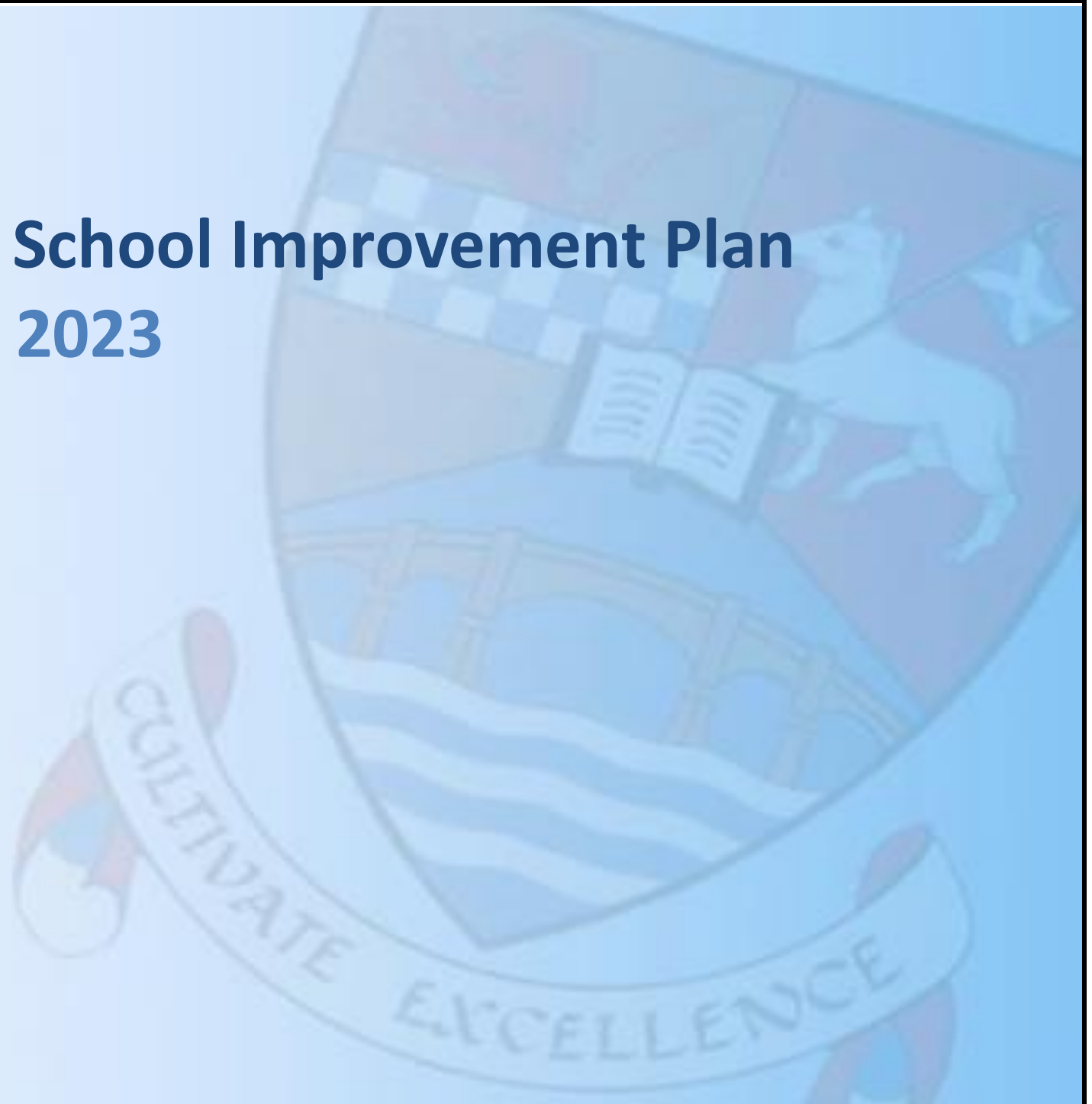


Kyle Academy School Improvement Plan

Session 2022 - 2023



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 the capacities of our young people to become successful learners, confident individuals, responsible citizens and effective contributors to society.
 2. To work to secure that the highest standards attainment and personal achievement.
 3. To provide active and engaging learning experiences in every classroom, which are appropriate to the needs of each young person, and which support and challenge them to take responsibility for their own learning and develop their thinking skills.
 4. To work closely with partners to develop a dynamic and innovative curriculum, from three to eighteen years, which provides smooth progression through the various stages and transitions, raises the standards of achievement of all young people and develops the skills required for life, learning and work in a constantly changing world.
 5. To provide personal support and challenge to enable learners to take responsibility for their own learning.
 6. 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.
 7. To develop the leadership skills of pupils, staff, parents and partners to build our capacity and capability to improve.
 8. To work closely with our pupils, parents, staff, and other partners, to critically reflect upon the quality of education we provide, thrive on challenge, and work together to constantly improve.
 9. To ensure that all young people achieve positive and sustained destinations on leaving school.
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South Ayrshire Council Priorities 2021 - 2024



Key priorities of the National Improvement Framework

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

Children's Services Plan 2020/23

- Outstanding universal provision
- Tackling inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental health and wellbeing
- Promoting Children's Rights

National Improvement Framework drivers

- School Leadership
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information
- Teacher professionalism

Summary

Kyle Academy Key Priorities 2022 - 2023

1. Wellbeing

Improve the wellbeing of our young people and staff

- 1.1 Continue to develop an inclusive school ethos with a culture of high expectations and respect for all
- 1.2 Continue to develop our approaches to supporting the mental health and wellbeing of our young people

2. Learning, Teaching and Assessment

Develop a culture of professional learning that promotes high quality learning and teaching across the school

- 2.1 Continue to improve the quality of our learning and teaching through collaborative professional learning
- 2.2 Continue to develop approaches to assessment

3. Attainment and Achievement

Raise attainment and achievement for all

- 3.1 Increase opportunities for pupil leadership, participation and achievement
- 3.2 Develop the curriculum to provide a wider range of appropriate and relevant learning that meet the needs of all learners
- 3.3 Continue to raise attainment in the Senior Phase

Action Planning

Priority 1:

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:

Placing the human rights and needs of every young person at the centre of education

Improvement in young people's health and wellbeing

Close the gap between most and least disadvantaged

NIF Drivers:

School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement

1.1 Continue to develop an inclusive school ethos with a culture of high expectations and respect for all

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Implement our Positive Relationships Policy consistently across the school with a focus on our responsibilities, our language and our repair.</p> <p>Roll out restorative approaches training to whole school led by early adopter group.</p> <p>Revisit Anti-Bullying Policy, revise procedures and recording and develop preventative approaches</p> <ul style="list-style-type: none"> Reinforce a shared understanding of bullying across staff and pupils Develop a risk assessment (physical, social and emotional) to inform an appropriate support plan for the victim Review recording procedures Further develop preventative approaches including a focus on responsible use of social media 	<p>M Byrne</p> <p>J Little</p> <p>M Byrne J Little PTG</p>	<ul style="list-style-type: none"> Staff and young people will feel that they are respected and valued members of the school community (survey results) Young people feel safe, secure and supported in school (survey results) Improved ability of staff to deescalate situations and use restorative approaches leading to improved engagement and learning in class (observations and decrease in referrals) Young people will be more able to take responsibility for their actions and discuss the impact of their actions/behaviours Decrease in number of incidents of bullying 	<p>Oct 2022</p> <p>Dec 2022</p> <p>Sept 2022 Review May 2023</p>

1.2 Continue to develop our approaches to supporting the mental health and wellbeing of our young people

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Implement our staged approach to mental health supports</p> <ul style="list-style-type: none"> Establish Core Team and implement strategy <p>Continue the work of our Wellbeing Committee of pupils and staff to lead health and wellbeing across the school.</p> <ul style="list-style-type: none"> Organise Guide to Mental Health training for key staff and pupils Establish pupil-led drop ins Support Wellbeing Ambassadors to lead whole school events to raise awareness and support mental health 	<p>J Little Core Team</p> <p>J Little D Wilson Wellbeing Committee</p>	<ul style="list-style-type: none"> Young people suffering from social/emotional issues will be better supported in school Percentage of young people who say they have someone to talk to if they are worried about something will increase Our young people will have opportunities to build understanding and knowledge to manage issues and build resilience (evidence from baseline and follow up assessments) 	<p>Sept 2022</p> <p>Oct 2022 May 2023</p>

Priority 2:

Develop a culture of professional learning that promotes high quality learning and teaching across the school

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

Closing the attainment gap between the most and least disadvantaged

NIF Drivers:

School leadership, Teacher professionalism, Assessment of children’s progress, School improvement, Parental engagement

2.1 Continue to improve the quality of our learning and teaching through collaborative professional learning

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Continue to develop a professional learning culture across all staff</p> <ul style="list-style-type: none"> • Develop Learning and Teaching Group as leaders of learning who use research-informed readings to inform their practice • Continue joint observations and professional dialogue • Establish professional inquiry trios to promote collaborative professional learning • Develop a ‘Sharing the Learning’ toolkit to support joint observations and professional dialogue 	<p>M Byrne L Gardner</p>	<ul style="list-style-type: none"> • Improved learning experiences for all young people (HGIOS 2.3) • Young people’s engagement and progress will increase • Increased confidence of staff to try new approaches (staff survey) • Maintained or improved attainment levels at all stages 	<p>Oct 2022 Dec 2022 May 2023</p>
<p>Involve all Curriculum PTs in the work of the group to increase number of ‘expert’ staff and drive learning and teaching across depts</p>	<p>L Gardner Curriculum PTs</p>		<p>From Aug 2022</p>
<p>Appoint a PT of Professional Learning to distil research for staff and coordinate professional learning and sharing of practice across the school</p>	<p>M Byrne</p>		<p>Sept 2022</p>

2.2 Continue to develop our approaches to assessment in BGE

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Continue to develop approaches to assessment in the BGE to ensure young people experience learning activities and assessment tasks at an appropriate level to them.</p> <ul style="list-style-type: none"> Continue to develop understanding of the Indicators of Progress Make links with Cognitive Load Theory to support assessment that 	L Gardner	<ul style="list-style-type: none"> BGE tracking data is more accurate and reliable Young people have a better understanding of their strengths and next steps (evidenced by profiles; learning conversations; survey results) Maintained or improved attainment levels at all stages 	May 2023
<p>Review the definitions of the four stages of progress in Seemis reporting to improve the meaningfulness of tracking and reporting in S1 to S3</p>	M Byrne		October 2022

2.3 Increase parental engagement in young people's learning

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Review effectiveness of learner conversations and pupil-led reports in S1 to S3 to improve parents' and young people's understanding of their progress and next steps in learning</p>	M Byrne	<ul style="list-style-type: none"> Parents will be better informed about progress and attainment Increase in number of parents who feel involved in life of the school and their child's learning (surveys) 	April 2023
<p>Increase opportunities for parents to share in young people's learning and the life of the school following Covid</p> <ul style="list-style-type: none"> Sharing the learning event in September for S1 to S3 Introduce learning show cases at parents' evenings 	M Byrne		On-going

Priority 3:

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:

Placing the human rights and needs of every young person at the centre of education

Improvement in skills and sustained, positive destinations for all young people

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged

NIF Drivers:

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

3.1 Increase opportunities for pupil leadership, participation and achievement

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Plan and implement new S4 leadership programme</p> <ul style="list-style-type: none"> • Coordinate and oversee leadership opportunities • Deliver SQA Leadership Award @ SCQF level 5 	L Harper	<ul style="list-style-type: none"> • Increased percentage of young people leaving with SCQF accredited awards 	Nov 2022
<p>Plan progressive experiences for leadership and achievements</p> <ul style="list-style-type: none"> • Map current opportunities at all stages • Align opportunities with Kyle Skills Framework • Develop tracking 	L Harper	<ul style="list-style-type: none"> • Increased percentage of pupils will feel that they have a voice in school (surveys) • Increased numbers of pupils contributing to ethos and life of school 	Dec 2022
<p>Continue to develop opportunities for pupil participation and decision making</p> <ul style="list-style-type: none"> • Further develop role of Pupil Council • Introduce Class Leaders to work with House Captains • Introduce House Assemblies 	M Byrne A Thomas Heads of House		October 2022
<p>Achieve Rights Respecting Schools re-accreditation</p>	M Byrne G Galloway RRSA Group		June 2023

3.2 Develop the curriculum to provide a wider range of appropriate and relevant learning that meet the needs of all learners

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Appoint Temp PTG with responsibility for skills and employability to:</p> <ul style="list-style-type: none"> • Further develop relationships with Ayrshire Chamber of Commerce and DYW Ayrshire to develop sustainable partnerships with employers that will enhance the opportunities for work-related learning available to our young people. • Develop and coordinate mock interview and CV writing programmes with partners • Further develop partnership working with SDS and Ayrshire College to promote apprenticeship routes with pupils and parents. 	<p>M Byrne L Harper PTG Skills and Employability (Temp)</p>	<ul style="list-style-type: none"> • Average complementary tariff points of leavers (including in lowest 20% SIMD and looked young people) will be improved • Increased range of courses available to our young people at SCQF level 5 and 6 that are not National 5s or Highers • Increased ability of young people to articulate their strengths and skills • Percentage of young people in sustained positive school leaver destinations improved or maintained 	<p>Sept 2022 Dec 2022 May 2023</p>
<p>Continue to develop sustainable work-related learning opportunities for S2 to S4 through Kyle Skills Academy with relevant accreditation</p>	<p>L Harper</p>		<p>May 2023</p>

3.3 Continue to raise attainment in the Senior Phase

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Mentor Programme</p> <ul style="list-style-type: none"> • Use tracking data and threshold lists to identify learners who would benefit from the mentor programme • Identify mentors and provide training (mentoring conversations, study skills) • Implement and monitor mentor programme • Peer support organised with S5 and S6 pupils supporting S4s <p>Literacy and Numeracy Intensive support</p> <ul style="list-style-type: none"> • Identify S4 pupils at risk of not achieving at least SCQF level 4 in literacy and numeracy for targeted support. • Identify pupils in PEF cohort to target additional support with SCQF level 5 literacy and numeracy <p>Targeted support for learning</p> <ul style="list-style-type: none"> • Close monitoring of at risk group in S4 (including PEF cohort) and interventions such as targeted supported study; mentors; family support clinics • Support from Wellbeing Officer for families of targeted PEF cohort 	<p>PT Raising Attainment</p> <p>J little V Sutherland J Stewart D Lake</p> <p>J Little V Sutherland M McPherson</p>	<ul style="list-style-type: none"> • Young people will feel supported and more able to organise their time and prepare for assessments • 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 • Increased engagement and motivation of targeted pupils (evidenced by attendance, reduced referrals and learning conversations) 	<p>Dec 2022 Feb 2023</p> <p>October 2022 May 2023</p> <p>October 2022 May 2023</p>