

Kyle Academy

Standards and Quality Report 2024 – 2025



Our Context

Kyle Academy is a non-denominational secondary school serving the southeast of Ayr in South Ayrshire. The roll of our school in session 2024/25 is 830 with a staffing complement equivalent to 60.4 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 12%.
- 9% of our pupils live in SIMD 1 or 2.
- 42% of the school roll has a recorded additional support need.
- Average attendance for 2024/25 is 90% which is broadly in line with local and national figures.
- Exclusions are below local and national averages.

Our associated schools are Grammar Primary School, Forehill Primary School and Wallacetown Nursery School with whom we work in close partnership.

Kyle Academy was last inspected by Education Scotland in March 2013. The report was published in June 2013.



Our Vision, Values and Aims



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**.



Priority 1 - WELLBEING

Improve the Wellbeing of Our Young People by Building an Inclusive School Community

This year, we have made significant progress in fostering a supportive and inclusive environment where all young people are encouraged to participate and achieve. Our efforts have centred on improving attendance, promoting rights and equality, and ensuring every learner feels valued and included.

- **Attendance and Engagement:** We maintained a relentless focus on improving attendance through close tracking and proactive communication with families. Early alerts for declining attendance and recognition of improvements have helped foster a culture of accountability and encouragement. Our ongoing work to make the school a welcoming and engaging place has contributed to improved daily attendance and pupil engagement.
- **Rights and Inclusion:** We proudly achieved the **UNCRC Silver Rights Respecting School Award**, reflecting our commitment to embedding children's rights across the school. Our Pupil Council played a key role in developing a new **Equalities Policy**, which captures our work on LGBTQ+ inclusion, Holocaust Memorial Day, Black History Month, and other key areas of equity and diversity.
- **Anti-Bullying and Respect:** We continued to monitor bullying incidents closely and reinforced our **'Call It Out' campaign** through assemblies and Daily Personal Support. This initiative has strengthened our culture of respect and empowered pupils to speak up against discrimination and unkind behaviour.
- **Celebrating Diversity:** We celebrated a range of awareness events, including **LGBTQ+ History Month**, **Dyslexia Awareness Week**, and **Autism Awareness Month**, helping to build understanding and empathy within our school community.
- **Staff Development and Support Structures:** All staff undertook training on **The Promise**, reinforcing our commitment to care-experienced young people. Our **Young Carers Group** remains active and well-supported, ensuring these pupils have a voice and access to the help they need.



Priority 2 – LEARNING AND TEACHING

Continue to Improve the Quality and Consistency of Learning, Teaching and Assessment through Collaborative Professional Learning

This year, we have made strong progress in enhancing the quality and consistency of learning and teaching across the school. Our focus has been on building a shared understanding of what high-quality learning looks like and supporting staff to develop their practice collaboratively.

- **Shared Vision of Effective Practice:** Through whole-school dialogue and professional learning, we have developed a clear and consistent understanding of high-quality learning and teaching. This shared vision is now increasingly visible in classrooms across the school.
- **Collaborative Professional Learning:** We have prioritised professional learning and the sharing of effective practice. A structured programme of **joint observations and professional dialogue** across departments has led to measurable improvements in pedagogy and increased staff confidence. This work has fostered a supportive and reflective professional culture.
- **Evidence-Based Pedagogy:** Our **Learning and Teaching Group** has continued to engage with evidence-based methodologies, particularly around **thinking skills and questioning techniques**, to promote deeper learning and increase the active engagement and participation of young people in lessons.
- **Responsive Teaching:** We have begun to explore **responsive teaching approaches**, using day-to-day assessment to adapt teaching in real time. This has helped us better meet the needs of all learners and ensure that progress is closely monitored and supported throughout lessons. This will be an ongoing priority next session.



Priority 3 – ATTAINMENT AND ACHIEVEMENT

Raise Attainment and Achievement for all through a Relevant and Challenging Curriculum

This year, we have continued to strengthen our curriculum to ensure it is both relevant and challenging, supporting all learners to achieve their full potential.

- **Curriculum Refresh in the BGE:** We finalised our refreshed **Curriculum Rationale**, built on three key foundations: **relationships and connection**, **purpose and relevance**, and **motivation and success**. This shared vision is guiding our curriculum development across the school.
- **Curriculum Design and Collaboration:** Departments have begun deconstructing their **S1 curriculum** to identify and connect the **big ideas** within and across subjects. This work is being enriched by staff contributions to the **national Curriculum Improvement Cycle** in partnership with **Education Scotland**.
- **Innovative Learning Experiences:** We piloted **project-based learning** with S1 through the **Solar Punk Island project**, which encouraged curiosity, independent thinking, and the application of knowledge and skills in a meaningful context. This pilot will serve as a model for future learning experiences.
- **Skills Framework Review:** We have initiated a review of our **skills framework** to align it with our refreshed curriculum rationale. The aim is to create a simplified, pupil-friendly language that supports learners in identifying and articulating their skills, particularly in project-based contexts like Solar Punk.
- **Raising Attainment in the BGE:** We have further developed our approaches to raising attainment by making more effective use of tracking data. Attainment Leads have identified learners for targeted support, focusing on improving working grades and closely monitoring progress. This ensures that pupils are well-prepared to achieve as highly as possible before transitioning into national courses. We will continue this work next session.
- **Pupil Equity Fund:** Our Wellbeing Officer continues to be a major factor in improving outcomes for our young people with additional challenges. She works with young people both in school and at home, she builds relationships with families, and delivers qualifications where appropriate. As a result, almost all identified young people achieved our minimum expectations or better. We have also improved attainment in literacy and numeracy through targeted interventions with additional specialist teachers.



Thinking differently about learning –
Solar Punk Island

Evaluative summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	At Kyle Academy, our vision and values are at the heart of everything we do. They guide our decisions and help us create a positive, supportive environment where every young person is encouraged to achieve their best. We work closely with staff, pupils, and families to identify what's working well and where we can improve. We prioritise time for professional dialogue, enabling staff to engage meaningfully with data, research, and each other to shape the future of the school. Leadership is distributed across the school, with senior and middle leaders providing clear direction and support. There is a strong sense of collective responsibility for improvement, and all staff are empowered to innovate and reflect on their practice. Pupil voice is a key driver of change, and we continue to expand opportunities for learners to lead and influence school improvement. Our improvement plans are clear and realistic, helping us stay focused on what matters most for our learners. We carefully manage any changes we make and regularly check how well they're working, always aiming to make a positive difference for our young people. Overall, leadership of change at Kyle Academy is very good.
2.3 Learning, teaching and assessment	Across Kyle Academy, the quality of learning and teaching is consistently strong, with almost all young people demonstrating high levels of motivation, engagement, and active participation in their learning. The purpose of learning is clear and staff adapt learning activities and assessment tasks to ensure young people experience learning at a level appropriate to them. Through whole-school professional dialogue and targeted CLPL, we have developed a clear and shared understanding of effective pedagogy. This vision is increasingly evident in classrooms, where learners benefit from purposeful, engaging, and well-structured lessons. Our structured programme of joint observations and professional dialogue has led to measurable improvements in pedagogy and increased staff confidence. This has fostered a reflective and collaborative professional culture, where staff are empowered to share, evaluate, and refine their practice. Assessment is used very effectively to support learning, with robust systems in place to monitor and track progress at all stages. Teachers use assessment evidence very well to plan next steps and personalise learning. Regular moderation activities, both within the school and through local authority networks, ensure shared standards and expectations. This collaborative approach has strengthened the reliability of our assessment data, which informs planning, target setting, and whole-school improvement. Overall, learning, teaching and assessment at Kyle Academy is very good.
3.1 Ensuring wellbeing, equity and inclusion	At Kyle Academy, relationships across the school are very positive and built on mutual respect, care, and trust. There is a strong, inclusive ethos where almost all young people report feeling safe, supported, and valued. Staff at all levels demonstrate a clear understanding of their role in promoting wellbeing. Our school values are well embedded and consistently reinforce a culture of respect, responsibility, and inclusion. Targeted support for young people is highly effective. Our systems for identifying, planning, and reviewing support are robust and ensure that we meet the needs of individuals in a timely and coordinated way. We work closely with partners and families to ensure that support is holistic and

	responsive. The school complies fully with statutory duties, including safeguarding and GIRFEC. As a result, young people facing additional challenges are well supported to achieve and sustain positive outcomes. Equality and diversity are actively promoted through the curriculum and wider life of the school. Programmes such as our themes of the month, Daily Personal Support, PSE, and RME provide structured opportunities for learners to explore issues of identity, rights, and inclusion. Pupil voice plays a central role in this work. Our Equalities Group and Year Group Committees lead on a range of initiatives that raise awareness, celebrate diversity, and promote a sense of belonging for all. These groups are instrumental in shaping school policy and practice, ensuring that our approach to wellbeing and inclusion is both meaningful and learner-led. 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. Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.
3.2 Raising attainment and achievement	At Kyle Academy, young people make consistently strong progress in their learning. From S1 to S3, learners build effectively on prior attainment, with almost all achieving third level by the end of S3 and most making very good progress at fourth level. Attainment in literacy and numeracy is a strength. Almost all young people leave school with qualifications in both literacy and numeracy at SCQF Level 4 or above, and most achieve Level 5 or above. In the Senior Phase, attainment remains above local and national comparators. A majority of learners leave with five or more qualifications at SCQF Level 5, and over a third leave with five or more Highers. These figures are consistently higher or in line with our virtual comparator. These outcomes reflect the school's strong focus on high-quality learning, effective tracking, and targeted support. More detail can be found in Appendix 1. The work of our Pupil Support team and Pupil Equity funded Wellbeing Officer has been instrumental in reducing barriers to learning. Targeted interventions and strong partnership working have enabled young people facing additional challenges to achieve highly, often outperforming peers with similar backgrounds nationally. Achievement is a strength of the school. Young people benefit from a wide range of planned opportunities to develop skills and gain recognition for their achievements. These include SQA Leadership Awards, Saltire Awards for volunteering, sports coaching, and peer support roles within the school and across our associated primaries. In addition, there are high levels of participation in sports and music, the Duke of Edinburgh's Award, citizenship activities such as Youth and Philanthropy Initiative, Eco and Fair Trade committees, charities work and our Equalities Group. Achievements both in and out of school are tracked and celebrated, and the Kyle Academy Skills Framework provides a shared language for young people to reflect on and articulate their skills and successes. As a result of this broad and inclusive approach to attainment and achievement, almost all young people move on to positive and sustained destinations on leaving school. Overall, Kyle Academy is very good at raising attainment and achievement.

Key Priorities for Improvement 2025-26

1. Improve the wellbeing of our young people by building an inclusive school community where all young people are supported to participate and achieve.
2. Continue to improve the quality and consistency of learning, teaching and assessment across the school through collaborative professional learning.
3. Raise attainment and achievement for all through a relevant and challenging curriculum.

More details on each of these priorities can be found in our School Improvement Plan for session 2025-26 which can be found on our website.



Capacity for Improvement

Our school is very well-placed to continue to improve. We remain committed to our core purpose: delivering high-quality learning and teaching. A strong culture of professional learning is firmly embedded across our school, where both staff and pupils are empowered to lead, contribute, and innovate.

Collaboration is at the heart of our progress. Our staff work together with purpose to drive forward improvements. I am confident that by continuing to nurture strong partnerships with our young people, their families, and our wider community, we will enrich the wellbeing, attainment, and achievements of every learner.

Mary Byrne
Head Teacher

June 2025



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

All Leavers	Year	% L4 Lit and Num	% L5 Lit and Num
Kyle Academy	2024	95	85
Virtual Comparator	2024	91	73
Kyle Academy	2023	95	79
Virtual Comparator	2023	91	72
Kyle Academy	2022	97	77
Virtual Comparator	2022	91	71

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.

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.

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) and almost all leave with at least 1 qualification at SCQF level 5 or above (National 5 level). A majority leave with at least 5 National 5 qualifications. Over a third 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	98%	98%	90%	64%	32%
Virtual Comparator	98%	96%	86%	65%	24%
3 or more	98%	95%	77%	52%	1%
Virtual Comparator	93%	90%	74%	50%	3%
5 or more	98%	93%	65%	39%	0%
Virtual Comparator	87%	84%	62%	35%	0%

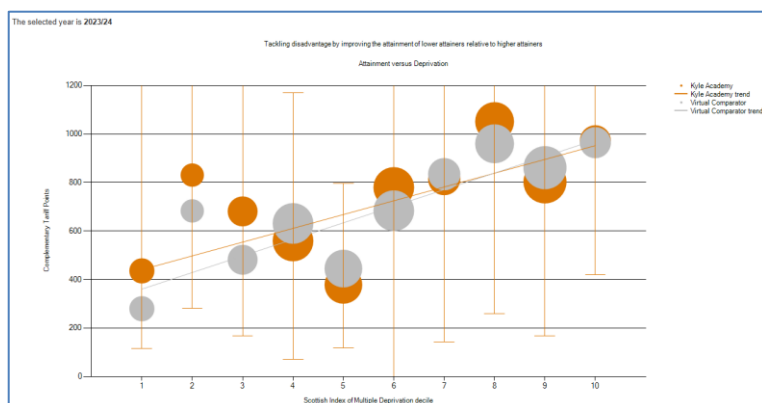
Overall Quality of Learners' Achievements

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 SQA Leadership Awards, Saltire Awards for volunteering, sports coaching and peer support in classes and our associated primary schools. In addition there are high levels of participation in sports and music, the Duke of Edinburgh's Award, citizenship activities such as Youth and Philanthropy Initiative, Eco and Fair Trade committees, charities work and our Equalities Group. Achievements in and out of school are tracked and celebrated. 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 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 most deciles.



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

	2024	2023	2022
Kyle	98%	99%	97%
VC	96%	96%	96%
South Ayrshire	99%	98%	98%

By September, almost all young people (98%) who left Kyle Academy in 2024 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 2025. In 2024, a majority went on to further or higher education with the remaining choosing to go on to training or employment.

Guidance, Pupil Support and our Wellbeing Officer work closely with partners such as Skills Development Scotland and Thriving Communities, to support all young people into positive and sustained destinations. Identified young people are very well supported through targeted supports and transition reviews. 96% of young people with additional support needs went on to a positive destination in 2024 and this rose to 100% for our most disadvantaged young people.

Year 2023/24	% Employed	% Further Education	% Higher Education	% Training	% Unemployed Not Seeking	% Unemployed Seeking
Kyle Academy	15	31	46	5	2	1
Virtual Comparator	23	22	47	4	1	2
South Ayrshire	20	30	40	8	1	0
National	23	26	41	4	2	2