

# Kyle Academy School Improvement Plan

## Session 2023 - 2024



## 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



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## 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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Our learning

Our future

Our responsibility



## Factors Influencing our School Improvement Plan

### National Priorities

- 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.

### South Ayrshire Council Priorities

#### Educational Services

- Equity, wellbeing and inclusion
- Learning, teaching and assessment
- Curriculum
- Self-evaluation for self-improvement

#### Children's Services

- Outstanding universal provision
- Tackling inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental wellbeing

### School Priorities - 2021/22 to 2023/4

- Improvement in young people's health and wellbeing
- High quality learning and teaching
- Raise attainment and achievement for all



Improve the wellbeing of our young people and staff

1.1 Continue to promote an ethos and culture that puts wellbeing, equalities and inclusion at the centre of all we do.

1.2 Further develop leadership at all levels to ensure staff and young people have a greater say in the life and ethos of the school and school improvement.

Priorities 2023-24

Raise attainment and achievement for all

3.1 Review and refresh our curriculum rationale to ensure it meets the needs of all learners.

3.2 Continue to support all learners to achieve their full potential and reduce the gap between most and least deprived learners.

3.3 Improve attainment, particularly in literacy and numeracy.

Continue to improve the quality of our learning and teaching

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

2.2 Continue to develop our approaches to assessment in S1 to S3.

**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 Improving wellbeing, equality and inclusion**

**NIF Drivers:**

School leadership

Teacher professionalism

Parental engagement

School improvement

**National priorities:**

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

Improvement in young people’s health and wellbeing

**South Ayrshire priorities:**

Equity, wellbeing and inclusion

Outstanding universal provision

Tackling inequalities

Love and support for our care experienced young people and young carers

Good physical and mental wellbeing

**1.1 Continue to promote an ethos and culture that puts wellbeing, equalities and inclusion at the centre of all we do**

**What improvements will we make?**

**Who?**

**What will the impact be?**

**Timescale and checkpoints**

Continue to focus on implementing our **positive relationships policy** in a consistent way across every classroom

- DPS curriculum and profiles to revisit policies with pupils (August)
- Staff guidelines with key points from policies to be developed and shared including clarification about merits and referral systems (August IST)
- Monthly review at PT meetings

Develop a **culture among staff and pupils that challenges inappropriate comments and language that is not inclusive**

- Pupil voice group to consult on issues and develop guidance

**M Byrne  
Ethos Gp**

**M Byrne  
J Little**

- Almost all staff and young people will feel that they are respected and valued members of the school community (survey results)
- Almost all young people will feel safe, secure and supported in school (survey results)
- Decrease in number of incidents of bullying reported

**August 2023**  
**Review Oct 2023**

**Nov 2023**

<p>Develop staff understanding and confidence in <b>restorative practice</b></p> <ul style="list-style-type: none"> <li>• Staff steering group to develop guidance, scripted conversations</li> <li>• CLPL to be provided for all</li> </ul> <p>Develop understanding of pupils and parents about aims and benefits of restorative practice</p> <ul style="list-style-type: none"> <li>• Include in DPS curriculum</li> <li>• Pupil voice group to make links with UNCRC and school aims /values and share with rest of school</li> <li>• Develop guidance for parents to share on website and at parent meetings as appropriate</li> </ul>	<p><b>J Little</b> <b>Restorative Practice Steering Gp</b></p> <p><b>M Byrne</b></p>	<ul style="list-style-type: none"> <li>• Most staff will report increased confidence in their abilities to deescalate situations and use restorative approaches to promote positive behaviour in class</li> <li>• Young people will be more able to take responsibility for their actions and discuss the impact of their actions/behaviours</li> <li>• Increased understanding of parents and pupils about our approaches to promoting positive behaviour</li> </ul>	<p><b>Dec 2023</b></p> <p><b>Dec 2023</b></p> <p><b>Review May 2024</b></p>
<p>Continue to work towards <b>accreditation for LGBT and UNCRC</b> to demonstrate our commitment to equalities and inclusion</p> <ul style="list-style-type: none"> <li>• Audit progress so far and draw up action plan for accreditation in Jan 2024</li> <li>• Calendar of events to be developed for 2023/24</li> <li>• DPS curriculum to continue to include UNCRC articles and activities</li> <li>• Increase visibility of commitment around school</li> </ul>	<p><b>M Byrne</b> <b>G Galloway</b> <b>A Thomas</b> <b>K McDonald</b> <b>C Hockey</b></p>	<ul style="list-style-type: none"> <li>• Almost all young people will feel respected, valued and enjoy positive relationships</li> <li>• Most young people are familiar with a number of Articles of the UNCRC and can talk about the rights they enjoy</li> <li>• Most young people can describe how they and others act to create a rights respecting environment</li> <li>• Most young people have been involved in activities to promote rights on a local and global scale</li> </ul>	<p><b>Jan 2024</b></p>
<p>Continue to develop our <b>shared understanding of wellbeing</b> and our <b>approaches to monitoring wellbeing</b></p> <ul style="list-style-type: none"> <li>• Develop DPS profiles to include wellbeing web in PSE</li> <li>• Explore use of Glasgow Motivation and Wellbeing Profile</li> <li>• Implement Care Experienced tracker</li> <li>• Implement Achievement Profile for PEF BGE pupils</li> </ul>	<p><b>J Little</b> <b>PTG</b> <b>L Anderson</b></p>	<ul style="list-style-type: none"> <li>• We know and can demonstrate that our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>• Most young people in the PEF cohort will achieve their individualised targets related to HWB</li> </ul>	<p><b>Dec 2022</b></p>

## 1.2 Further develop leadership at every level to ensure staff and young people have a greater say in the life and ethos of the school and school improvement

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Develop a structure for <b>pupil participation</b> that connects the different pupil voice groups and provides more opportunities for more young people (particularly BGE pupils) to be involved.</p> <p>Widen the scope of pupil participation to include them more in decision making and school improvement</p> <p>Develop a range of different approaches to capturing pupil voice at whole school and dept level</p>	M Byrne	<ul style="list-style-type: none"> <li>• Almost all feel that the school listens to their views and takes them into account</li> <li>• Almost all feel comfortable approaching staff with questions or suggestions</li> <li>• Most young people have been involved in decisions about their life in school</li> <li>• Almost all feel included, engaged and involved in the life of the school</li> </ul>	<p><b>Sept 2023</b></p> <p><b>May 2024</b></p>
<p>Further develop the <b>leadership of staff</b> to ensure they feel included/empowered and have an opportunity to shape school improvement</p> <p>Implement new approach to PT meetings with a focus on collegiate decision making, strategic planning, and professional learning</p> <p>Continue year one of our Aspiring Middle Leadership programme</p> <ul style="list-style-type: none"> <li>• Leadership projects</li> <li>• Collaborative professional learning</li> <li>• Self-evaluation against GTCs Standards for Middle Leaders</li> </ul>	M Byrne	<ul style="list-style-type: none"> <li>• Increase in staff initiating and leading change across the school</li> <li>• Increase in confidence and participation in school improvement by staff</li> </ul>	<b>May 2024</b>



**Priority 2:**

**Continue to improve the quality of our learning, teaching and assessment**

**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

Parental engagement

Assessment of children’s progress

School improvement

**NIF priorities:**

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged

**South Ayrshire priorities:**

Equity, wellbeing and inclusion

Learning, teaching and assessment

Self-evaluation for self-improvement

**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**

Continue to grow our **culture of professional learning** (led by our L&T group)

- Engage with readings on thinking/participation ratio to develop pedagogical knowledge and practice
- Participate in learning observations and professional dialogue
- Regular professional dialogue at PT meetings
- Signpost and share reading and strategies with rest of staff
- Organise and lead sharing practice day on Feb IST

L Gardner  
A McElnea, PT PL  
Learning and Teaching group

- 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

**Ongoing –  
check points  
Dec 2023  
Feb 2024  
May 2024**

Implement **calendar of in-house PL opportunities**

A McElnea

**Aug 2023**

Create a **sharing platform for learning and teaching** readings/podcasts/videos so that all staff can access

A McElnea

**Sept 2023**

## 2.2 Continue to develop our approaches to assessment in S1 to S3

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Increase staff confidence in the <b>Indicators of Progress</b> to ensure young people experience learning activities and assessment tasks at a level appropriate to them.</p> <p>Evaluate and review use of <b>working grades</b> in S3 and roll out to S1 and S2</p> <p>Share practice in effective use of <b>feedback</b> and next steps to ensure assessment leads to progress in learning and improved attainment.</p>	<p>M Byrne L Gardner</p>	<ul style="list-style-type: none"> <li>• Our assessment evidence in BGE will be valid and reliable</li> <li>• Almost all young people will have a better understanding of their strengths and next steps (evidenced by profiles; learning conversations; survey results)</li> <li>• We will be able to evidence progress in learning across BGE</li> </ul>	<p><b>May 2024</b></p> <p><b>Nov 2023</b></p> <p><b>May 2024</b></p>
<p>Evaluate and review <b>pupil-led reports</b> in S1 and S3.</p> <ul style="list-style-type: none"> <li>• Pupil focus group</li> <li>• Parent focus group/survey</li> <li>• Parent Council feedback</li> </ul> <p>Develop pupil-led report for S2.</p>	<p>M Byrne</p> <p>L Gardner</p>	<ul style="list-style-type: none"> <li>• Almost all parents will know and understand how their child is progressing</li> <li>• Most parents will feel involved in life of the school and their child's learning (surveys)</li> </ul>	<p><b>Oct 2023</b></p> <p><b>May 2024</b></p>

### 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 Drivers:

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance information

##### NIF priorities:

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

##### South Ayrshire priorities:

Equity, wellbeing and inclusion

Learning, teaching and assessment

Curriculum

Self-evaluation for self-improvement

Love and support for our care experienced young people and young carers

#### 3.1 Review and refresh our curriculum to ensure it meets the needs of all learners.

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p><b>Refresh our curriculum rationale</b> to ensure it aligns with our vision, values and aims and the local and national context. To include:</p> <ul style="list-style-type: none"> <li>• Refreshed CfE narrative</li> <li>• 4 contexts of curriculum</li> <li>• Our school context including LMI</li> <li>• Kyle Skills Framework</li> <li>• Recent national reviews eg Hayward</li> <li>• Pupil and parent voice</li> </ul>	<p>M Byrne L Harper</p>	<ul style="list-style-type: none"> <li>• All stakeholders will have a shared understanding of our aims and aspirations for our young people</li> <li>• Learning will be relevant and purposeful leading to improved progress and attainment</li> </ul>	<p><b>Sept/Oct 2023</b></p>
<p>Continue to explore <b>progressive learning pathways</b> that include SCQF courses other than NQs</p>	<p>L Harper PTs</p>	<ul style="list-style-type: none"> <li>• At point of exit, almost all young people will leave with our minimum expectations for their stage</li> <li>• All young people will move into an appropriate positive destination</li> </ul>	<p><b>June 2024</b></p>

### 3.2 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><b>Targeted support for SP attainment</b> Close monitoring of at risk group in S4 (including PEF cohort) and interventions such as:</p> <ul style="list-style-type: none"> <li>• Targeted supported study</li> <li>• Mentoring</li> <li>• Partnership working with parents</li> </ul> <p>Identify pupils in PEF cohort to target additional support for SCQF level 5 literacy and numeracy</p>	<p>L Gardner L Anderson A Thomas V Sutherland</p>	<ul style="list-style-type: none"> <li>• At point of exit, almost all young people will leave with our minimum expectations for their stage</li> <li>• Percentage of young people leaving with qualifications in both Literacy and Numeracy at SCQF level 4 and level 5 will be maintained or improved</li> <li>• Average complementary tariff points of leavers (including in lowest 20% SIMD and looked young people) will be maintained or improved</li> </ul>	<p><b>Ongoing at key tracking periods</b></p>
<p>Employ an <b>outdoor worker</b> (10 to 14 hours) to support delivery of achievement opportunities for disengaged learners</p> <p>Establish close working relationships with partners to identify resources that will enhance curriculum for identified groups of pupils.</p> <p>Establish a safe place for young people with low attendance (<b>Learning Hub</b>) so that they can continue to learn when they are not attending classes</p>	<p>M Byrne  J Little</p>	<ul style="list-style-type: none"> <li>• Increased engagement and participation of targeted pupils (evidenced by attendance, reduced referrals and learning conversations)</li> <li>• Almost all young people who participate will have improved self-esteem</li> </ul>	<p><b>August 2023</b></p> <p><b>Dec 2023</b></p> <p><b>Sept 2023</b></p>

### 3.3 Improve attainment in BGE, particularly in literacy and numeracy

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p><b>Literacy (BGE)</b> Pilot the Fresh Start Phonics programme in S1</p> <p>Implement paired reading programme with senior pupils and identified young people in S1 and S2.</p> <p>Continue to work towards <b>accreditation as a Reading School</b></p>	<p>V Sutherland A McCall</p> <p>D Robertson</p> <p>R Gillies</p>	<ul style="list-style-type: none"> <li>• Almost all young people will make progress from prior levels of attainment in literacy</li> <li>• Almost all pupils participating in Fresh Start Phonics or the paired reading will report increased confidence and more positive attitudes to reading</li> </ul>	<p><b>Ongoing – review Oct and May</b></p> <p><b>January 2024</b></p>
<p><b>ACEL (Literacy and Numeracy)</b> Continue to align standards and expectations with national standards to ensure ACEL data is accurate and reliable</p> <ul style="list-style-type: none"> <li>• Understanding standards across and outwith authority</li> <li>• Review courses to ensure they evidence literacy and numeracy outcomes as well as English and mathematics</li> </ul>	<p>D Lake J Connolly</p>	<ul style="list-style-type: none"> <li>• Our assessment evidence in BGE will be valid and reliable</li> <li>• Almost all yp will achieve third CfE level in literacy and numeracy at S3</li> <li>• 60%+ will achieve fourth CfE level in literacy and numeracy at S3</li> </ul>	<p><b>June 2024</b></p>
<p><b>PEF</b> Closely monitor identified pupils in S1 to S3 to ensure they make appropriate progress from prior levels of attainment in literacy and numeracy and target interventions where necessary</p>	<p>M Byrne L Anderson D Lake J Connolly</p>	<ul style="list-style-type: none"> <li>• Most young people in the PEF cohort from S1 to S3 will achieve their individualised targets related to numeracy – tracked on monitoring spreadsheet</li> </ul>	<p><b>May 2024</b></p>