

# Kyle Academy

## Standards and Quality Report 2020 – 2021



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 2020/21 is 807 with a staffing complement equivalent to 57.3 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

In August 2020, we put in place a range of measures to ensure the safe return to school of young people and staff. This included, staggered starts and exits, different intervals and lunchtimes for S1 to S3 and S4 to S6. We introduced new entrances, a one-way system and regular sanitising of work stations, equipment and hands. These measures have 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.

Staff made very good use of Microsoft Teams as a platform for online learning throughout the year which meant that any pupils who had to self-isolate at any point could have continuity in their learning. When the schools closed in January 2021, teachers were well prepared to move to a combination of live lessons, drop-in support sessions and online learning. We monitored engagement on a weekly basis and regularly contacted home where necessary. This enabled us to target in-school study support sessions in our learning hubs before the return to school. As a result, most pupils and parents felt well supported during this time.

We continued to engage with parents through virtual information sessions such as an Options and Pathways evening, SQA information session and an information meeting for P7 parents. These were very well attended. 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 notably increased this session.



## Progress and impact of improvement plan priorities 2020-21

Priority 1 - WELLBEING	
<p><b>Improve the wellbeing of our young people and staff</b></p>	
<p><u>HGIOS4 Quality Indicators/Themes:</u></p> <p><b>1.3 Leadership of change</b></p> <p><b>2.4 Personalised support</b></p> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p>	<p><u>NIF priorities:</u></p> <p>Improvement in attainment (particularly in literacy and numeracy)</p> <p>Close the gap between most and least disadvantaged</p> <p>Improvement in young people's health and wellbeing</p> <p><u>NIF Drivers:</u></p> <p>School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement</p>
<p>A priority on our return to school following lockdown in 2020 was focusing on the wellbeing of our young people and staff. We aimed to <b>re-engage young people in learning and the life and ethos of the school through promoting positive relationships, providing clear and consistent expectations and celebrating achievements</b>. Our Positive Relationships Policy, developed last year, has three expectations (Ready, Respectful, Responsible). Our health protection measures were clearly linked to these expectations. This was very effective in encouraging consistency and ensuring that staff and pupils felt safe to return to school. We also used our Positive Relationships Policy to revisit our school values and our expectations for a positive, purposeful learning environment. Our school community adapted very well to the constantly changing regulations over the course of the year and demonstrated resilience and responsibility. We worked hard to re-establish our sense of community and provide opportunities for citizenship and achievement despite restrictions, for example, House Challenges, our annual charity week for Children in Need and virtual events such as the Christmas online pantomime and Summer Kahoot quiz for House points.</p>	
	
<p>We have also had a focus on <b>continuing to develop our approaches to supporting the mental health of our young people and staff</b>. Our school counsellor is now well established and this year set up a self-referral system to supplement the staged approach used by our Guidance and Pupil Support team. Next session, we will refresh our Mental Health First Aiders training and develop group work programmes to build resilience and self-esteem as part of our Covid recovery planning.</p>	
Priority 2 – LEARNING AND TEACHING	
<p><b>Continue to develop approaches to learning, teaching and assessment</b></p>	
<p><u>HGIOS4 Quality Indicators/Themes:</u></p> <p><b>1.2 Leadership of Learning</b></p> <p><b>2.3 Learning, teaching and assessment</b></p> <p><b>3.2 Raising attainment and achievement</b></p>	<p><u>NIF priorities:</u></p> <p>Improvement in attainment (particularly in literacy and numeracy)</p> <p>Close the gap between most and least disadvantaged</p> <p><u>NIF Drivers:</u></p> <p>School leadership, Teacher professionalism, Assessment of children's progress, School improvement</p>
<p>Staff have continued to <b>develop learning and teaching, with a particular focus on digital technology, to ensure there is continuity in learning provision during the Covid pandemic</b>. Professional learning and collegiate time have focused on developing digital skills. Very strong leadership of learning was demonstrated across the staff and included drop-in support sessions,</p>	

a 'Digital Showcase' on Microsoft Teams to share practice and continued collaboration on our Kyle Academy Digital Skills Microsoft Team. The enthusiasm and commitment of staff to continually improve remote learning has been outstanding this year. Acting on feedback from pupil and parent surveys, we developed a consistent approach to Microsoft Teams and setting assignments, and increased the provision of live lessons. Most parents were satisfied or very satisfied with the provision during lockdown and were very positive about the live lessons, the recorded lessons/PowerPoints and the live interaction during the allocated sessions on the Daily Timetables. Similarly, most young people were satisfied or very satisfied with the online learning and reported that they found live lessons, recorded lessons like narrated PowerPoints, online quizzes like Kahoot and the ability to contact teachers to ask for help the most helpful to their learning. The positive impact of this work can be seen in the high levels of engagement and attainment of our young people this session.

We aimed to **continue to develop approaches to assessment to provide robust evidence of young people's progress and support improved attainment.** Throughout the year, staff gathered on-going evidence of learners' progress in SQA courses. Discussions about the predictive value of assessments supported their understanding of what makes robust and reliable evidence. Overall, attainment, measured by Provisional Grades, was in line with or higher than expectations this year. Staff were confident in their assessment judgements and pupils and parents were well supported to understand how these judgements were arrived at.

Teaching staff continued to develop their approaches to assessment in S1 to S3 using four stages of progress through Curriculum for Excellence levels to report to parents. Feedback from the Parent Council confirms improvements in the clarity and helpfulness of reports. New pupil-led reports in S1 to S3 were developed and piloted with pupils. Pupils were positive about how these reports supported their understanding of their progress and next steps in learning. Implementation of these reports was postponed until next session due to demands on teachers of SQA assessment and moderation work in the final term of this session.

### Priority 3 - CURRICULUM

#### Ensure our curriculum provides opportunities for all young people to succeed

##### 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



This year we have continued to **develop the Kyle Skills Academy to develop young people's skills and interests and provide pathways to further study, training or employment.** Identified young people in S2 and S3 participated successfully in Skills Academy courses delivered by school staff and partners. Young people participated in Nail Bar, Barista,



Horticulture, and Fashion and Textiles experiencing positive achievements in relevant contexts. Almost all achieved Princes Trust Achieve Award at SCQF Level 5 and will progress to SQA Personal Development Award (Level 5) next year.

Our focus on **supporting young with gaps in their learning due to the Covid pandemic to re-engage and achieve their full potential** has had a very positive impact this session. **By ensuring there is flexibility in the curriculum and making effective use of Covid Recovery Teachers and PEF funding**, we have been able to run literacy and numeracy interventions and nurture groups with identified pupils in S1 and S2. We used additional Covid staffing to support the work of our Pupil Support staff and target young people in S4 and S5 facing additional challenges to ensure they achieved qualifications. Our PEF funded Wellbeing Officer was also able to work closely with the families of young people who were shielding for most of the session to ensure they too achieved as highly as possible. As a result, all young people in S4 achieved at least 5 qualifications at SCQF level 3 or above, 97% achieved 5 or more at SCQF level 4 or above, and 72% achieved awards in both literacy and numeracy at SCQF level 5.

## Evaluative summary

Quality Indicator	School Self Evaluation
<p><b>1.3 Leadership of change</b></p>	<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 this will be a focus of our Covid recovery planning going forward.</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><b>Overall, leadership of change at Kyle Academy is very good.</b></p>
<p><b>2.3 Learning, teaching and assessment</b></p>	<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. During the Covid pandemic staff ensured continuity of learning for all pupils through very good use of digital technology. Differentiation to ensure young people experience learning activities and assessment tasks at an appropriate level to them, is an on-going priority. Staff have begun to explore how this can be done by varying the level of challenge and the context in which learners apply or demonstrate their learning.</p> <p>Staff have made good progress in developing a range of approaches to assessment in S1 to S3. They 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><b>Overall, learning, teaching and assessment at Kyle Academy is good.</b></p>

<p><b>3.1 Ensuring wellbeing, equity and inclusion</b></p>	<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 and Social Studies. Pupil voice strongly influences this work and pupil leadership groups such as our LGBT+ group, Rights Respecting Schools Group and Mental Health Ambassadors, have organised and led events for both pupils and staff.</p> <p><b>Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.</b></p>
<p><b>3.2 Raising attainment and achievement</b></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. A majority 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 over a third 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><b>Overall, Kyle Academy is very good at raising attainment and achievement.</b></p>

## **Key Priorities for Improvement in 2021-22**

Next session, we will continue our focus on the following areas.

1. Improve the wellbeing of our young people and staff
2. Focus on learning, teaching and assessment that supports all young people to improve
3. Raise attainment and achievement for all

More details on each of these priorities can be found in our School Improvement Plan for session 2021-22 which can be found on our website.

## **Capacity for Improvement**

Despite the challenges brought by the pandemic, our school is very well-placed to continue to improve. Our recovery plan will focus on our core business – learning and teaching. We will revisit our vision and aims, re-evaluate our priorities with an unfailing focus on improving outcomes for all young people. 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 2021

## 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.

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
<b>Kyle Academy</b>	2018	90.3	78.1
<b>Virtual Comparator</b>	2018	88.7	68.7
<b>National</b>	2018	89.1	67.1
<b>Kyle Academy</b>	2019	96.1	76.7
<b>Virtual Comparator</b>	2019	90.3	66.4
<b>National</b>	2019	89.3	66.5
<b>Kyle Academy</b>	2020	95.6	83.7
<b>Virtual Comparator</b>	2020	92.9	75.6
<b>National</b>	2020	92	73.5

Almost all young people leave Kyle Academy with qualifications in both literacy and numeracy. The percentage of leavers achieving awards in both literacy and numeracy 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). Over a third leave with at least 5 Highers. These figures are all notably above our virtual comparator.

	National 3	National 4	National 5	Higher	Advanced Higher
<b>1 or more</b>	99%	99%	96%	79%	36%
<b>Virtual Comparator</b>	99%	98%	91%	72%	27%
<b>3 or more</b>	99%	98%	84%	61%	6%
<b>Virtual Comparator</b>	97%	95%	80%	55%	4%
<b>5 or more</b>	95%	92%	77%	40%	0
<b>Virtual Comparator</b>	91%	89%	67%	37%	0

## Overall Quality of Learners' Achievements

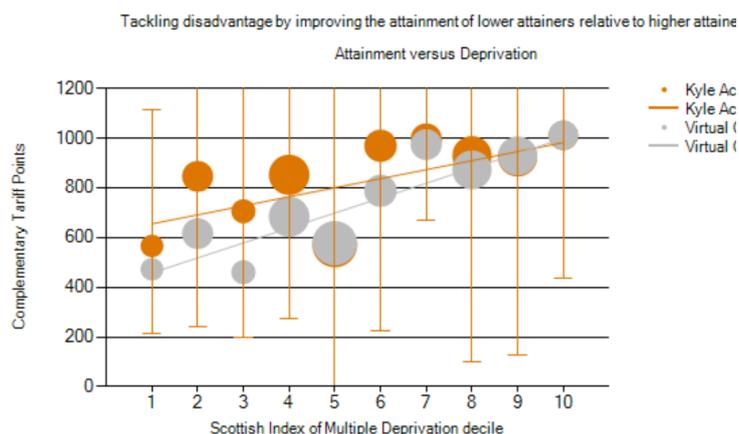
Achievement is a strength of the school. Young people have a wide range of opportunities to pursue both personal and accredited achievements in a progressive way. These include our Skills Academy courses, S6 Achievement Bundles, high levels of participation in the Duke of Edinburgh's Award, House challenges 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 better than the virtual comparator across almost all deciles.

The selected year is 2019/20



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

	2017/18	2018/19	2019/20
Kyle Academy	87.74	95.35	100
Virtual Comparator	92.9	94.5	95.19
South Ayrshire	93.44	93.96	98.4

By September, all our young people (100%) who left Kyle Academy in 2020 were in a positive destination. This is in line with our virtual comparator and above the South Ayrshire average. Follow up data indicated that they were all still in a positive destination by April 2021. We work closely with partners,

Skills Development Scotland, to support all young people into positive and sustained destinations.

In 2020, 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	% Skills Develop	% Training	% Unempl Not Seeking	% Unempl Seeking	% Voluntary Work
Kyle Academy	12	27	57		0.7	1.5			0.7
Virtual Comparator	17	26	49	0.4	0.4	2	1	3	0.5
South Ayrshire	14	32	44	0.2	0.2	7.8	0.7	0.7	0.4
National	16	28	44	0.7	0.8	3.7	1.8	4	0.4