

Kyle Academy School Improvement Plan

Session 2021 - 2022



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.



South Ayrshire Council Priorities 2021 - 2024

National Improvement Framework drivers

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

National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

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

South Ayrshire Council's Plan 2018-22 (mid-term refresh)

- Fair and effective leadership
- Closing the gap
- Grow well, live well, age well
- South Ayrshire works
- Stand up for South Ayrshire
- A better place to live

1. Continue to maintain high levels of attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children's and young people's health and wellbeing
4. Improvement in sustained positive school leaver destinations for all



Summary

Kyle Academy Key Priorities 2021 - 2022

1. Wellbeing

Improve the wellbeing of our young people and staff

- 1.1 Further develop our provision of high quality universal support to enable all young people to achieve success
- 1.2 Continue to develop our approaches to supporting the health and wellbeing of our young people

2. Learning, Teaching and Assessment

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

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

3. Attainment and Achievement

Raise attainment and achievement for all

- 3.1 Support young people in BGE with gaps in their learning due to the Covid pandemic to achieve their full potential
- 3.2 Support Senior Phase pupils to achieve as highly as possible despite the disruption to learning caused by Covid
- 3.3 Increase opportunities for accreditation and achievement through Kyle Skills Academy

Action Planning

Priority 1: Improve the wellbeing of our young people and staff			
<u>HGIOS4 Quality Indicators/Themes:</u> 1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	<u>NIF priorities:</u> Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people’s health and wellbeing <u>NIF Drivers:</u> School leadership, Teacher professionalism, Parental engagement, Assessment of children’s progress, School improvement		
1.1 Further develop our provision of high quality universal support to enable all young people to achieve success			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Revisit the school’s vision, values and aims with staff and pupils to ensure we have a shared understanding of the outcomes we desire for our young people	M Byrne	<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 Young people will be able to articulate their strengths and achievements (profile booklets) 	October 2021
Provide staff training in restorative approaches to further embed our Positive Relationship Policy.	M Byrne		tbc
Refresh the programme for Daily Personal Support and our Themes of the Month. To include: <ul style="list-style-type: none"> A focus on school vision and values Learning about UNCRC Rights of the Child Opportunities for promoting health and wellbeing, Opportunities for reviewing strengths and target setting 	M Byrne J Little		August 2021 October 2021 January 2022 April 2022

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

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Further develop our staged approach to mental health supports by refreshing the work of our Mental Health First Aiders. To include:</p> <ul style="list-style-type: none"> • Nurture training for key staff • Liam training for key staff <p>Establish a Wellbeing Committee of pupils and staff to lead health and wellbeing across the school.</p> <ul style="list-style-type: none"> • Identify priorities relevant to context of school • Establish Wellbeing Ambassadors from pupil body • Plan and lead inserts at PSE/DPS and through our Theme of the Month <p>Develop approaches to building resilience and strategies to support mental wellbeing</p> <ul style="list-style-type: none"> • Revisit our Mental Health Toolkit and the work of our MH Ambassadors (interrupted by the school closure) • Investigate resilience programme - Bloom <p>Plan to introduce SQA Mental Health Award to Core RME/PSE in the Senior Phase</p>	<p>J Little V Sutherland School Counsellor</p> <p>J Little Wellbeing Committee</p> <p>J Little Wellbeing Committee</p> <p>L Harper S Semple</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>tbc</p> <p>December 2021</p> <p>May 2021</p> <p>Feb 2021</p>

Priority 2:

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

<p>HGIOS4 Quality Indicators/Themes:</p> <p>1.2 Leadership of Learning</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p>	<p>NIF priorities:</p> <p>Improvement in attainment (particularly in literacy and numeracy)</p> <p>Close the gap between most and least disadvantaged</p> <p>NIF Drivers:</p> <p>School leadership, Teacher professionalism, Assessment of children’s progress, School improvement</p>
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2.1 Continue to develop our approaches to assessment

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. To include:</p> <ul style="list-style-type: none"> • Varying the level of challenge and the context in which learners apply or demonstrate their learning • Taking account of the level of support, context, application and breadth/complexity of concepts demonstrated to make assessment judgements • Continue to moderate using the four stages of progress 	<p>L Gardner Curriculum PTs</p>	<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) • Parents will be better informed about progress and attainment • Maintained or improved attainment levels at all stages 	<p>May 2022</p>
<p>Implement new pupil-led reports in S1 to S3 to improve young people’s understanding of their progress and next steps in learning</p>	<p>L Gardner</p>		<p>Sept 2021 S1 Dec 2021 S2 May 2022 S3 June 2022</p>

2.2 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>Begin our three-year plan to develop Kyle as a Learning Community with a strong focus on professional learning, and learning and teaching (OECD report, School as Learning Organisation, 2016)</p> <ol style="list-style-type: none"> 1. Promoting and supporting continuous professional learning for all staff 2. Promoting team learning and collaboration among all staff 3. Establishing a culture of inquiry, exploration and innovation 	M Byrne	<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 	Sept 2021
<p>Develop staff leadership of learning by establishing a Learning and Teaching group to lead staff with evidence- based practice from research and their own experiences</p> <ul style="list-style-type: none"> • Roshenshine's Principles of Instruction – teacher modelling • Lovell’s Cognitive Load Theory 	L Gardner S Cooper		October 2021 Feb 2022 May 2022
<p>Use collegiate time to promote collaboration and collective learning and to share findings of L&T group to smaller groups.</p>	M Byrne		On-going throughout session
<p>Re-establish learning observation policy with a focus on pupil experiences of learning to evidence impact of PL.</p>	L Gardner		

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: Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in sustained positive school leaver destinations for all NIF Drivers: School leadership, Assessment of children’s progress, School improvement	
3.1 Support young people in BGE with gaps in their learning due to the Covid pandemic to achieve their full potential			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Use CfE data and baseline assessments in S1, S2 and S3 to identify learners who need support or consolidation and plan interventions	M Byrne Year Heads Curriculum PTs	<ul style="list-style-type: none"> Progress in English and Maths evidenced by GL Assessments Maintained or improved percentage of young people achieving expected CfE levels (including in lowest 20% SIMD and care experienced young people) 	May 2022
Target use of Closing the Gap Teachers and additional Covid/PEF staffing to deliver interventions and additional support in classes	J Little V Sutherland		December 2021
Review and reduce courses in S1 to S3 (where appropriate) to focus on key learning required for progression and allow for more time to be spent on revisiting and consolidating important knowledge and skills	Curriculum PTs		October 2021

3.2 Support Senior Phase pupils to achieve as highly as possible despite the disruption to learning caused by Covid

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>L Gardner J Little Attainment PTs</p>	<ul style="list-style-type: none"> • Young people will feel supported and more able to organise their time and prepare for assessments • Increased reliability of tracking data to inform next steps (attainment analysis) • Parents will be better informed about progress and attainment • 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 	<p>Sept 2021 Nov 2021 Dec 2021 Feb 2022</p>
<p>Work in partnership with parents to improve communication about progress and share early intervention strategies</p> <ul style="list-style-type: none"> • Introduce additional monitoring through whole school database and staged approach to contacting parents • Improve reliability of working grades based by applying predictive value criteria to assessment evidence used 	<p>L Gardner</p>		<p>Oct 2021 Dec 2021</p>
<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>J little V Sutherland J Stewart D Lake</p>		<p>Nov 2021 March 2022</p>
<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>J Little V Sutherland M McPherson</p>		<p>Nov 2021 March 2022</p>

3.3 Increase opportunities for accreditation and achievement through Kyle Skills Academy

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Continue to develop range of work-related learning opportunities for S2 to S4 through Kyle Skills Academy in partnership with DYW Ayrshire, Prince's Trust, Ayrshire College and CLD</p>	<p>L Harper</p>	<ul style="list-style-type: none"> • Increased engagement and motivation of targeted pupils (evidenced by attendance, reduced referrals and learning conversations) 	<p>Dec 2021</p>
<p>Further develop work-related progression pathways with Ayrshire College (from S2 onwards). Focus this year will be on:</p> <ul style="list-style-type: none"> • Health Sector • Early Education and Childcare • Horticulture 	<p>L Harper</p>	<ul style="list-style-type: none"> • Increased percentage of young people leaving with SCQF accredited awards • Percentage of young people in sustained positive school leaver destinations improved or maintained 	<p>Feb 2022</p>
<p>Develop an action plan for DYW Coordinator role to develop:</p> <ul style="list-style-type: none"> • Local partnerships – careers/employment/DYW • A key employer partnership • Targeted work-based learning and employer engagement opportunities for those who would benefit the most 	<p>L Harper</p>		<p>October 2021 May 2022</p>