



What have we achieved in 2018-19?

Priority 1 – WELLBEING

Improve young people's health and wellbeing and ensure all young people feel included, engaged and involved in the life of the school

The school has made very good progress in developing approaches and systems to support young people's wellbeing. We have had a strong focus this year on developing a shared understanding of the impact of wellbeing on young people's engagement and achievement. Pupil voice has strongly influenced the direction and impact of this work. We have also continued to develop strategies and interventions to improve the attainment and achievement of young people facing challenges. Our Pupil Equity funded Wellbeing Officer works closely with families which is improving the attendance and attainment of individuals.

Priority 2 – LEARNING AND TEACHING

Improve the consistency of high quality learning, teaching and assessment across the school to ensure all young people are appropriately challenged and achieve as highly as possible.

A positive start has been made to exploring ways to support more active and independent learning. Staff at all levels have been leading learning to take this forward. Young people have also had a leading role, presenting to teachers at professional learning sessions and teaching study methods to their peers. Staff have been revisiting approaches to assessment and the evidence they use to inform professional judgements. Staff have made good progress in understanding national standards and developing a range of assessments. As a result, the robustness of our data has improved which better informs next steps in learning and future priorities.

Priority 3 – CURRICULUM

Continue to develop the curriculum to meet the needs and aspirations of all young people.

The school has continued to develop the curriculum and now offers a range of different pathways including vocational qualifications. Partnership planning is resulting in wider experiences such as the Rugby Coaching Academy and the Cyber Security courses. External partnership working has increased valuable flexible curriculum opportunities for groups of young people such as the Garden Project. We have made a positive start to developing staff understanding of their responsibilities in delivering career education.

How well are we doing?

1.3 Leadership of change	<p>We have a clear vision which is underpinned by the school's values and aims. These remain relevant to the current context of the school and are continually reinforced to promote the aspirations we have for our school community. Increasingly, young people are leading school improvement. Most staff take an active role in leading improvement priorities through a range of working groups or individual areas of interest. We prioritise collegiate time for professional dialogue to involve all staff in understanding and leading change. The improvement plan provides clear, manageable, relevant targets and sets the direction for the work of the school.</p> <p>Overall, leadership of change at Kyle Academy is good.</p>
2.3 Learning and teaching	<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. A majority of learners who participated in the school survey say they enjoy learning at school; almost all say they feel their work is hard enough. We will continue to work on ensuring young people are appropriately challenged and have increased opportunities for choice, responsibility and</p>

	<p>independence. Staff 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. As a result, the robustness of our data has improved which better informs next steps in learning and future priorities.</p> <p>Overall, learning, teaching and assessment at Kyle Academy is good.</p>
3.1 Ensuring wellbeing, equity and inclusion	<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. Our targeted support is highly effective. Thorough systems and processes ensure careful planning and monitoring to 'get it right for every child'. As a result, young people facing additional challenges or requiring additional support are very well supported. The school makes 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 and positive attainment in National Qualifications for those in the Senior Phase. We actively promote equality and diversity through our school values, whole school activities and events and though curriculum areas. 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 throughout the year for both pupils and staff.</p> <p>Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.</p>
3.2 Raising attainment and achievement	<p>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 just under half leave with 5 or more Highers. This is notably higher than other young people with similar needs and backgrounds across Scotland. 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. As a result, they achieve more highly than other young people with similar needs and backgrounds across Scotland. Partnership working is resulting in positive and sustained destinations for most young people on leaving Kyle Academy. We continue to follow up on our young people to offer support. This has led to improvements in destinations after 6 months with almost all in a positive destination at this point.</p> <p>Overall, Kyle Academy is very good at raising attainment and achievement.</p>

What are we going to do next?

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

1. Improve young people's health and wellbeing and ensure all young people feel included, engaged and involved in the life of the school.
2. Improve the consistency of high quality learning, teaching and assessment across the school to ensure all young people are appropriately challenged and achieve as highly as possible.
3. Continue to develop the curriculum to meet the needs and aspirations of all young people.

More details on each of these priorities can be found in our School Improvement Plan for session 2019 - 2020 which can be found on our website.