Kyle Academy

Standards and Quality Report
2019 - 2020

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 2019/20 is 819 with a staffing complement equivalent to 58 full time teachers. This includes a Senior Leadership Team of four, 16 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 10% 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.**

Progress and impact of improvement plan priorities 2019-20

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	
HGIOS4 Quality Indicators/Themes: **1.3 Leadership of change** **2.4 Personalised support** **3.1 Ensuring wellbeing, equality and inclusion**	**NIF priorities:** Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing **NIF Drivers:** School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement

We have continued to prioritise improving young people's health and wellbeing which is fundamental to learning, engagement and achievement. This year we **further developed our approaches to universal personal support.** We used feedback from pupil and staff surveys, observations and discussion groups to identify ways to improve the impact of Daily Personal Support time. We introduced monthly themes to reinforce our shared values and promote community. Profile booklets based on SDS Career Management Skills (Self, Strengths, Horizons, Networks) were introduced in S1 to S4 to support young people to reflect on their progress in learning, their strengths and achievements, as well as their wellbeing. S6 Mentors now join S1 and S2 Daily Personal Support classes to support young people.

We have also had a focus on **improving the mental and emotional wellbeing of young people through a shared understanding of and commitment to our values of respect, responsibility and diversity.** We reviewed and revised our anti-bullying policy in consultation with our pupil voice groups and the Parent Council. The new *Building Respectful Behaviour and Positive Relationships Policy* was launched in February by our Rights Respecting Schools Group. It was linked to the Theme of the Month (equality and diversity) and our Holocaust Memorial Day focus on the Bystander Effect with inputs at both assemblies and PSE. We also revised our positive behaviour policy changing the focus to relationships and restorative approaches. The *Positive Relationships Policy* was launched in March although planned training for staff in restorative practice had to be postponed.

Our Mental Health Ambassadors Group, have made very good progress towards achieving the **SAC Mental Health Charter** this year. They have promoted awareness of their work through branding linked to our school values. They have shared strategies to support a healthy mind through a new toolkit and at assemblies. In November, they held events to support male mental health and in February, they organised a range of activities for Young People's mental Health Week. As a result, we now have a robust staged approach to supporting our young people's mental health from our toolkit of strategies and peer support, to our Mental Health First aiders and new school counsellor.

This year we also **increased the collective responsibility of all staff for improving the attainment and achievement of young people facing challenges.** This has involved close monitoring of our 'Equity Cohort' (PEF) by all departments which has enabled us to identify where targeted support is required. The work of our Pupil Support Team, which includes our PEF funded Wellbeing Officer, has ensured that all young people have a qualification in literacy and numeracy by the end of S4 and almost all achieve at least 5 qualifications at SCQF level 3 or above. We have also developed our partnership working with Community Leaning and Development to plan a Forest Schools Project to increase engagement and participation for targeted young people. As a result of the Covid-19 Pandemic, it will now be implemented next session.

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.

HGIOS4 Quality Indicators/Themes:	NIF priorities:
1.2 Leadership of Learning **2.3 Learning, teaching and assessment** **3.2 Raising attainment and achievement**	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged **NIF Drivers:** School leadership, Teacher professionalism, Assessment of children's progress, School improvement

Collegiate time has been used for collaboration and professional dialogue about learning and teaching this year with a focus on **methodologies that support more active and independent learning** and the research associated with these. Our new learning observation policy was implemented resulting in much more regular observations and more frequent discussions about learning and teaching at department meetings. This has enabled us to identify and share good practice more widely.

We aimed to continue to **develop approaches to assessment that are matched to learners' needs and are used to support them to demonstrate where they are in their learning and what they need to do to improve.** We implemented the new tracking and reporting strategy for S1 to S3 and senior and middle leaders identified next steps to develop the robustness of assessment approaches and assessment judgements going forward.

During the school closure, very good progress was made in using **digital technology to support learning.** This work was very well led by our Digital Learning Champion. Very strong leadership of learning was demonstrated across the staff who worked collaboratively using professional learning groups set up on Microsoft Teams to share practice and support one another. Strengths included consistent use across all departments of Microsoft Teams to share resources, set assignments and provide feedback, and regular communication with pupils though Teams and email. In April, we reviewed practice using feedback from pupils and parents and identified the need to increase pupil engagement and progress through a greater sense of teacher presence, more direct teaching or teacher modelling and increased opportunities for collaboration and peer interaction. As a result, more staff began to use narrated powerpoints or screen captures, direct teaching (maths, computing, biology) and the flipped classroom approach. Overall, almost all parents were satisfied with how the school supported their child's learning and engagement at home with 66% very satisfied.

Priority 3 - CURRICULUM	
Continue to develop the curriculum to meet the needs and aspirations of all young people.	

HGIOS4 Quality Indicators/Themes:	NIF priorities:
1.3 Leadership of change	Improvement in attainment (particularly in literacy and numeracy)
2.2 Curriculum	Close the gap between most and least disadvantaged
3.2 Raising attainment and achievement	Improvement in employability and sustained, positive school leaver destinations for all
3.3 Increasing creativity and employability	**NIF Drivers:**
	School leadership, Assessment of children's progress, School improvement

We have **revised the S3 curriculum to increase depth and challenge** in the final year of the BGE. Staff have been developing courses that will use the additional time for learning that promotes choice, responsibility and independence. S2 pupils selected options from the new curriculum structure which will be implemented next session.

This year we **revised our skills framework** to provide a consistent language across subjects, in our Skills Academy and our approach to mental health and wellbeing. It is now displayed around the school and included in our profile booklets and homework diaries. The Pupil Council launched our focus on skills and career education at assemblies in March and will continue to lead our work raising young people's awareness of the skills they are developing next session.

We made very good progress in **extending our provision of work-related learning** this year through partnership working with Prince's Trust, DYW Ayrshire and Ayrshire college. Our Skills Academy was launched in November and now includes courses in hair and beauty as well as hospitality, bike maintenance and sports coaching. We also introduced Vocational Bursts in S2 for targeted young people which lead to a range of pathways including our DYW courses. Our plans to increase work placements for our young people were postponed due to the school closure. Our joint plans with the Ayrshire Chamber of Commerce/DYW Ayrshire will be carried over to next year.

Evaluative summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	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.
	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 through a range of proactive pupil voice committees.
	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.
	Overall, leadership of change at Kyle Academy is very good.
2.3 Learning and teaching	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 when the

	school was shut, staff engaged pupils very well through 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.
	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.
	Overall, learning, teaching and assessment at Kyle Academy is good.
3.1 Ensuring wellbeing, equity and inclusion	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.
	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.
	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 for identified groups 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 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 throughout the year for both pupils and staff.
	Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.
3.2 Raising attainment and achievement	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.
	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 just under half 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.

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.

Partnership working is resulting in positive and sustained destinations for almost all young people on leaving Kyle Academy.

Overall, Kyle Academy is very good at raising attainment and achievement.

Key Priorities for Improvement in 2020-21

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

1. Improve the wellbeing of our young people and staff
2. Continue to develop approaches to learning, teaching and assessment to raise attainment and reduce the attainment gap
3. Ensure our curriculum provides opportunities for all young people to succeed

More details on each of these priorities can be found in our School Improvement Plan for session 2020-21 which can be found on our website.

Capacity for Improvement

Our school is very well-placed to continue to improve. Staff have a very good understanding of the strengths and development needs of the school and work together very well to take forward improvements. Increasingly staff and young people are leading change and improvement. We are confident that by continuing to work in partnership with our young people, parents and partners, we will continue to improve the school and ensure the best possible outcomes for our young people.

Mary Byrne

Head Teacher

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. This is delivered in Kyle Academy through the English and Mathematics departments.

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
Kyle Academy	2017	98.5	**86.1**
Virtual Comparator	2017	93.5	72.9
National	2017	89.2	66.5
Kyle Academy	2018	90.3	78.1
Virtual Comparator	2018	88.7	68.7
National	2018	89.1	67.1
Kyle Academy	**2019**	96.1	76.7
Virtual Comparator	**2019**	90.3	66.4
National	**2019**	89.3	66.5

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). A majority 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.

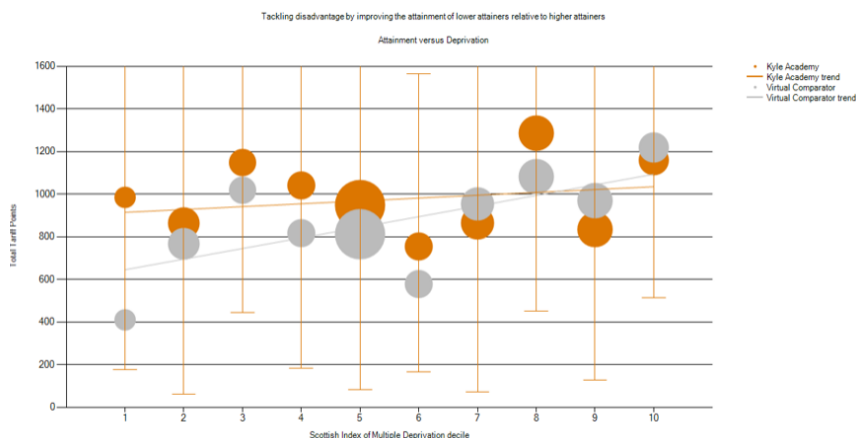|	National 3	National 4	National 5	Higher	Advanced Higher
1 or more	100%	98%	89%	60%	20%
Virtual Comparator	98%	97%	85%	62%	19%
3 or more	100%	96%	79%	49%	4%
Virtual Comparator	95%	92%	70%	44%	2%
5 or more	98%	91%	67%	37%	0%
Virtual Comparator	88%	85%	56%	29%	0%

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. 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 perform better than the virtual comparator across almost all deciles.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

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

By September, almost all our young people (95%) who left Kyle Academy in 2019 were in a positive

All Leavers	2016/17	2017/18	2018/19
Kyle Academy	94.57	87.74	95.35
Virtual Comparator	95.43	92.9	94.5
South Ayrshire	94.2	93.44	93.96
National	93.72	94.4	95.05

destination. This is in line with our virtual comparator and above the South Ayrshire average. We work closely with partners, Skills Development Scotland, to support all young people into positive and sustained destinations.

Almost three quarters go on to further or higher education with the remaining choosing to go on to training or employment.

	% Employed	% Further Education	% Higher Education	% Unknown	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Kyle Academy	15.5	34.11	37.98		4.65		4.65	3.1
Virtual Comparator	26.36	25.19	38.76	0.54	2.79	1.09	3.88	0.47
South Ayrshire	16.15	31.63	40.79	0.38	4.53	0.57	5.1	0.66