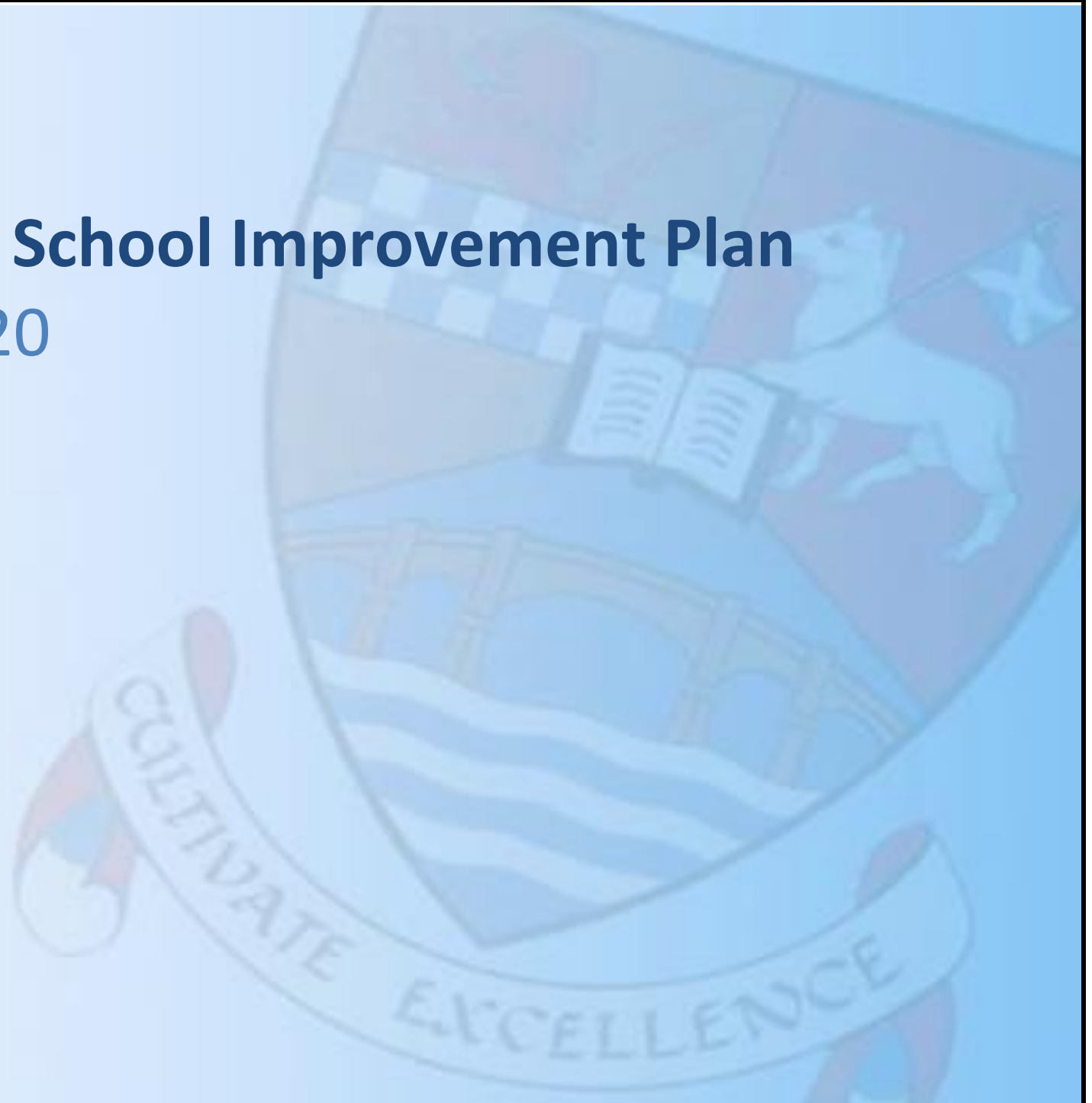


Kyle Academy School Improvement Plan

Session 2019-20



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.
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South Ayrshire Council Plan

Effective Leadership that promotes fairness
Reduce poverty and disadvantage
Health and care systems that meet people's needs
Make the most of the localeconomy
Increase the profile and reputation of South Ayrshire and the council
Enhanced environment through social, cultural and economic activities

Children's Services Plan

Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

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 peopleThe proportion of young people and adults with relevant qualifications is increased.

National Improvement Framework- Drivers

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

Summary

Key Priorities 2019-20

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.

- 1.1 Continue to develop approaches to universal personal support to promote and support the wellbeing and achievement of all our young people.
- 1.2 Improve the mental and emotional wellbeing of our young people through a shared understanding of and commitment to our values of respect, responsibility and diversity.

2. Learning, teaching and assessment

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.

- 2.1 Continue to develop methodologies to support our young people to attain more highly.
- 2.2 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.

3. Curriculum

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

- 3.1 Develop the curriculum in S3 to increase depth of learning and raise attainment.
- 3.2 Increase the provision of work-related learning to support all young people to achieve more highly and go on to sustained positive destinations.

Action Planning

Priority 1:

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

1.1 Continue to develop approaches to universal personal support to promote and support the wellbeing and achievement of all young people

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
Maximise the impact of Daily Personal Support (DPS) time to ensure young people feel safe, secure and supported in school and to provide opportunities for young people to reflect on their progress, achievements and targets	E Reilly, DHT PT Guidance DPS Working Group	<ul style="list-style-type: none"> Average attendance for most young people will be above 92% Percentage of young people who feel safe, secure and supported in school will increase Young people will have more opportunities for pupil participation and pupil leadership Young people will have a better understanding of their strengths and aspirations 	Oct 2019 On-going throughout the year
Reduce the gap in attainment between our most and least advantaged young people by a continuous focus on wellbeing and parental engagement (PEF Priorities)	M Byrne, HT E Reilly, DHT M McPherson, Wellbeing Officer PT Pupil Support	<ul style="list-style-type: none"> Attendance and engagement of targeted young people will improve Attainment of young people in our equity groups will improve and the gap between most and least advantaged will decrease 	On-going throughout the year -

<ul style="list-style-type: none"> • Increase collective responsibility of all staff for monitoring and improving outcomes for young people facing barriers and challenges • Improve attendance, engagement and participation through close partnership with families (Wellbeing Officer) • Continue to improve literacy levels through literacy interventions with targeted groups and across S1/S2 • Ensure all young people go on to a positive destination on leaving school • Explore strategies to support young people who have experienced ACEs to engage and achieve more highly 	PT Guidance	<ul style="list-style-type: none"> • Raised attainment at point of exit for young people in our equity group • Improvements in literacy will be evident from improved reading ages • Staff will demonstrate improved knowledge of our Equity group with a robust focus on tracking progress • Staff will demonstrate improved understanding on the impact of ACEs and identify strategies to support our young people to achieve 	Review in Dec and April
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1.2 Improve the mental and emotional wellbeing of young people through a shared understanding of and commitment to our values of respect, responsibility and diversity.

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
<p>Develop the impact of the school's approaches to supporting mental and emotional wellbeing and work towards achieving SAC Mental Health and Wellbeing Charter</p> <p>Review and revise the school's anti-bullying policy to promote positive and respectful relationships across the school community</p>	E Reilly, DHT D Wilson MH Ambassadors	<ul style="list-style-type: none"> • Young people suffering from social/emotional issues will be better supported in school • Percentage of young people who feel they are treated with respect will increase • Percentage of young people who say they have someone to talk to if they are worried about something will increase • Decrease in incidents of bullying • Decrease in exclusions of young people facing additional challenges • Our young people will have opportunities to build understanding and knowledge to manage issues and build resilience 	<p>On-going throughout the year</p> <p>Jan 2020</p>

Priority 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.

HGIOS4 Quality Indicators/Themes:

1.2 Leadership of Learning

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

NIF priorities:

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

2.1 Continue to develop methodologies to support young people to attain more highly

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
<p>Continue to provide opportunities for collaborative professional learning with a focus on methodologies to support learning processes and metacognition, MTV and Digital Technologies</p> <p>Implement revised learning observation policy to improve learning, teaching and assessment through observation, collaboration and professional dialogue</p>	L Gardner, DHT Professional learning groups	<ul style="list-style-type: none"> Learning and teaching will be evaluated as good or better in almost all classes Improvement in attainment (particularly in literacy and numeracy) Young people will be more engaged and challenged by their learning Learning will meet the needs of all young people better 	<p>On-going – review Dec and April</p> <p>Sept 2019</p>

2.2 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

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
<p>Continue to develop approaches to learning, teaching and assessment that are well-matched to the needs of learners</p> <p>Implement new tracking and reporting strategy including the development of pupil-led reports in S1 (settling-in report) and S2/3 (Profile)</p>	M Byrne, HT L Gardner, DHT PTs Curriculum Working group	<ul style="list-style-type: none"> • Raised attainment in BGE– greater focus on success criteria through use of benchmarks, more focused feedback and young people have better understanding of what they need to do to improve • Increased engagement – young people have better understanding of their progress and what they need to do to improve • Improved progression from BGE to SP – clearer pathways, young people experience greater success 	<p>On-going – review Feb 2020</p> <p>Sept 2019 May 2020</p>

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

3.1 Develop the curriculum in S3 to increase depth of learning and raise attainment

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
Develop S3 Curriculum to increase opportunities for depth, challenge and opportunities for choice, responsibility and independence	M Byrne, HT PTs Curriculum	<ul style="list-style-type: none"> Percentage of young people achieving fourth level by the end of S3 will increase Young people will experience less fragmented learning and be more prepared for NQs in the senior phase 	Sept 2019 Jan 2020

3.2 Increase the provision of work-related learning to support all young people to achieve more highly and go onto sustained positive destinations

Tasks to achieve priority	Personnel/Working Group	Impact on learners/Measures of success	Timescale and checkpoints
Develop career education provision and young people's awareness of the skills they are developing	L Harper, DHT SDS Career Adviser PTs Guidance PTs Curriculum	<ul style="list-style-type: none"> Increased registrations and activity on MyWoW across all year groups Young people will have a better understanding of their skills and strengths and how these relate to the world of work Young people in the senior phase will be more able to complete Preferred Routes and Preferred Occupations survey for SDS Positive destinations will continue to be above VC 	Dec 2019 May 2020

<p>Continue to develop employability skills through increased work-related learning and work placements</p>	<p>L Harper, DHT DYW Group</p>	<ul style="list-style-type: none"> • Young people experience learning that is more relevant to work and life • Young people are more aware of their skills and strengths and how these relate to the world of work • Improvement in employability and sustained, positive school leaver destinations for all • Improvement in attainment measured by achievement at SCQF levels 	<p>June 2020</p>
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