

Kyle Academy School Improvement Plan

Session 2020 - 2021



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 Priorities 2020 - 2021

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

Education Recovery

Health and wellbeing of all

- Develop supports to prioritise relational approaches for the re-opening of schools to support health and wellbeing
- Implement, monitor and update appropriate risk assessments and measures to take account of national advice.

Re engaging learners, parents and staff

- Implement new approaches to communication with parents, young people and staff in light of current context
- Implement transition supports to ensure children have a positive start particularly at primary one.

Identifying gaps and setting goals

- Share practice on the use of recommended assessments for literacy, numeracy and health and wellbeing
- Develop guidance for schools on evidence based interventions for literacy, numeracy and health and wellbeing that can be used at the whole school, class/group and individual level to reduce any identified gaps in learning or wellbeing
- Work with partners locally and nationally to develop and implement strategies and initiatives that ensure young people leaving school are fully equipped to progress and sustain positive post-school destinations.

Prioritising learning in literacy and numeracy

- Revise and refresh the curriculum and approaches to learning in line with recovery planning in schools
- Increase in access to technology and Career Long Professional Learning (CLPL) to support in school and blended learning
- Increased capacity in schools to support educational recovery through the introduction of COVID-19 Recovery Teachers, Early Years Practitioners, Additional Support for Learning staff and other support staff
- Extend the use of Pupil Equity Fund to support children and young people, including the use of well-trained school assistants and identified interventions.

Summary

Kyle Academy Key Priorities 2020 - 2021

1. Wellbeing

Improve the wellbeing of our young people and staff

- 1.1 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
- 1.2 Continue to develop our approaches to supporting the mental health of our young people and staff

2. Learning, Teaching and Assessment

Continue to develop approaches to learning, teaching and assessment

- 2.1 Further develop learning and teaching, with a particular focus on digital technology, to ensure there is continuity in learning provision during the Covid pandemic
- 2.2 Continue to develop approaches to assessment to provide robust evidence of young people's progress and support improved attainment

3. Curriculum

Ensure our curriculum provides opportunities for all young people to succeed

- 3.1 Continue to develop the Kyle Skills Academy to develop young people's skills and interests and provide pathways to further study, training or employment
- 3.2 Support young with gaps in their learning due to the Covid pandemic to reengage and achieve their full potential by ensuring there is flexibility in the curriculum and making effective use of the Covid Recovery Teachers

Action Planning

Priority 1:

Improve the wellbeing of our young people and staff

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 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

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Revisit Relationship Policy with pupils and staff through insets at staff meetings, DPS and PSE</p> <p>Increase the focus on our 3 key rules (ready, respectful, responsible) and improve the consistency of our staged approach to maintaining a positive, purposeful learning environment (reminder, caution, consequence, repair)</p> <p>Provide staff training in restorative approaches</p> <p>Continue to develop opportunities for young people to achieve and to celebrate these achievements through the House system</p>	<p>M Byrne, HT E Reilly, DHT PTG All staff</p> <p>S Semple Heads of House House Captains</p>	<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) Improved engagement and learning in class (observations and decrease in referrals) Improved ability of staff to deescalate situations and use restorative approaches 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 achievements (profile booklets) 	<p>Aug 2020</p> <p>On-going</p> <p>IST day tbc</p> <p>On-going</p>

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

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 continuing to embed the work of our Mental Health First Aiders and increasing our school counsellor hours</p> <p>Revisit our Mental Health Toolkit and the work of our MH Ambassadors (interrupted by the school closure) by inserts at PSE and DPS and a focus in our theme of the month</p>	<p>E Reilly, DHT S Quigley, PT PS School Counsellor MH Ambassadors</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>On-going throughout the year</p> <p>Jan 2020</p>

Priority 2: Continue to develop approaches to learning, teaching and assessment to raise attainment and reduce the attainment gap			
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 Further develop learning and teaching, with a particular focus on digital technology, to ensure there is continuity in learning provision during the Covid pandemic			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Professional learning and sharing practice in use of Microsoft Teams tools to support independent/remote learning Staff training and initial roll out of Satchel App (Show my Homework) Time and support to allow staff to develop Blended Learning resources and feedback online to pupils who are self-isolating	L Gardner, DHT Professional learning groups	<ul style="list-style-type: none">Increased use of digital technology to support learning (monitoring of MS Teams)Improved staff confidence and expertise in use of digital platforms to support learningContinuity in learning provision for young people who are absent or self-isolating (parent survey; assessment results)Improved communication with parents about home learning tasks and assignmentsImproved engagement with and completion of home learning tasks (Satchel insight analysis)Maintained or improved attainment levels at all stages	Oct IST 2020 Feb 2021 Oct IST 2020 On-going throughout the session (allocated collegiate time) Review impact May 2021

2.2 Continue to develop approaches to assessment to provide robust evidence of young people's progress and support improved attainment

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>SENIOR PHASE Review assessment approaches in NQ courses to ensure robust and reliable evidence is being gathered across the session to inform SQA estimates and take account of any adaptations to SQA exam diet 2021</p> <p>Implement revised tracking periods (Oct, Dec and Feb) to support focus on continuous assessment and ensure pupils and parents are aware of progress and areas for improvement</p> <p>BGE Develop new pupil-led reports in S1 to S3 to improve young people's understanding of their progress and next steps</p> <p>Continue to implement new Seemis tracking system and develop shared understanding of standards for the four stages of progress through a CfE level</p>	<p>M Byrne, HT L Gardner, DHT PTs Curriculum All teachers</p>	<ul style="list-style-type: none"> Increased reliability of tracking data to inform next steps (attainment analysis) Parents will be better informed about progress Young people will have a better understanding of their strengths and next steps (survey results) Maintained or improved attainment levels at all stages 	<p>Sept 2020</p> <p>On-going</p> <p>On-going</p> <p>Oct 2020 March 2021</p>

Priority 3:**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

3.1 Continue to develop the Kyle Skills Academy to develop young people's skills and interests and provide pathways to further study, training or employment

What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
Our Skills Academy will be relaunched in a more sustainable format – this session S2 and S3 this year will participate and begin learning pathways leading to accreditation in Senior Phase	L Harper, DHT E Reilly, DHT Identified staff and partners	<ul style="list-style-type: none"> Improved range of courses and relevant learning experiences for our young people Increased range of pathways to further learning, training or employment Improved attainment and achievement Increased percentage of young people going on to positive and sustained destinations 	Oct 2020
Staff training will take place so that courses can be delivered in-house in more consistent and sustainable way			Oct 2020
SQA Personal Development Award and Prince's Trust Achieve Award (SCQF level 5) will be delivered across a range of contexts to ensure all young people get meaningful accreditation			Oct 2020
New Horticulture course will be developed in partnership with CLD to meet an identified interest across our young people			Oct 2020
New Fashion and Textile course will be introduced with funding from Prince's Trust and DYW Ayrshire			Review May 2021

3.2 Support young with gaps in their learning due to the Covid pandemic to reengage and achieve their full potential by ensuring there is flexibility in the curriculum and making effective use of the Covid Recovery Teachers			
What improvements will we make?	Who?	What will the impact be?	Timescale and checkpoints
<p>Identify young people with gaps in their learning in NQ courses and plan interventions</p> <p>Identify young people in S1 to S3 who require additional support in literacy and numeracy and plan interventions</p> <p>Develop strategy for deployment of Covid Recovery Teachers with input from middle leaders and implement to support improved progress and achievement for identified young people</p>	<p>E Reilly, DHT S Quigley, PT PS PTs Curriculum Covid Recovery Teachers</p>	<ul style="list-style-type: none"> • Maintained or improved percentage of young people achieving expected CfE levels (including in lowest 20% SIMD and looked young people) • Maintained or improved average complementary tariff points of leavers (including in lowest 20% SIMD and looked young people) 	<p>Sept 2020</p> <p>Sept 2020</p> <p>Oct 2020</p> <p>Review May 2021</p>