

Kyle Academy



Standards and Quality Report 2022 – 2023

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 2022/23 is 823 with a staffing complement equivalent to 59.8 full time teachers. This includes a Senior Leadership Team of four, 13 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 13% and 8% 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. 35% of the school roll has a recorded additional support need. 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 2022-23

Priority 1 - WELLBEING

Improve the wellbeing of our young people and staff

We believe that feeling valued, included and involved in the life of the school is key to wellbeing and achievement. This year we have **continued to develop an inclusive school ethos with a culture of high expectations and respect for all**. We amended our anti-bullying policy to include clear processes for responding to and recording any reports about bullying and revisited it with all pupils. A visit by Education Scotland inspectors in September confirmed the school has



successfully established a positive school culture that does not tolerate bullying behaviours. We have continued to develop our 'Daily Personal Support' period to include relevant themes such as children's rights and responsibilities and school values. Education Scotland recognised the programme as highly effective in developing an inclusive ethos with shared values.

We have also made good progress this year towards achieving our reaccreditation as a **UNICEF Rights Respecting School and towards our LGBT Charter**. This work has included whole

school events led by pupils and curriculum inputs. We have continued to develop other opportunities for our young people to lead, achieve highly and make a contribution to our community. Examples include, House Challenges, our annual charity week for Children in Need and our involvement in the Youth and Philanthropy Initiative. This year, all S1 pupils participated in an introduction to volunteering and achieved their Saltire Award.



We have also continued to **develop our approaches to supporting the mental health of our young people and staff**. We established a core team and a staged approach to the mental health supports we offer which include our two school counsellors. This has resulted in more accessible support for all at an appropriate level. NHS Scotland provided training for pupils and staff in practical approaches to mental health. Our next step is to organise drop ins and inputs for pupils on strategies that will help them when things are difficult. We have also established and equipped a Nurture Room to enable us to expand our highly successful nurture provision next session.

Priority 2 – LEARNING AND TEACHING

Develop a culture of professional learning that promotes high quality learning and teaching across the school

We have **continued to improve the quality of our learning and teaching through collaborative professional learning**. Our Learning and Teaching group is effectively leading this work across the school. They have developed a successful model of practice that involves putting educational readings into practice, joint observations and professional dialogue. They have shared readings with staff and delivered workshops to share practice. This has had a very positive impact. Strategies adopted are supporting progress of lower and middle attainers due to focus on reducing cognitive load and scaffolding learning. The use of collegiate time to promote collaboration and professional dialogue has promoted a culture of professional learning that we will continue to develop next session.

We aimed to **continue to develop our approaches to assessment in S1 to S3** to support all young people to improve. This has involved developing criteria for working grades that has been piloted with S3. This has already had a positive impact on the reliability and robustness of our tracking. It gives a better measure of how well pupils respond to the level of challenge and how consistently and independently they can apply their learning. Focus groups of pupils have developed pupil-friendly criteria that is supporting them to understand what they need to do to improve. Next session, we will roll out this model to S1 and S2.

Another priority for us this year was to **Increase opportunities for parents to share in young people's learning and the life of the school** following Covid. We held an open evening for S3 parents in October that we will extend to S1 and S2 parents in future to showcase learning and build relationships with parents.



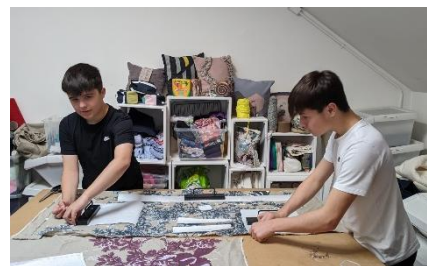
Priority 3 – ATTAINMENT AND ACHIEVEMENT

Raise attainment and achievement for all



We have **increased opportunities for pupil leadership, participation and achievement.** All S1 pupils took part in community work as an introduction to volunteering. The S2 curriculum includes Holocaust education interdisciplinary project. All S3 participate in the Youth and Philanthropy initiative and work with local charities. Thirty pupils in our S4 leadership group have contributed to the school community in a number of ways to achieve their SQA leadership Award at SCQF level 5. There is an expectation that all senior pupils make a contribution to the school. They lead learning by delivering the 'Daily Personal Support' programme in S1 classes. They also develop and deliver lessons on the Holocaust and climate change with S1 and S2. They volunteer in classes and associated primary schools. They act as buddies, lead House events and the school charities committee and equalities group. In addition, pupil voice groups such as the Wellbeing Ambassadors, Autism Awareness and Dyslexia Inclusive Group, and the Equalities Group organise awareness raising events, fund raise and present at assemblies.

We have also continued to **develop the curriculum to provide a wider range of appropriate and relevant learning that meet the needs of all learners.** We appointed a Principal Teacher of Skills and Employability. They have worked with Ayrshire Chamber of Commerce and DYW Ayrshire to engage with employers and provide opportunities for work-related learning. This has included developing and coordinating mock interviews and CV writing programmes; organising and tracking work experience and developing relationships with local employers. As a result, young people have had increased opportunities at all stages that have increased their understanding of the world of work and their aspirations. We have also increased engagement and personal achievement with targeted pupils in S1 to S5 through partnership working. For example, Thriving Communities have provided outdoor learning experiences, Ayrshire College has run vocational bursts in construction and automotive skills and we have worked with Scottish Racing to deliver an equine care course.



We have had a focus on **raising attainment in the senior phase, particularly for our least advantaged young people.** We continued our mentor programme for targeted individuals in S4 and S5 and senior pupils led study skills workshops for all S4 pupils. We provided intensive support by English and mathematics specialists funded by PEF/ Covid Recovery to ensure all young people in S4 achieve a qualification in literacy and numeracy at SCQF level 4 or above. Other interventions such as targeted supported study, mentors, increased communication with parents and support for families from our PEF funded Wellbeing Officer has had a very positive impact on attainment.

Evaluative summary

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p>	<p>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.</p> <p>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 and we continue to expand the leadership and decision-making opportunities available to pupils at all stages.</p> <p>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.</p> <p>Overall, leadership of change at Kyle Academy is very good.</p>
<p>2.3 Learning, teaching and assessment</p>	<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. Staff have made good progress in differentiating learning activities and assessment tasks to ensure young people experience learning at a level appropriate to them. Staff are continuing to explore how this can be done by varying the level of challenge and the context in which learners apply or demonstrate their learning. There is an ongoing focus on research-informed practice to develop high quality learning and teaching across the school.</p> <p>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 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.</p> <p>Overall, learning, teaching and assessment at Kyle Academy is good.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<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. All staff have a clear understanding of their responsibility to promote wellbeing.</p> <p>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.</p> <p>The school makes very 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.</p> <p>We actively promote equality and diversity through our school values, whole school activities and events and through curriculum areas such as RME, PSE</p>

	<p>and Social Studies. Pupil voice strongly influences this work and pupil leadership groups such as our Equalities Group and Wellbeing Ambassadors, have organised and led events for both pupils and staff.</p> <p>Overall, Kyle Academy is very good at ensuring wellbeing, equality and inclusion.</p>
<p>3.2 Raising attainment and achievement</p>	<p>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. Most leave with awards at SCQF level 5 or above. This is significantly higher than young people of similar needs and backgrounds across Scotland.</p> <p>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 over a third 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.</p> <p>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.</p> <p>Partnership working is resulting in positive and sustained destinations for almost all young people on leaving Kyle Academy.</p> <p>Overall, Kyle Academy is very good at raising attainment and achievement.</p>

Our learning Our future Our responsibility




Key Priorities for Improvement in 2023-24

1. Improve the wellbeing of our young people and staff.
2. Continue to improve the quality of our learning and teaching.
3. Raise attainment and achievement for all.

More details on each of these priorities can be found in our School Improvement Plan for session 2023-24 which can be found on our website.

Capacity for Improvement

Our school is very well-placed to continue to improve. We continue to focus relentlessly on our core business of learning and teaching. We are developing a culture of professional learning and empowering our pupils to lead and contribute. Staff work together very well to take forward improvements and I am confident that by continuing to work in partnership with our young people, parents and partners, we will continue to improve the school and improve our young people's wellbeing, attainment and achievement.

Mary Byrne
Head Teacher

June 2023

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.

All Leavers	Year	% Level 4 Literacy & Numeracy	% Level 5 Literacy & Numeracy
Kyle Academy	2022	97.4	77.4
Virtual Comparator	2022	91.3	71.2
Kyle Academy	2021	93.84	81.51
Virtual Comparator	2021	91.99	74.52
Kyle Academy	2020	95.56	83.7
Virtual Comparator	2020	92.52	72.74
Kyle Academy	2019	96.12	76.74
Virtual Comparator	2019	90.16	66.43

Almost all young people leave Kyle Academy with qualifications in both literacy and numeracy at SCQF level 4 or better. Most leave with awards in both literacy and numeracy at SCQF level 5 or better. This 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) and at least 1 qualification at SCQF level 5 or above (National 5 level). A majority leave with at least 5 National 5 qualifications. Over a third leave with at least 5 Highers. These figures are consistently higher or in line with our virtual comparator.

	Level 3	Level 4	National 5	Higher	Advanced Higher
1 or more	98.7%	98.1%	92.9%	66.5%	22.6%
Virtual Comparator	98.4%	97.4%	87.6%	65.9%	24.7%
3 or more	98.7%	97.4%	80.0%	58.1%	3.9%
Virtual Comparator	94.7%	92.3%	77.3%	50.3%	0%
5 or more	96.8%	94.2%	70.3%	38.7%	0%
Virtual Comparator	89.0%	86.1%	64.2%	35.7%	0%

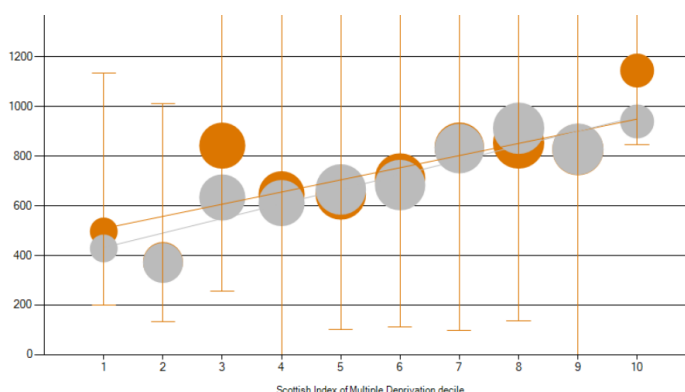
Overall Quality of Learners' Achievements

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. These include our Skills Academy courses, S6 Achievement Bundles, high levels of participation in the Duke of Edinburgh's Award, House challenges and citizenship activities such as Youth Philanthropy Initiative, Eco and Fair Trade committees, charities work and our Rights Respecting Schools Group. 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 (represented by the orange dots) perform in line with or better than the virtual comparator across almost all deciles.



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

	2022	2021	2020	2019
Kyle	97%	98%	100%	95%
VC	96%	96%	94%	94%
SAC	98%	98%	98%	94%

By September, almost all young people (97%) who left Kyle Academy in 2022 were in a positive destination. This is in line with the South Ayrshire average and above our virtual comparator. Follow up data indicated that they were still in a positive destination by April 2023.

Guidance, Pupil Support and our Wellbeing Officer work closely with partners such as Skills Development Scotland, to support all young people into positive and sustained destinations. Identified young people are very well supported through targeted supports and transition reviews. In 2022, a majority went on to further or higher education with the remaining choosing to go on to training or employment.

	% Employed	% Further Education	% Higher Education	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Kyle	21	26	46	3	2	0.7	
VC	25	22	45	3	2	2	0.6
SAC	20	27	44	7	0.7	0.8	0.4