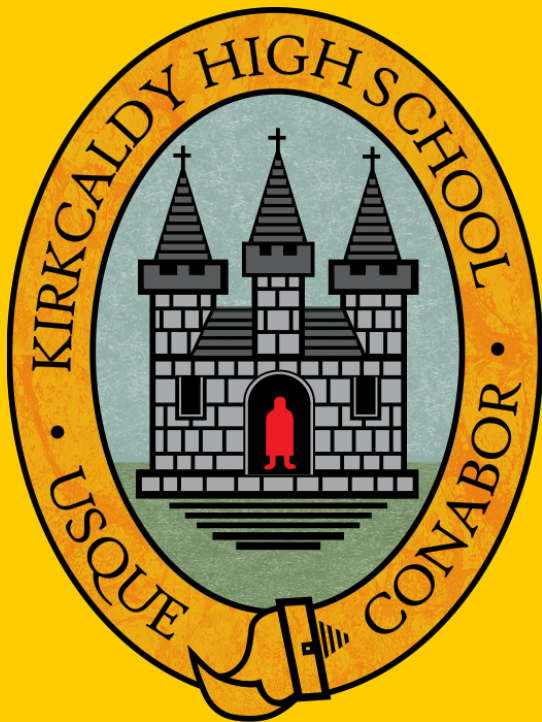




Kirkcaldy High School



Prospectus
for session
2021-2022





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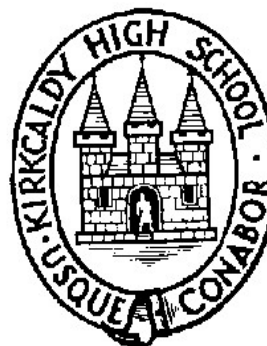
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Kirkcaldy High School

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KIRKCALDY

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Please note that this edition of the Prospectus is intended mainly for use by parents/carers of pupils who will, or may, enter the school at the beginning of, or during, Session 2021-2022. All information given is believed to be correct at the time of preparation. However, things are sometimes liable to change in the course of a session.

Also, please note that the information and photographs used are typically from previous sessions, before the time of COVID and distancing rules. Some activities are, at the time of publication, temporarily suspended.

Cover Picture: KHS Prefect Leadership Team for 2020-2021. Please note that other photographs used are illustrative and many were taken in better times, before social distancing and face covering regulations.



A WARM WELCOME FROM THE RECTOR



It is a real pleasure to welcome you to our Prospectus — a short introductory booklet which gives a flavour of what we are all about here in Kirkcaldy High School. We are a school with a long and proud tradition, successors of the original Kirkcaldy “Burgh” School, which dates from 1582.

In 2014 and 2018 we were honoured to be the recipients of the COSLA Excellence Award for our work in relation to teenage health and wellbeing, having been recognised for “Improving Health and Reducing Inequality”, specifically in reducing teenage pregnancy and in tackling prejudice and homophobia.

We were also selected as the "Kingdom FM" Best School in the "Local Hero" Awards in 2014 and 2019 and featured twice as finalists in the Scottish Education Awards (2014 and 2016).

In December 2019, we became Fife’s first secondary school to achieve “UNICEF” Gold Rights Respecting status. Earlier this year we became one of the first schools in Scotland to be awarded the LGBTYS “Gold” Charter.

In these strange times, even with our school subject to public health constraints and significant uncertainty, KHS remains a place of safety and support for our learners and their families. During “lockdown”, we were able to re-invent ourselves as a virtual school and we continue to develop the digital learning strategies which have become a key part of 21st century education at all levels.

Our present premises on Dunnikier Way were officially opened in 1958, and these days we are a successful and thriving school, well able to meet the needs of a diverse and growing school population.

KHS is a modern, progressive learning community with almost 1400 learners and the staff commitment, expertise and resources to match our ambitions; delivering a high quality and very inclusive learning experience with a wide range of community partners and employers.

As I say, this booklet serves as merely a brief introduction and I would also direct you to our website www.fifedirect.org.uk/kirkcaldyhs and our “Twitter” news service @KirkcaldyHigh. We have well over 4000 followers and a very active social media profile.

We are a community which is firmly based on strong core values. Our curriculum is innovative, responsive and challenging, with attainment, equity, fairness and employability as key themes. We are also known for our work in promoting “STEM” subjects and looking after the health and wellbeing of our learners, and staff.

Welcome to our school ... to your new school. Together, let’s “strive to the utmost”.

KHS is completely committed to equality, and we work hard to “close the gap” for learners from more economically deprived backgrounds.

Derek Allan
RECTOR
December 2020

WHAT WE ARE ABOUT: Our Vision, Values and Aims

Vision

Put quite simply, we want Kirkcaldy High School to be known as the very best school there is; an excellent school in all regards. Our vision, agreed after an extensive consultation, is to always be **a happy, fair and supportive learning community which improves life chances through inspiring ambition, creativity, hard work and perseverance.**

Values

In order to achieve this we uphold our three core values which are seen as fundamental. These are:

- **Respect for Self**
- **Respect for Others**
- **Respect for Learning**

Aims

We also have a strong emphasis on **Kindness, Honesty and Success** as the basis of our relationships, a well as the “capacities” of Scotland’s Curriculum for Excellence;

- **SUCCESSFUL LEARNERS** – which may sometimes be measured by qualifications, but also in terms of wider achievements, young people’s resilience and the ability to have a “growth mindset”
- **CONFIDENT INDIVIDUALS** – having self respect, ambition and the courage it takes to make difficult decisions
- **RESPONSIBLE CITIZENS** – treating others well and behaving in ethical ways
- **EFFECTIVE CONTRIBUTORS** – having enterprising attitudes, a positive approach to life and the ability to be an effective part of a democratic society.

We have an ancient Latin motto ... ‘Usque Conabor’ or ‘I strive to the utmost’. This is what we are about.



WHAT OUR YOUNG PEOPLE SAY: Our Head Boy and Girl

In a year dominated by COVID-19, I was honoured to become the Head Boy of Kirkcaldy High School. I am very proud to lead the prefect team supporting the teaching and non-teaching staff to ensure we can continue to provide an excellent learning environment. I have thoroughly enjoyed the role. It has allowed me to work throughout the whole school, being the “voice of the pupil” and ensuring that everyone feels included in the running of the school and the many opportunities available to them. The teachers and staff have really gone above and beyond to ensure our school remains an inclusive and welcoming place to learn. One thing that many visitors comment on is that Kirkcaldy High offers a massive range of additional supports to those who may need a wee hand - all you have to do is ask and there will be someone there who can help and support you.

One piece of advice that I would give to anyone coming up to Kirkcaldy High School would be to take any and all opportunities that are presented to you in school. I have visited Madrid with the languages department, attended Premier League football games and taken part in concerts with the music department. One of the most memorable opportunities I was given was to become a “Lessons from Auschwitz” ambassador. There was a tough selection process, however, I was selected to become an ambassador and visited Auschwitz camp as a part of the programme. I was then invited to talk about my experiences at our assemblies and it remains one of the highlights of my time at school. It doesn’t matter where your interests lie, if you are academic or not, sporty or not - there will be many groups and opportunities offered to you. Take part in as many as you can!

During my time here have never been ceased to be amazed at the opportunity and support you are given to be the best version of yourself. Everything I have experienced is best captured by our school motto “Usque Conabor” or “I will strive to my utmost” which perfectly encapsulates my experience.

Jonathan McIntyre

My time at Kirkcaldy High School has been an absolute joy from the very beginning. Our school is a real community and that is largely down to the staff. They truly do go above and beyond to ensure everyone has the opportunity to reach their full potential. There are so many opportunities available at Kirkcaldy High School which allow pupils to recognise their talents and to strengthen them. I was lucky enough to represent our school at a national level in competitive public speaking and I have also competed in many music competitions as well as performing in Christmas concerts, school musicals and assemblies. These experiences have allowed me to grow majorly in confidence, to improve my leadership skills and to learn to work as part of a team. Teamwork is at the heart of everything we do here and if it hadn’t been for the huge commitment from our staff to allow us to be the best we can be, these experiences would not have been possible.



We are encouraged heavily to voice our opinions within school and take leadership opportunities within a diverse range of different clubs and committees. From promoting the UNCR to advocating for the LBGT+ community, there is something for everyone to get involved with to ensure their voice is heard about the issues they feel are important and that positive change is out into action.

Being Head Girl of a school I feel so passionate about is a great honour. I truly mean it when I say I have had the best six years of my life here and I’m so grateful for all of the skills I have gained which will allow me to achieve as I continue in my educational journey. It’s amazing to be able to give back to the school which has given me so much. I have learned that as long as I strive to my utmost in everything I do, and have respect for myself as well as everyone around me, I will be successful in whatever I do.

Cara Hayes

Forum and Learning Council

We have a particularly strong “Pupil Voice”, with a Junior and Senior Forum with representatives from each House. The Forums meet weekly and take an active part in the discussion of issues relating to the welfare of pupils and other matters.

The “Learning Council” meets every week with senior staff, in the Boardroom. The Council is a team of over twenty S6 pupils, not all of whom are Prefects, and the purpose of the team is to discuss the direction of learning and teaching in the school and other whole school issues, from a pupil perspective. Feedback from the group is passed on to the Senior Leadership Team and shared with all staff to inform and improve their practice. At each meeting, students are welcome to raise anything relevant to them.

Pupilwise Survey

In the most recent Fife Council Pupilwise surveys, over 23,000 pupils responded anonymously online to the 35 questions asked. In every single aspect, Kirkcaldy High School is rated more highly by young people than the Fife average. Please see below. The full details are on our website and the “Parentwise” survey conducted at the same time is shown overleaf.

| Question Asked | % Fife Pupils Who Agree | % KHS Pupils Who Agree | % Difference |
|--|-------------------------|------------------------|--------------|
| 1. I feel safe and cared for in school | 63 | 74 | + 11% |
| 10. School helps me become more confident | 50 | 64 | + 14% |
| 11. School is helping me be more resilient and able to tackle challenges | 59 | 70 | + 11% |
| 12. I am happy in school | 51 | 61 | + 10% |
| 16. I am learning skills suitable for different careers | 59 | 72 | + 13% |
| 20. I enjoy learning | 54 | 66 | + 12% |
| 23. School teaches me about rights and responsibilities | 74 | 86 | + 12% |
| 28. I get the chance to share ideas to improve the school | 61 | 47 | + 14% |



WHAT OUR PARENTS/CARERS SAY: Parentwise Survey

Fife Council Parentwise surveys were also conducted in 2018 and, across Fife, almost 10,000 parents and carers took part. The KHS sample size was in line with the Fife response rate. The full results are available on our website. You will see that in every aspect, Kirkcaldy High School has scored more highly in terms of "customer satisfaction" among parents/carers than the Fife average data or "sector" data. There were 22 questions in total and a few of these are shown in detail below;

| Question Asked | % Fife Parents Who Agree | % KHS Parents Who Agree | % Difference |
|---|--------------------------|-------------------------|--------------|
| 1. My child is safe and cared for | 81 | 94 | + 13% |
| 4. School is good at sorting out problems | 62 | 76 | + 14% |
| 8. School helps my child to make friends/relationships | 58 | 80 | + 22% |
| 9. My child is happy in school | 77 | 91 | + 14% |
| 11. I am happy with my child's progress | 77 | 93 | + 16% |
| 14. My child is more confident, responsible and independent | 77 | 93 | + 16% |
| 15. The school asks for my views | 57 | 78 | + 21% |
| 18. I am kept well informed about the life of the school | 85 | 96 | + 11% |
| 20. Overall, I am happy with the school | 79 | 96 | + 17% |

WHAT OUR PARENTS/CARERS DO: Parent Council

The KHS Parent Council represents your views, and promotes contact and communication between school, parents, pupils and the community. It reports back to you, the parent/carer community. The current chairperson of the Council is Gillian McIntyre (pictured right) and she can be contacted through the school.

As well as the other parent/carer members there are three co-opted members, Derek Allan (Rector), and Alastair Dick (Teacher Member) and two representatives of the KHS Learning Council. Local Fife Councillors from the Kirkcaldy Area Committee are invited and often attend meetings, which have recently been held by video conference. All parents are part of the wider parent/carer forum and are welcome to attend meetings and may raise any matters they wish.



Gillian McIntyre
Parent Council Chair

WHAT OUR SUPPORTERS DO: Friends of Kirkcaldy High School

Friends of Kirkcaldy High School is a group which works to link the school's past, present and future, to enable our young people to gain from their predecessors' experience. Former staff and pupils support our work in various ways; through fund raising, by helping in school and with school trips and sometimes with mentoring of senior students. FoKHS has about 300 members and the current chair is Mr Harry Kerr, former pupil of Kirkcaldy High School.



Friends of KHS Fund Raising Ceilidh

The annual FoKHS Ceilidh (left) held in March is a real highlight of the school year and raises thousands of pounds to support learning in the school. For the past two years we also held a fun race night annually, raising over £2000 per year. Funds have been used to help pupils from lower income families to take part in school trips or to upgrade facilities in the school. This includes the recent purchase of 3D printers for Design Technology. Of course, social gatherings like this are not permitted right now but FoKHS continues to support the school.

If you would like more information or are considering becoming a member of FoKHS, please contact Steven Hay (Secretary) through the school.



WHAT YOUNG PEOPLE LEARN: Our Curriculum

Our courses and pathways reflect the experiences and outcomes of "Curriculum for Excellence", match our aims and meet the needs of our young people, both in the Broad General Phase (S1-3) and in the Senior Phase (S4-6). We have a particular focus on employability and healthy living. Learners experience eight areas of learning. These are:

1. Languages

These help pupils to develop talking, listening, reading and writing skills, through the study of language, stories, poems, plays, television, radio and newspapers.

Subjects: English, French, Spanish, German, Latin.



An Archaeological Dig at Falkland Hill Iron Age Fort

organised their way of life in the past, and how they do so in the present day.

Subjects: History, Geography, Modern Studies, Politics, Travel and Tourism, Environmental Science, Classical Studies.

2. Mathematics

These subjects foster mathematical and numerical skills and an understanding of how they are used in everyday life.

Subjects: Mathematics and Applications of Mathematics.

3. Social Studies

These require pupils to develop the skills necessary to find out how people made use of the environment and

organised their way of life in the past, and how they do so in the present day.

Subjects: History, Geography, Modern Studies, Politics, Travel and Tourism, Environmental Science, Classical Studies.

6. Technologies

These involve pupils in designing and making products, using computers and electronic systems and working together to solve practical problems.

Subjects: Information Technology, Home Economics, Design and Manufacture, Graphic Communication, Engineering Science, Business Studies, Administration and IT, Computing Science, Software Development (Foundation Apprenticeship).



Working Together on a Maths Problem

These include religious beliefs, moral values, health, personal relationships, etc

Subjects: Religious and Moral Education, Religious, Moral and Philosophical Studies.

7. Religious and Moral Education

This encourages pupils to consider, and form opinions on, a range of issues which they will face, either as adolescents or as adults.



Hard at Work in Home Economics

8. Health and Well-being

Health and Wellbeing includes experiences and outcomes for Personal and Social Development, understanding of health, physical education and physical activity, with contributions from Home Economics. It also includes approaches to nutrition.

Subjects: Physical Education, Personal and Social Education, Health and Food Technology, Hospitality, Personal Development, Sports Leadership.

4. Expressive Arts

These offer pupils opportunities to express their ideas and emotions through drawing, painting, designing, creating and performing. This helps them to develop an appreciation of Art, Music and Drama.

Subjects: Music, Drama, Dance, Art and Design, Photography, Fashion and Textiles.

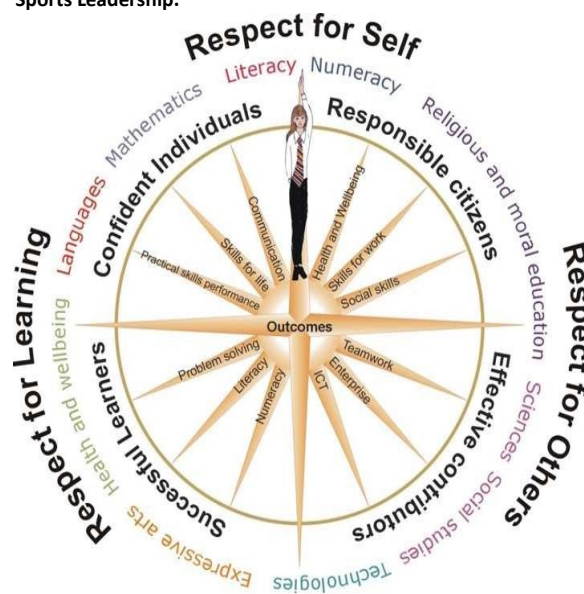


"School of Rock", school summer show

5. Sciences

Science encourages pupils to carry out experiments, to solve problems and to observe and understand the physical and natural world around them.

Subjects: Science, Biology, Human Biology, Chemistry, Physics.



Our Curriculum for Excellence "Skills Compass" shows the essential life skills we develop through our curriculum.



WHAT YOUNG PEOPLE LEARN: The Broad General Phase



Roman Military Training for a Latin Class

This stage of the curriculum encompasses the first three years in our school (S1 -3). The first two years at KHS are designed to allow pupils to build on their primary school experience and to benefit from a broad general education in line with “Curriculum for Excellence” guidelines. Pupils follow a curriculum which includes: Art and Design, Business, CDT, Computing Science, Drama, English, Food Technology, French, Mathematics, Music, Personal and Social Education, Science, Social Studies, Physical Education and Religious and Moral Education.

All classes in the first two years are coeducational and almost always mixed ability. The classes consist of 20 pupils in most cases although some non-practical classes are larger. “Cooperative Learning” is a feature of many lessons; almost all staff have been trained in this innovative teaching method.

In S3, we use an Enrichment programme to broaden learning and to ensure that all have a balanced curriculum. As well as a compulsory Modern Languages element and a Careers Management Skills unit, all learners take a short course which complements their main course choices. Themed learning is also an important aspect of learning, and can take the form of individual one-off projects, “rich tasks” or longer courses of study. This is based upon Curriculum for Excellence experiences and outcomes, drawn from different curriculum areas.

During the latter stages of S2, pupils are asked to select their personal choices for courses to be studied in S3. These will be Curriculum for Excellence Level 3 or 4 courses for most learners. Guidance staff will help to ensure broad based learning which entails all the curricular areas. To help maintain this balance, we continue to have “core” periods of Physical Education and Personal and Social Education and Moral Education, which comprises a “Youth Philanthropy Initiative” project. All pupils are also offered the chance to change their courses at a set point in S3, subject to availability of places.

Towards the end of S3, in most cases the most appropriate progression will be to the “Nationals” – National 3, National 4 or National 5, the latter being the most advanced level and the level which involves an external examination set by the Scottish Qualifications Authority. This is the gateway qualification for Higher. We are also increasingly developing alternative routes to qualifications, including National Progression Awards.

WHAT YOUNG PEOPLE LEARN: The Senior Phase



KHS Community Choir

A strong focus on achieving qualifications is the main feature of the Senior Phase (S4-6). No subjects (other than English and Mathematics in S4) are compulsory. Details of the courses we offer are found in our course catalogue, which is available on our website. At all stages, when personalisation and choice are exercised, Guidance staff are on hand to offer support, including interviews with parents/carers.

In S4, pupils are expected to build on achievements in the Broad General Phase and work towards SQA qualifications. An especially wide range of course options is available so that learners can link their course choices as closely as possible to their career interests. Usually, 7 or 8 qualifications are taken in S4. In S5, new opportunities are available to progress to Higher (from National 5) and up to 5 Highers may be studied, as well as the possibility of starting a Foundation Apprenticeship or gaining NPAs. In S6, we introduce the chance to sit Advanced Highers or Scottish Baccalaureate qualifications, as well as providing opportunities for volunteering.

Employability becomes a strong focus and increasingly pupils have individual negotiated pathways, which allow depth of study and a focus on strengths. Work placements, school and community service and participation in a wide and varied range of opportunities are encouraged eg the Saltire or SQA Volunteering Programme or SQA Leadership. Focused blocks of personal and social development develop the ethos for working with others, informed attitudes and target-setting in respect of the exams, as well as building skills for work and life beyond school.

Young people identify their skills and strengths as they make decisions about what they want to do next. Working with school staff, Skills Development Scotland (SDS Careers Service) can help young people get ready for this exciting stage in their lives and prepare for their future. SDS provides a range of support to help pupils to develop career management skills which they’ll need all their lives and to make well-informed decisions about their career pathways. We build career management into our curriculum, and in addition to group sessions, drop-in lunchtime clinics and face-to-face coaching, we use the My World of Work web service (www.myworldofwork.co.uk).



Demo of 3D Printing at Parent and Carer Evening



WHAT WE DO TO SUPPORT YOUNG PEOPLE: Guidance

The Guidance Team at Kirkcaldy High School is recognised as being very strong and supports learners by:

- ensuring that each pupil knows, and is known, by his or her Guidance Teacher
- enabling pupils to set targets and make informed decisions concerning personal, curricular and vocational development and liaising with the home and outside agencies as required.

The Guidance Teacher is usually the first point of contact with the school. If he/she is unavailable due to teaching commitments, please leave a message so that your call may be returned as soon as possible. We deal with all issues associated with the "Getting it Right in Fife" framework to ensure that all pupils thrive. Any worries about attendance, bullying or general progress are addressed thoroughly and efficiently. We organise our Guidance Team in Houses. Each year group is associated with a Depute Rector (Yearhead), who oversees progress and social development.

All new S1 classes are teamed with S6 Buddies who help them find their way. All pupils will have the opportunity to contribute to the life of the school, in House activities and Inter-House Competitions.

The House System is a big part of the school. Tutor Groups (based on Houses and with mixed age groups) meet at the start of the day with one teacher to provide a daily contact and consistent support. Pupils will usually stay with the same class tutor as they move through the school. Each tutor group has pupils from S1 to S6, which promotes a natural bond with a group and House identity.

ADAM SMITH HOUSE

Mrs J Kerek
Mr G Scott

House Colour
Purple



CARLYLE HOUSE

Miss E Fotheringham
Mr B Mitchell

House Colour
Blue

OSWALD HOUSE

Mr A Farquharson (Team Leader)
Mrs C Kendrick (Team Leader)

House Colour
Green



Mr S Young S1/2 Yearhead



Mrs S Hamilton S3 Yearhead



Miss A Diamond S4 Yearhead



Mrs J Davidson S5/6 Yearhead

Supported Learning

We work hard to address the additional support needs of all learners, both in class and beyond. Following the 'Getting It Right in Fife' guidelines, our specialist team adopts a nurture approach, ensuring that we provide the least intrusive, yet most effective, package or set of arrangements/ advice to remove barriers to learning.

These may be learning difficulties or a physical disability. They may be associated with English not being a first language or perhaps connected to emotional or attachment issues, often related to difficult home circumstances.

We aim to ensure appropriate access to the curriculum for all pupils. A wide range of strategies is employed to address support needs, ranging from using ICT (perhaps a laptop computer in class), group projects etc. Regular assessment is carried out in order to identify changing needs and also to ensure appropriate provision for those pupils requiring assessment arrangements for exams.



Pupil Support Team with Mr Broadway

We plan jointly along with Social Work, Educational Psychologists and other specialist agencies to deliver support for young people which ensures that they are safe, healthy, achieving, nurtured, active, respected, responsible and included ... all within a "mainstream" setting whenever possible.

To assist, we have a teacher team, a large number of Pupil Support Assistants (PSAs), and four Pupil Support Officers (PSOs), who support pupils in class and around the school in a variety of ways. Sometimes, we may access Fife Pupil Support Services, which operates the off campus centres in Kirkcaldy and Glenrothes.

We also offer enhanced support for a growing group of young people who, until recent sessions, would have been referred to the "DAS" at Balwearie High School. These are our Supported Learning classes, overseen by Mrs Squires (Principal Teacher) and based within our wider Supported Learning Faculty. We have specially adapted facilities to cater for all needs.



WHAT WE EXPECT: Respect for Self, for Others and for Learning

We think it is important for everyone that adults show the leading by displaying calm and consistency at all times with clear expectations of our young people. Our emphasis on KINDNESS, HONESTY and SUCCESS gives us a shared basis for our school. We recently developed this further by simplifying our school rules to reflect our values and to improve our routines.

Those who do not respect our values can expect there to be consequences and/or parental contact. However, we are a collaborative and forgiving school, which promotes repairing damaged relationships rather than punishment.

There is reward and recognition for those who consistently respect our shared values of Kindness, Honesty and Success.

The basis of our work in this area is the United Nations Charter on the Rights of the Child, and we are a UNICEF "Rights Respecting School" ... recently recognised as having attained "Gold" standard. This means we are committed to work with young people in their interests. We understand that participation and developing leadership in young people is vitally important in today's world.



Young People Leading on Children's Rights at Assembly

We use restorative approaches to conflict and "discipline" issues whenever we can. This involves exploring the harm caused by any situation or incident, allowing those involved to have a say and expecting young people to take responsibility for their actions, to make amends and to learn from mistakes. We find that this is the best way to promote a good feeling around the school.



The School Dress Code

There is no doubt that the positive ethos of our school, our culture of equality, and our pupils' attitude to work and respect for themselves are all reflected in the wearing of school dress. The uniform also enhances the feeling of being part of KHS and reduces any tendency to flaunt designer wear or labels. We firmly believe in equity and uniform helps us promote this.

We expect all pupils, at all times, to wear a white shirt or blouse (preferably in a formal "dress" style), school tie, black trousers or skirt and black formal shoes. Pupils are expected to wear a blazer. In S6, the blazer has coloured braid added, with Prefects in gold braid. There is a special S6 tie, which reflects House affiliation. A plain black v-neck jersey or cardigan can be worn, and school branded versions are available.



Proud to part of be KHS

The school tie must be visible at all times. Ties are available from the school office at cost price. Blazers etc are available locally or from Academy Uniforms (online or at events we will arrange) at a low cost, inclusive of the school badge. Please try the weblink; www.academyuniformsltd.co.uk.

Leggings should not be worn to school. For the avoidance of doubt, we regard leggings as being the type of very tight fitting pants which have no pockets. See-through material is also not acceptable. Please help us by ensuring that all trousers are of a reasonably thick material and that no underwear is visible.

The basic kit for PE is a T-shirt or similar; shorts or track suit; sports socks; training/gym shoes; boots as necessary. Clothing should not depict slogans or pictures which could give offence to others or advertise alcohol etc. We cannot allow pupils to take part in sports activities wearing any kind of jewellery.

Parents/carers on lower incomes and entitled to apply for financial assistance (ie a clothing grant) should see our website for details or contact any Fife Council Area Office. Also, we have a good stock of second-hand blazers donated by leavers, and we are happy to gift a blazer (or other uniform items) to any family facing hardship whenever we can. Please contact Guidance.



OUR STAFF (January 2021)

Senior Leadership Team

Mr D Allan, Rector
Mrs J Davidson, Depute Rector
Miss A Diamond, Depute Rector
Mrs S Hamilton, Depute Rector
Mr A Reekie, Business Manager
Mr S Young, Depute Rector

Business, Enterprise, & Computing Team

Ms Y Nessel, PTC
Mr M Adams
Miss B Anderson
Msis K Lipton
Miss A Murray
Miss A Samfat , PT

Craft and Design Technology Team

Mr A Hamilton, PTC
Mr J Crawford
Ms K Czudek
Mr M Fulton
Mr B Gallagher
Mr S Hunter
Mr P I'Anson
Mr G Morrice
Mr G Scott, PT(G)

English Team

Mrs K Hume, PTC
Ms C Archibald
Mrs K Campbell
Mrs G Cunningham
Mr E Davis
Miss A Diamond, DR
Miss A Dickson
Mr J Douglas
Mrs A Imran
Mrs C Kendrick, PTC(G)
Mrs J Kerek, PT(G)
Miss K Melville
Mrs H Thompson, PT(G)
Miss E Thorburn, PT
Mrs J Young

Expressive Arts Team

Mrs E Cowie, PTC
Ms E Bruce
Mrs D Collie
Mrs C Donaldson
Mrs M Duckett
Mr K Duncan
Mrs L Jack
Mr L McPherson
Mrs R Simpson, PT

Health & Wellbeing Team

Mr M Stewart, PTC
Miss K Collins, PT
Mrs J Davidson, DR
Mr A English
Mr A Farquharson, PTC(G)
Mr S Harrower
Miss L Malcolm
Mrs C Murray
Mr J Pennel
Ms J Roberts
Miss M Steedman
Mr S Young, DR

Languages, Classics & RME Team

Mrs J Shearer, PTC
Mrs E Brown
Miss J Devenney
Mrs A Docherty
Mr C Lagorio
Ms S Mahr
Mrs P Morris, PT
Mr O Spink
Mrs S Whyte

Mathematics Team

Miss A Grubb, PTC
Mr G Cromb
Mrs R Christie, PT
Ms A Glen
Mrs S Hamilton, DR
Miss L Hay
Mrs B Hunter PT(G)
Mr B Jones
Mr R MacDonald
Miss S Scollin
Mr M Shipley
Mr S Spence

Science Team

Mr N Fleming, PTC
Mrs S Berwick
Dr K Black
Mrs N Dempsey
Mr A Dick, PT
Miss E Fotheringham, PT(G)
Mrs I Gannon
Miss D Irvine
Miss L McFall
Dr R McNab
Mr J Melville, PT
Dr P Murray
Mr M Robb
Mrs L Scott
Ms J Tennant, PT

Social Studies Team

Mr A Jones, PTC
Ms A Dalziel
Miss M Osborne
Mr R Paterson
Mr M Sanderson
Miss F Smart
Miss E Wallace
Ms J Young

Support: Guidance Team

Adam Smith House
Mrs J Kerek, PT(G)
Mr G Scott, PT(G)
Carlyle House
Miss E Fotheringham, PT(G)
Mr B Mitchell, PT(G)
Oswald House
Mr A Farquharson, PTC(G)
Mrs C Kendrick, PTC(G)

Support: Supported Learning Team

Mr G Broadway, PTC
Ms H Black
Mrs A Cairns
Mrs R Keeble
Mrs G Lindsay
Mr B Mitchell, PT(G)
Mrs G Patton
Mrs S Squires, PT

Skills Development (Careers) Scotland

Ms J Lautredou

Clerical/Office Team

Mrs F Spence (Co-ordinator)
Mrs H Lowson (Assistant Co-ordinator)
Mrs C Cook
Mrs T Geddes
Miss D Jack
Mrs M Leslie
Mrs D McNab
Mrs W Noone
Mrs M Page
Mrs F Waddell

Pupil Support Assistant Team

Ms L Birrell
Mrs M Brewster
Miss D Bruce
Ms P Buchan
Miss L Downey
Miss H Flockhart
Mrs K Kirk
Mrs C Laing (Home Economics Support)
Mrs M McNab
Mr B Naismith
Mrs L Proudfoot
Mrs J Saunders
Mrs A Wallace

Pupil Support Officer Team

Mrs L Hardie (Co-ordinator, Family Link)
Ms J Preece
Mrs A Rae
Mrs G Wood

Active Schools Team Leader

Mr R Greenhorn

Janitorial Team

Mr R Dow
Mr N Greig
Mrs L Lister

Learning Resources/Reprographics

Mr R Kirkcaldy

Technician Team

Mr W Lister (Senior Technician)
Mr A Samson (Senior Technician)
Mr A Smith
Ms L Szmiz

Cleaning Team Leader

Mrs J McCowat

Kitchen Team Leader

Mrs A Guyan

School Crossing Patrol

Mr M Gordon.

Key:

DR: Depute Rector
PTC: Principal Teacher (Curriculum)
PT: Principal Teacher
G: Guidance.
Includes those on maternity leave, temporary and "job share" arrangements.



THE SCHOOL DAY* AND THE SCHOOL YEAR 2021-2022

| | |
|---------------------------|------------------------|
| FIRST BELL: | 8.42am |
| TUTOR TIME: | 8:46 - 8.55am |
| PERIOD 1: | 8:55 - 9:40am |
| PERIOD 2: | 9:40 - 10:25am |
| INTERVAL: | 10.25 - 10.45am |
| PERIOD 3: | 10.45 - 11.30am |
| PERIOD 4: | 11.30 - 12:15pm |
| PERIOD 5: | 12:15 - 1:00pm |
| LUNCH: | 1:00 - 1:50pm |
| PERIOD 6: | 1:50 - 2:35pm |
| PERIOD 7: | 2:35 - 3:20pm |
| END OF SCHOOL DAY: | 3.20pm |



Pupil Leadership Team 2020, pictured with Provost Jim Leishman

| Term | Start Date | End Date |
|--|---|----------------------------|
| Autumn | Monday 16 August 2021 (teachers) Wednesday 18 August 2021 (pupils) | Friday 08 October 2021 |
| Winter | Monday 25 October 2021 | Wednesday 22 December 2021 |
| Spring | Thursday 06 January 2022 | Friday 01 April 2022 |
| Summer | Monday 18 April 2022 | Thursday 30 June 2022 |
| Holiday | Start Date | End Date |
| Autumn | Monday 11 October 2021 | Friday 22 October 2021 |
| Christmas | Thursday 23 December 2021 | Wednesday 05 January 2022 |
| Additional | Thursday 17 February 2022 | Friday 18 February 2022 |
| Spring | Monday 04 April 2022 | Friday 15 April 2022 |
| Additional | Monday 02 May 2022 | |
| Additional | Monday 06 June 2022 | |
| Summer | Friday 01 July 2022 | Friday 12 August 2022 |
| In Service Staff Training Days (closed to pupils) | | |
| Monday 16 August 2021, Tuesday 17 August 2021, Friday 12 November 2021, Wednesday 16 February 2022, Thursday 05 May 2021. | | |

* Please note that during 2020, lesson times were sometimes varied for public health reasons.



WHAT YOU MIGHT WANT TO KNOW

The themes covered here are those which typically arise when we engage with new pupils and their parents/carers. Please also consult our website or contact the school directly if you require more information. We would be happy to hear from you.

Admissions from Within our Catchment Area

Pupils who live in our catchment area in Primary 7 and attend our cluster Primary Schools - Capshard, Fair Isle, Torbain and Valley, will be enrolled without any action being needed by parents/carers. The Fife Direct website has a "catchment checker" which allows you to find your local school.

Admissions from Outwith our Catchment Area

We welcome "placing requests" and any parent/ carer wishing to do this should contact the Rector by telephone or in writing to make a placing request. It is best for families moving into the area to make contact with us as soon as possible.

We have a good number of these requests and as a school, we will do all we can to make what can sometimes be a difficult time for the whole family as simple as possible.

Assessment of Learning

Assessment no longer means only tests or exams but now takes many different forms. Assessment is for Learning (AiFL) is part of the classroom ethos and is practised in a variety of ways on a daily basis. This allows both staff and pupils to monitor progress and identify development needs continually.

Pupils are encouraged to be active learners and to record their achievements as well as targets and areas for development.

In S1 and S2, we assess progress against "Curriculum for Excellence" Levels 3-4 and during S3, the focus shifts to SQA courses and exams (for National 5), with the prelim exams for S4-6 held at the start of the spring term.

Attendance and Absence

If your son or daughter is unwell please inform the school right away so that we know not to expect him/her that day. We welcome phone calls and emails from parents/carers to let us know.

If a pupil is not in school and we have no explanation, we send out a brief text message to a mobile number provided. Please note that we do not assume that such cases are necessarily truancy, but it helps us ensure our young people are safe. A response from you is appreciated.

Please do avoid term time holidays whenever possible. Missing school for a holiday can ruin progress for a whole session or more. This can have a serious effect on success in school and we will not usually officially authorise holidays taken in term time. We will contact to confirm authorisation where appropriate.

Please note that when medical appointments etc cannot be made outside the school day, you should give your son/daughter a note with the reason, and details of time needed out of school. Advance notice of such appointments is greatly appreciated.

Bullying

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are, or feel threatened, abused or undermined by another individual or group. People can be bullied on the grounds of race, gender, sexual orientation, disability, socio-economic status, nationality, religion, appearance, academic level or other real or perceived differences. It can also be for no apparent reason. The damaging effects of bullying should never be under-estimated. Bullying can wreck lives.

We take bullying very seriously and have a multi-level approach ensuring that our young people are safe and happy in school. This involves a reporting network, our "care and welfare" referral system, "peer support" and buddying, building relationships through restorative meetings, involving parents/carers where appropriate and discipline sanctions as required. Full details are found on our website .

As a school which promotes rights and responsibilities, we will ensure that the United Nations Charter on the Rights of the Child are upheld. We also firmly believe in equality—this is embedded in our values. We have a group which supports and promotes the rights of lesbian, gay, bisexual, transsexual or intersex young people (our LGBT+ Group) and we are especially alert to incidents which are motivated by racist or sectarian attitudes.

Child Protection

Sometimes children or young people live in fear because of abusive situations in their lives. Their emotional needs can be a barrier to learning. We work with parents and other agencies to ensure the safety of all young people at all times.

We are always alert to:

- changes in attitude/appearance
- signs of distress or anxiety,
- unusual lethargy or illness,
- signs of physical injury,
- signs of abuse/harm of any kind
- Signs of neglect
- frequent changes in residence,
- things children say which might be disturbing.

Our staff will always follow the Fife Child Protection Guidelines and these can be found on the "Fife Direct" website.



Kirkcaldy Schools Rotary Club Quiz Champions



Litter picking the Coastal Path, with Lexi, our therapy dog



WHAT YOU MIGHT WANT TO KNOW: Continued

Clubs, Activities, and Trips (including Fair Access)

Please see our website or Twitter service for an up to date information on the vast range of opportunities on offer. Our regular sports clubs include netball, badminton, basketball, football etc. We also offer frequent theatre visits, maths competitions and creative writing and we even have our own weekend show on Radio K107FM, presented by pupils.

Our St Andrews "First Chances" programme and Edinburgh "Your Ed" and "Lift-Off" (Dundee) are excellent "wider access" collaborations between KHS and Universities. They are targeted at young people from working class backgrounds with no tradition of Higher Education. We also have a vast range of external speakers and visitors in school. Every year, the school organises foreign trips with an educational, cultural or sporting focus. Recent trips have included Austria, Spain, Rwanda and France. We have a trips to France, Belgium and Italy planned. All our trips are subject to a strict risk assessment process, overseen by our Business Manager (pictured).

To assist lower income families who qualify for free meals we have a special fund from which we can offer a grant to assist participation in trips or activities. We are very grateful to "Friends of Kirkcaldy High School", which supplements this fund.

Homework

Homework helps pupils understand and practise what they learn in class. Departments issue regular homework throughout the year and support from parents/carers is appreciated to ensure completion of homework. Many staff now use Microsoft "Teams" for this purpose.

Illness/Accidents and Health Issues

In the event of a serious accident or illness at school, we will attempt to contact parents/carers or the emergency contact. Sometimes, the pupil may be taken home or to the Victoria Hospital by a school Emergency First Aider, who will stay with the pupil until the parent/carer arrives at the hospital. Please note that we cannot administer medicines, painkillers etc, except by prior formal arrangement.



Marking Remembrance in School

Our School Nurse, can be contacted at school for advice on any health matter. The Nurse team runs frequent themed drop-in sessions or "workshops" on issues such as mental well being and alcohol awareness. We also operate a sector leading sexual health, contraception and pregnancy testing clinic on Fridays.

Immunisations are offered in line with current public health guidelines, including BCG vaccination at approximately 13 years of age. This involves a skin test followed, if necessary, by the BCG vaccination. Diphtheria, tetanus and polio vaccination is also offered to all third year pupils. HPV immunisation (which reduces the risk of cervical cancer) is also offered.

Lateness

Punctuality is an aspect of school life which employers frequently ask us about in reports on pupils they are considering employing. Repeated lateness results in a "reflective exercise" undertaken during a lunchtime detention and we contact home when a young person is frequently late.

Learning Resource Centre (Library)

The LRC is more than a place to borrow books and catch up on homework; it is a bright and welcoming space, an area open to all year groups. All areas are very well resourced and have been newly refurbished with desktop computers and wifi access.

The reference sections in the main library are used to great advantage throughout the school day (including at breaks and after school), either by classes or for individual study. Our junior fiction section is also very well used.

Mobile Phones

We understand that most young people are likely to carry a mobile phone. As long as it is understood that the school cannot be held responsible for loss or damage, this is acceptable. To ensure that mobiles do not disturb learning, they are banned from use or from being in sight during lessons unless the teacher asks that they be used for an educational purpose, for example to photograph a science experiment or a work produced in an art class.

They may also be used to note homework eg via the "Teams" app. On GLOW. Personal music and the use of earphones is banned during lessons and in the corridors for reasons of health and safety.

Please do not attempt to make direct contact with your son or daughter during lesson times. Should you have a strong need to make contact, simply call the school and we will bring your son or daughter to the office to speak with you.

Office

We hope that you always receive a warm welcome at the School Office. We are open from 8.30am until 4.10pm daily and are always willing to help answer any questions or queries.

Advance notice about pupil absence or appointments (preferably in writing) is greatly appreciated.



WHAT YOU MIGHT WANT TO KNOW: Continued

Online Safety

The school and the KHS Parent Partnership have been very active in promoting internet safety and security, and we have held special parent/carer events in the past.

Please remind your son or daughter that they should keep passwords and personal details securely and respect the details of others as private data. They should never share intimate photographs and be very wary using webcams.

Cyber-bullying and internet “grooming” awareness feature as part of our curriculum and we have a group of S6 pupils which works with younger pupils to advise them and help keep them safe.

Primary to Secondary Transition

Our transition arrangements from Primary school have been very well evaluated by parents/carers and by School Inspectors. We have a detailed programme of link activities which begin in Primary 6 with “theme days” and there are regular meetings between the Head Teachers of the Primary Schools and Senior Staff of the High School. Teachers from KHS and Primary Teachers also meet to discuss learning. Support staff (Guidance and Supported Learning) have built up very strong links with our cluster primaries. This allows them to play an important role in making sure primary to secondary links are as effective as possible.



Senior Netball Team,

In October, we have a very well attended “open evening” in KHS. A meeting in each Primary is arranged in January so that parents/carers can meet the Rector, Senior Staff and pupil representatives, ask any questions they wish and receive a copy of our Prospectus.

Each May, we have our Sports Festival and, in June, all our new pupils spend two days in school and follow their timetable for the first day of term. This is followed by another chance for parents to visit the school and meet staff, whilst pupils enjoy a welcome disco/party run by the Prefects. In the first week of term, all staff and S6 Buddies help our new pupils find their way around and settle well.

Reports and Parent/Carer Evenings

All parents/carers will receive at least one formal report each year. However, this is also backed up by Personal Learning Planning and “On-track” reporting letters, posted throughout the year to allow early contact and any concerns to be shared with home. One theme we have developed is making sure that each teacher gives an indication of how each young person can improve his/her work in the coming year and build on strengths. For information, the dates for Carer Evening dates for session 2019/20 are shown;

- **P7 Tour of School: Thurs 29 Oct 2019**
- **S1 Parents' Evening: Wed 6 May 2020 and Tues 12 May 2020**
- **S2 Learning Fair: Wed 4 Dec 2020**
- **S2 Parents' Evening: Thurs 7 Nov 2019**
- **S3 Parents' Evenings: Tues 17 Sept 2019 and Wed 27 May 2020**
- **S3-6 Employability Fair: Tues 3 Dec 2019**
- **S4 Parents' Evening: Thurs 27 Feb 2019**
- **S5/6 Parents' Evening: Wed 2 Oct 2019.**

These dates are given as an illustration. Recent events have disrupted our normal scheduled engagements.

School Meals

KHS has a top class refectory and outdoor servery staffed an award winning catering team, supplying a wide choice of healthy balanced meals. The tills accept cash or prepaid cards. All pupils can use their “MyFife” card which can be topped up remotely.

The standard price for a school meal is £2.20. Packed lunches may be brought to school and these can be eaten in the refectory. Please note that pupils are not permitted to consume sugary drinks such as Coca Cola, Red Bull and Irn Bru within our building. Please do not include these as a packed lunch item.

We strongly discourage visits to bakeries and takeaways at lunchtime. The ASDA supermarket (including the McDonalds restaurant) is “out of bounds”.

Free school meals are an entitlement for families on lower incomes and details of how to apply online are available on our website. Please contact the school for help and advice.

Our busy “Breakfast Club” operates from 8.15am each day and is subsidised. Also, healthy home made soup is completely free to all pupils at lunchtime.

School Travel Arrangements

We have a detailed School Travel Plan, prepared by a pupil committee and we encourage walking and safe cycling to school. Cycle storage facilities are available and bike lockers can also be hired. We would ask that parents avoid parking or picking up at the school gates or on Dunnikier Way.

KHS is also part of the Fife Council bus contract, providing transport for pupils, and we have 5 school buses covering 3 routes (please see our website for details). Pupils are entitled to free school transport if they live more than two miles from the school and are in the catchment area. This arrangement mostly affects pupils living in Redcraigs. Those not eligible for free travel can pay cash for each journey, or purchase a season ticket from Stagecoach in Fife or from A1 Coaches — the contact numbers are on our website.

Web and Digital Communications

The Kirkcaldy High School “Twitter” news service is proving to be very popular with over 4000 followers. Please follow @KirkcaldyHigh to keep up with all the latest news. Pupils can access the daily announcements and parents/carers can be kept well informed of all news and developments.

With the use of Microsoft Teams, a weekly news email home from the Rector, Twitter and our excellent website, KHS is using modern media to communicate very effectively. The website also has good study support resources and past papers for those studying Highers and other SQA courses. Please also keep an eye out for the monthly update we publish in the Fife Free Press and our termly newsletter. Pupils receive a print copy and this is also emailed home and is available on our website.

We also use the “Parentcall” message service for urgent/important messages (eg about school closure or a young person missing from school unexpectedly). These are sent directly by text message.



WHAT OUR YOUNG PEOPLE ACHIEVE: SQA Qualifications and Wider Achievement

It is wise to exercise considerable caution when interpreting exam data at school level, as fluctuation in the figures is inevitable from year to year. Different cohorts have different strengths.

2020 was a highly unusual year in that the results were based on estimates as the exams could not be held due to COVID.

That said, KHS' average results have shown, in recent years, a strong improvement trend.

2020 Commentary - S4 Attainment

Literacy and Numeracy are key aspects of attainment and are the basis of employability. For both indicators, we achieve more highly than our statistical "comparator". In 2020, we introduced an additional qualification which will have boosted overall attainment.

2020 Commentary - S6 Attainment

A strong and steady rise in Higher attainment is evident over the past few sessions. However, the 2020 cohort performed in line with expectations, doing reasonably well based on prior attainment.

Equity

We are using our Pupil Equity Fund or "PEF" funding to "close the gap" which persists for learners from families affected by poverty, although this is difficult to measure, and difficult to track year on year. Details of our PEF plan and reports are on our website.

| S4 Attainment (Literacy and Numeracy) | 2017 | 2018 | 2019 | 2020 |
|--|-------------|-------------|-------------|-------------|
| % of S4 Cohort gaining Level 5 Literacy | 70% | 82% | 76% | 69% |
| % of S4 Cohort gaining Level 5 Numeracy | 56% | 45% | 61% | 61% |
| % of S4 Cohort gaining 5+ Level 5 Awards (A-C) | 36% | 20% | 24% | 44% |

| S6 Attainment (measured against relevant S4 cohort) | 2017 | 2018 | 2019 | 2020 |
|--|-------------|-------------|-------------|-------------|
| 3 or more Highers by S6 | 34% | 35% | 38% | 31% |
| 5 or more Highers by S6 | 20% | 19% | 28% | 18% |
| Fife: 5 or more Highers (for comparison) | 25% | 25% | 25% | 27% |
| 1 or more Advanced Highers by S6 | 10% | 16% | 14% | na |

The quality of our learners' broader achievements continues to be an area of great strength, and recent sessions have seen our young people earn many accolades. We are recent winners of the COSLA Excellence Award (2014 and 2018) in recognition of our commitment to reducing inequality and improving health. We were finalists in the Scottish Education Awards on two occasions in entirely different fields and are recent winners of Kingdom FM's Local Hero Award (2014 and 2019). We were also proud to be announced as Fife's first UNICEF Rights Respecting Gold High School in December 2019.

We recognise that exams really matter but we also greatly value these wider achievements. Our young people are developing their skills for learning, life and work very well through class experiences, work experience placements and links with business and community groups. They use information and communications technology effectively to enrich their learning, and access to ICT is excellent across the school, especially now that we have freely available wi-fi. An exceptionally wide range of out-of-class learning activities including foreign trips, visits to places of interest, sports clubs and musical activities positively contributes to our young people's health, sense of self-worth and social skills.



Opening those Exam Results

We have a real focus on citizenship skills through working with community partners and supporting many charitable causes. Furthermore, our young people achieve very well across a broad range of sporting and cultural activities. Young people in S6 benefit greatly from their weekly commitment to school service and the "Saltire" Volunteering Award. For example, they may be involved in helping staff and younger people in classes, acting as a "buddy" or an ambassador for the school, or by volunteering in a care setting or associated primary school.

Pupil participation in our school is a real strength. For example, our young people were asked to give evidence at the Scottish parliamentary enquiry into pupil participation in school decision making. Kirkcaldy High School was also cited in both Westminster and the Scottish Parliament as an example of best practice, especially in terms of ethos, a respectful culture and tackling homophobia. We have a strengthening focus on mental health and wellbeing, as is fitting for a nurturing school.



WHAT SCHOOL INSPECTORS FOUND: HMIe Report

When we were last inspected by the Scottish Government, inspectors found much to commend and we have worked hard to address the action points identified:

How well do young people learn and achieve?

Most young people are motivated and interested in their learning. They engage well and respond positively to their teachers in most classes. They get helpful feedback overall to help them understand what they need to do to improve. Young people are developing their skills for learning, life and work well through various enterprise activities, work experience placements and links with business and community groups. Young people use information and communications technology effectively to enrich their learning. Staff should look to extend these opportunities. A wide range of out-of-class learning activities including foreign trips, visits to places of interest, sports clubs and musical activities is helping to develop young people's health, self-esteem and social skills. The recent very successful school show 'Annie' helped those involved to speak and present to audiences more confidently. Young people develop their citizenship skills very well through working with community partners and raising money for charitable causes. Young people achieve well across a broad range of sporting, cultural and citizenship activities. Young people in S6 benefit greatly from their weekly commitment to school service for example, in helping staff and younger people in classes. Most young people in S6 have been successful in achieving Saltire Awards recognising their commitment to volunteering. By the end of S2, most young people are making appropriate progress in literacy and numeracy. The school is currently developing a more reliable way of assessing young people's progress across other curricular areas. From S4 to S6, there is scope for improvement in aspects of young people's performance in national examinations. In some key measures the school performs better than, in some less well than and in other measures in line with similar schools, serving young people with similar needs and backgrounds. The school is aware that it needs to focus on improving the attainment of girls particularly. Young people with additional support plans are making good progress. Exclusions have reduced over time and attendance has improved. The proportion of young people going on to positive destinations after school including further study, employment or training is above the national average.

How well do young people develop and learn?

Overall, the school supports young people effectively to develop and learn. Staff know young people well and there is a high level of attention to their pastoral care. Almost all young people feel safe and well cared for. In the majority of classes, tasks and activities are pitched at the right level to challenge all young people appropriately in their learning. In other lessons, learning needs to be matched more closely to young people's ability to ensure greater learner involvement, motivation and progress. Staff need to continue to work at raising expectations of what young people can attain. Staff need to review the way that existing resources are targeted to better meet the needs of young people with additional support needs. Staff work very well with external specialist agencies such as hearing impairment staff and social workers to support young people and their families. The Friends of Kirkcaldy High School help young people in a number of ways including the mentoring of S6. The school needs to continue to improve its systems for supporting young people's learning and behaviour to ensure the support provided, enhances young people's learning and achievements as fully as possible. Teachers have made good progress in taking forward Curriculum for Excellence. The curriculum reflects well the school's values of 'respect for self, others and learning'. Teachers have developed new courses across S1 to S3 with a clear focus on skills development.

S3 courses in some departments need to be further adapted to ensure they meet the needs of all young people. Staff work very well with a range of partners including Community Learning and Development staff to broaden young people's learning. They build in opportunities for choice at S1–S3, for young people to enjoy additional learning in particular subjects, while retaining a clear commitment to a broad general education for all. Staff should continue to monitor the rationale and quality of these options to ensure young people are provided with sufficient depth, breadth and challenge in their learning. Most departments have effective links in place with associated primary schools to provide better transitions to secondary school in subject learning. The school needs to further develop its strategy for progressing literacy, numeracy and health and wellbeing across all departments. Young people need better-planned opportunities for outdoor learning, religious observance and, in senior years, religious and moral education.

How well does the school improve the quality of its work?

The school's key processes for evaluating its work are very well established and as a result, numerous aspects of school life are improving. Teachers provide professional learning opportunities for each other, take on leadership responsibilities and work with other schools to share their understanding of standards. They track young people's progress closely and set appropriate targets for young people's learning and attainment. The head-teacher, working with staff, has improved relationships and created a positive climate for learning overall. Kirkcaldy High School is clearly an improving school. Young people's achievements are very positive but there remains scope to improve their attainment and the quality of their learning. The school's approaches to evaluating its own work are strong, with some very good features, but these now need to focus more on ensuring further improvements in learning, teaching and attainment. Young people in the senior school develop their leadership skills well and contribute effectively to school improvement. Teachers provide them with good opportunities to comment on their progress and to express their views about courses and learning. By S6, young people present themselves as outstanding ambassadors for the school and its community.

This inspection of your school found the following key strengths;

- **Young people who are proud of their school and positive about their learning.**
- **Young people's achievements in out-of-class learning.**
- **The impact of pastoral care and leadership development for young people.**
- **The impact of partnerships with the wider community on young people's learning.**
- **Staff willingness to lead working groups and to listen and respond to young people's views to improve aspects of the school's provision.**
- **The headteacher's leadership of an improving school.**

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them;

Continue to raise levels of attainment at all stages. Meet young people's needs more effectively through improved approaches to planning tasks and activities in classes. Continue to raise young people's aspirations of attainment and expectations of their behaviour.



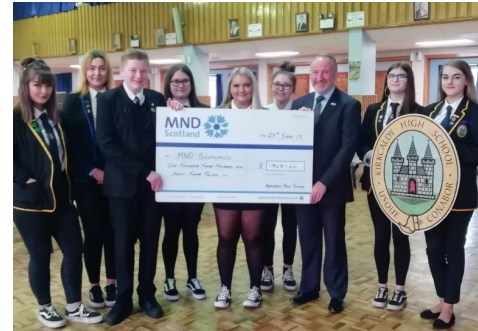
WHAT WE ARE DOING TO CONTINUE IMPROVEMENT: Improvement Priorities 2020-2021

Each year, schools publish an account of the progress made over the past session – and also include details of plans for the year ahead. A full report on our work and plans can be found on our website; www.fifedirect.org.uk/kirkcaldyhs. Our plan for the session ahead is shown below;

Our Whole School Improvement Plan

Consistency in Learning, Teaching and Relationships

1. Embed the 5 principles of identified good practice; Consistent, calm adult behaviour; First attention to best conduct with rewards and recognition, praise etc; Relentless routines – rules, follow-up; Scripting difficult interventions and de-escalation; Restorative conversations
2. Improve our ability to deliver digital learning (including remote or “blended” learning)
3. Respond to changing requirements of SQA assessment for 2021
4. Continue to embed all aspects of the United Nations Convention on the Rights of the Child (UNCRC).



A Cheque for MND Scotland, remembering Gordon Aikman

Improvements in Health and Wellbeing

1. Ensure a safe learning environment, adapting risk assessments etc to reduce the risk of virus transmission
2. Continue to support initiatives to improve mental health (of both children and adults associated with the school)
3. Reduce the poverty gap in attainment and post school destinations through targeted support using PEF
4. Continue to build our shared understanding of wellbeing, using “Education Scotland” indicators.



At our Twin School in Rwanda



End of Term Talent Contest



Hosting Teachers from Norway



Work on the Leavers' Mural



Sports Leaders—Teamwork makes the Dreamwork!



Skills Building at the Kwik Fit Academy, Broxburn



KHS LGBT+ Out and About



This is Kirkcaldy High School

Respect for Self
Respect for Others
Respect for Learning

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