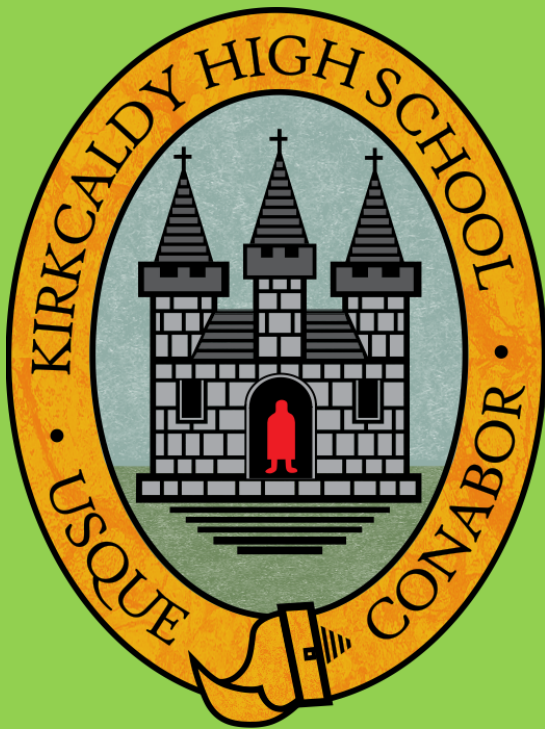




# Kirkcaldy High School



Our  
**Prospectus**  
*for session*  
**2022-2023**







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## Kirkcaldy High School

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Twitter: [@KirkcaldyHigh](https://twitter.com/KirkcaldyHigh)



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 2022-2023. 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 or modified.

Cover Picture: KHS Prefect Leadership Team for 2021-2022. 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 booklet which gives a flavour of what we are all about here .*

Please bear in mind that most of the information here represents our “normal” operating conditions. Obviously, things have been, and continue to be, different for the time being. However, despite the impact of Covid, we remain a thriving educational community.

We are a modern, progressive learning community of over 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 partners and employers.

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.

We are completely committed to equality, and we work hard to “close the gap” for learners from more economically deprived backgrounds. 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. The following 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 still being 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.

That said, we know that there is no substitute for the personal connection and the relationships which make for a great school. That’s what we aim to be ... always.

As I say, this booklet serves only as a brief introduction and I would also direct you to our website [www.kirkcaldyhighschool.com](http://www.kirkcaldyhighschool.com) and our “Twitter” news service @KirkcaldyHigh. We have well over four and a half thousand followers and a very active social media profile.

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

Derek Allan  
RECTOR  
January 2022

## 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

Through all the challenges we have faced, especially with Covid, the Prefect Team and the Deputies have been amazing in helping keep the school going.

The teachers too work very hard and go above and beyond to make all pupils feel safe and comfortable within the school and try their best to give support to every student and help them develop into the best version of themselves.

The opportunities given by KHS is truly amazing and unique, no matter who you are there is always a place for you to fit in, but still stand out. Personally, I have a passion for STEM and KHS has fueled it. I've taken part in leadership courses and have worked with younger years too. I've become an independent and confident person, proud to be the Head Boy of KHS.

Our school motto is "usque conabor" meaning "I will strive to my utmost" and this is something I have lived by in my 6 years at KHS. When it comes to studying or extra-curricular activities, I always give it my best and I would recommend everyone to do so. When you put your mind to something you can achieve wonders and really surprise yourself. High School is an experience you cannot return to so have fun, give it your best and most importantly, try not to waste these years ... you will look back and regret not making the most of Kirkcaldy High School. Very best wishes.



If I had been able to tell my younger self that I would become Head Girl here I would have been gobsmacked. I have come such a long way since then and I can only thank KHS for all the effort, passion and excellence, consistently delivered by the team. Throughout my years here I have been offered countless opportunities to excel as an individual. I have run the "Our Girls Can" group, played saxophone in concerts, volunteered for Pupil Support, run a junior science club and even made a documentary for the BBC! Take all the opportunities you can to build your character and skills for later life.

The main thing that KHS has taught me is that you can do anything which you put your mind to in life. By remembering the KHS values of respect for self, others and learning, working hard and believing in yourself you can do it. I have achieved straight As so far however, it was down to me picking myself up and working super hard. I remember failing a Maths prelim with a score of 6% even though I had revised beforehand. Don't ever give up.

Kirkcaldy High is renowned for its exceptional support for pupils and staff. All the teachers are so friendly, which brings a warmth to the school. It feels like a big family. We have an amazing PSO and guidance team, always there with open arms to help with almost everything and provide the best advice.

This is a safe place for all with help and support for anyone who needs it. We have an incredible Headteacher who puts his all into ensuring that the school is thriving, and he looks after the staff and pupils extremely well. KHS is an amazing place to learn and make unforgettable memories. I am thrilled to be the Head Girl and to represent such a remarkable school.

*Daanish Mahmood*

*Jessica McGregor*

## 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 Mrs Victoria Stokoe and she can be contacted through the school. Most of our meetings now take place online using "Zoom".

As well as the other parent/carer members there are three co-opted members, Derek Allan (Rector), and Lizzie Hay (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.

## 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.

## 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



**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.

## 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.

## 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).



**Learning 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.

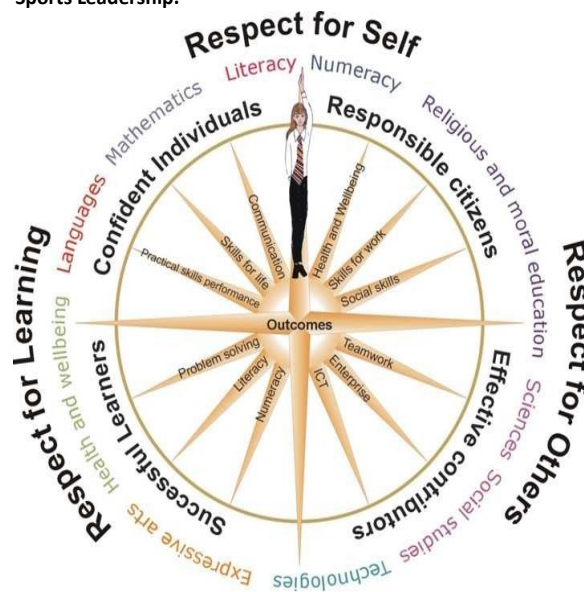
## 8. Health and Well-being

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.



**Hard at Work in Home Economics**



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 seven 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 sometimes 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](http://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.

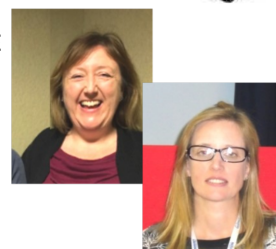
The Guidance Teacher is usually the first point of contact with the school. If he/she is unavailable due to teaching commitments, please leave a message so that your call may be returned as soon as possible. We deal with all issues associated with the "Getting it Right in Fife" framework to ensure that 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  
Mrs H Thompson  
**House Colour**  
**Purple**



### CARLYLE HOUSE

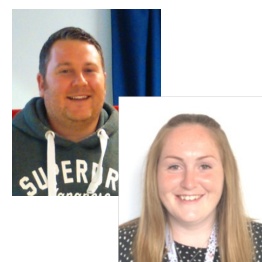
Miss E Fotheringham  
Mr s B Hunter



**House Colour**  
**Blue**

### OSWALD HOUSE

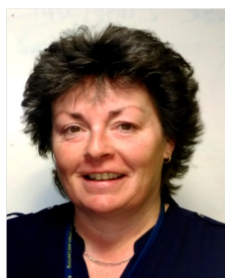
Mr A Farquharson (Team Leader)  
Miss M Osborne



**House Colour**  
**Green**



Mr S Young S1/2 Yearhead



Miss A Diamond S3 Yearhead



Mrs S Hamilton 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 with more significant additional needs. 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.



This is Kirkcaldy High School

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](http://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

### 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  
 Miss B Anderson  
 Mr C Davidson Kelly  
 Miss K Lipton  
 Miss A Samfat, PT

### Craft and Design Technology Team

Mr N Ritchie, PTC  
 Mr J Crawford  
 Ms K Czudek  
 Mr M Fulton  
 Mr B Gallagher  
 Mrs M Geissler  
 Mr A Hamilton, PT  
 Mr S Hunter  
 Mr P I'Anson  
 Mr G Scott

### English Team

Mrs K Hume, PTC  
 Ms C Archibald  
 Mrs K Campbell  
 Ms L Cation  
 Mr E Davis  
 Miss A Diamond, DR  
 Miss A Dickson  
 Mr J Douglas  
 Ms G Ellis  
 Miss R Kelsey  
 Mrs J Kerek, PT(G)  
 Mrs G Patton  
 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 Kirkwood  
 Mrs L Little  
 Mrs R McMahan  
 Mrs C Murray  
 Mr J Pennel  
 Ms J Roberts  
 Miss M Steedman  
 Mr S Young, DR  
 Mr R Greenhorn (Active Schools Coordinator)

### Languages, Classics & RME Team

Mrs P Morris, PTC  
 Mrs E Brown, PT  
 Miss D Burbank  
 Miss S Coggill  
 Mrs A Docherty  
 Ms S Mahr  
 Mr O Spink  
 Mrs S Whyte

### Mathematics Team

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

### Science Team

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

### Social Studies Team

Mr A Jones, PTC  
 Mr L Campbell  
 Ms A Dalziel  
 Ms J Gibson  
 Miss M Osborne, PT(G)  
 Mr E McCowan  
 Mr M Sanderson  
 Miss F Smart  
 Miss E Wallace  
 Miss M Wilson  
 Ms J Young

### Support: Guidance Team

**Adam Smith House**  
 Mrs J Kerek, PT(G)  
 Mrs H Thompson, PT(G)

### Carlisle House

Miss E Fotheringham, PT(G)  
 Mrs B Hunter, PT(G)

### Oswald House

Mr A Farquharson, PTC(G)  
 Miss M Osborne, PT(G)

### Key:

DR: Depute Rector, PTC: Principal Teacher (Curriculum), PT: Principal Teacher  
 G: Guidance.

### Support: Supported Learning Team

Mr G Broadway, PTC  
 Mrs S Berwick  
 Miss H Black  
 Mrs A Cairns  
 Mrs R Keeble  
 Mrs G Lindsay  
 Mr J Melville, PT(G)  
 Mr R Mooney  
 Mr G Morrice  
 Mrs S Squires, PT

### Pupil Support Assistant Team

Mr R Blair  
 Ms P Buchan  
 Miss L Downey  
 Ms V Hall  
 Mrs K Kirk  
 Mrs C Laing (Home Economics Support)  
 Mrs J McBride  
 Mr S McIntosh  
 Mrs M McNab  
 Mr B Naismith  
 Miss C Prentice  
 Mrs J Saunders  
 Mrs A Wallace  
 Mr S Warrender

### Pupil Support Officer Team

Mrs L Hardie (Coordinator, Family Link)  
 Ms J Preece  
 Mrs A Rae  
 Mrs G Wood

### Skills Development Scotland (Careers)

Ms J Lautredou  
 Mrs P Murray

### Clerical/Office Team

Mrs F Spence (Coordinator)  
 Mrs H Lowson (Assistant Coordinator)  
 Mrs C Cook  
 Mrs T Geddes  
 Miss D Jack  
 Mrs M Leslie  
 Mrs D McNab  
 Mrs W Noone  
 Mrs M Page  
 Miss K Robertson  
 Mrs F Waddell

### Janitorial Team

Mr R Dow  
 Mr N Greig  
 Mrs L Lister

### Learning Resources/Reprographics

Mr R Kirkcaldy

### Technician Team

Mr A Samson (Senior Technician)  
 Mr A Smith  
 Mrs L Szmitz

Ms M Lister (Kitchen Team Leader)  
 Mrs J McCowat (Cleaning Team Leader)  
 Mr M Gordon (School Crossing Patrol)



## THE SCHOOL DAY AND THE SCHOOL YEAR 2022-2023

<b>FIRST BELL:</b>	<b>8.42am</b>
TUTOR:	8.46 –8.55am
PERIOD 1:	8:55 - 9:40am
PERIOD 2:	9:40 - 10:25am
<b>INTERVAL:</b>	<b>10.25 - 10.45am</b>
PERIOD 3:	10.45 - 11.30am
PERIOD 4:	11.30 - 12:15pm
PERIOD 5:	12:15 - 1:00pm
<b>LUNCH:</b>	<b>1:00 - 1:45pm</b>
PERIOD 6:	1:45 - 2:30pm
PERIOD 7:	2:30 - 3:15pm
<b>END OF SCHOOL DAY:</b>	<b>3.15pm</b>



Pupil Leadership Team 2020, pictured with Provost Jim Leishman

Term	Start Date	End Date
Autumn	Monday 15 August 2022 (Teachers) Wednesday 17 August 2022 (Pupils)	Friday 7 October 2022
Winter	Monday 24 October 2022	Wednesday 21 December 2022
Spring	Thursday 5 January 2023	Thursday 6 April 2023
Summer	Monday 24 April 2023	Friday 30 June 2023
Holiday	Start Date	End Date
Autumn	Monday 10 October 2022	Friday 21 October 2022
Christmas	Thursday 22 December 2022	Wednesday 4 January 2023
Additional	Wednesday 15 February 2023 (Pupils) Thursday 16 February 2023 (Teachers)	Friday 17 February 2023
Spring	Friday 7 April 2023	Friday 21 April 2023
Additional	Friday 7 April 2023	
Additional	Monday 1 May 2023	
Additional	Monday 5 June 2023	Monday 5 June 2023(Teachers) Tuesday 6 June 2023 (Pupils)
Summer	Monday 3 July 2023	Friday 11 August 2023 (Teachers) Tuesday 15 August 2023 (Pupils)



## 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 Council website [www.fife.gov.uk](http://www.fife.gov.uk) 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 school 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. Fife also has an online system currently under development.

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 and exams. Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback which is used to improve learners' performance. AFL encourages learners to become more 'hands-on' with their learning, encouraging them to think about where they are now, where they are going and how to get there. As well as using ongoing assessment strategies, we will also use more traditional assessments which are likely to be in the form of a test and normally done at the end of a unit of work.

In S1-3 we assess progress against "Curriculum for Excellence" levels and from S4 onwards the focus shifts to SQA courses and exams. Our prelim exams for S4-6 are normally held in January.

### 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 usually 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 sometimes ruin progress for a whole session. 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 you 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 any unacceptable 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 "Rights Respecting" school, 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.



Kirkcaldy Schools Rotary Club Quiz Champions



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

### 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.



## 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 Austria 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. 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.

The School 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. Diphtheria, tetanus and polio vaccination is also offered to all pupils.

HPV immunisation (which reduces the risk of cervical cancer) is also offered, and we will support new public health initiatives as appropriate eg Covid, influenza etc

### Mental Health and Wellbeing

We take the mental health of our learners, staff and wider community very seriously. Our mental health can change throughout the day, and from week to week depending on our circumstances and ability to access support and information. Whether at home or in school it is important that we all nurture our mental health.

We support learners to do this by teaching about The Five Ways of Wellbeing. These are five steps we can all take to improve our mental health.

Evidence suggests that these things can help you feel more positive, improve self-esteem and ability to get the most out of life. The Five Ways of Wellbeing include connecting with others, being active, taking notice, learning and giving.

We encourage our young people to speak with their Guidance Teacher if they are struggling with their mental health who will help them to plan their next steps.

KHS has a variety of support groups and programmes, including Seasons for Growth, Anxiety Management, Personal Development with our Personal Support Officers, LGBT+, Mindful Activity Clubs, Outdoor Clubs and Physical Activity Clubs. We also offer Counselling and Art Therapy opportunities with DAPL for young people who need to talk about complex issues and explore their emotions.

Our Mental Health Ambassadors in S3-6 are peer educators who mentor and signpost other support in school.

We share support websites and resources which young people, which staff and families can access at home, with learning opportunities to learn more about mental health and supporting young people (eg our "Padlet" Toolkit).

### Mobile Phones & Earphones

We understand that most young people are likely to carry a mobile phone. As long as it is clear that the school cannot be held responsible for loss or damage, this is acceptable.

To ensure that mobiles & earphones 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.

Mobile use, personal music and the use of earphones is also banned in corridors for reasons of health and safety.

Please do not attempt to make direct contact (eg by text message) with your son or daughter during lesson times. Should you have a



Mr A Reekie,  
Business Manager

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 or by email) is greatly appreciated.



Marking Remembrance at the KHS War Memorial



## WHAT YOU MIGHT WANT TO KNOW: Continued

### Online Safety

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 take this issue very seriously. Please contact us if you are concerned about your son or daughter’s online presence or their use of social media. We find that this can sometimes be used to intimidate or demean and it can be a source of stress for young people.

### 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 KHS. Class 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.

In October, we run 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, here are the dates for Carer Evening dates for a recent, typical session;

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

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 £2.40. Packed lunches may be brought to school and these can be eaten in the refectory. Please note that pupils are not permitted to consume their own 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”.



Senior Netball Team,

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 by Stephen’s Bakery Foundation. Also, healthy home made soup, with bread, 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, the Golf Course Road or on Dunnikier Way.

KHS is also part of the Fife Council bus contract , providing transport for pupils, and we have 3 school buses covering 3 different 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, the current operators.

KHS is also part of the Fife Council bus contract , providing transport for pupils, and we have 3 school buses covering 3 different 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, the current operators.

### Web and Digital Communications

The Kirkcaldy High School “Twitter” news service is proving to be very popular with around 4500 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.



### Tweet @KirkcaldyHigh

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.

<b>S4 Attainment (Literacy and Numeracy)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
% 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%

<b>S6 Attainment (measured against relevant S4 cohort)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
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.



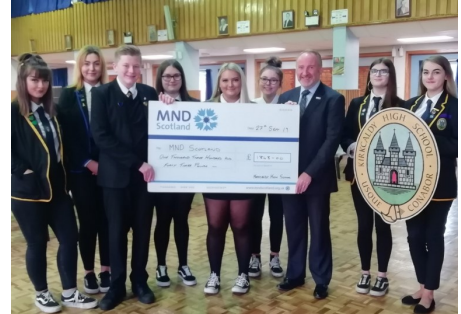
# WHAT WE ARE DOING TO CONTINUE IMPROVEMENT: Our Improvement Priorities 2022

## Our School Improvement Plan

### Priority 1: Health & Wellbeing

*Supporting and improving health and wellbeing within our school community*

- We will be even more alert and sensitive to young people’s mental health needs
- We will support our more vulnerable young people and those with additional support needs to reconnect with in school learning
- We will continue to develop a shared understanding of children’s rights (Including multicultural awareness and racial equity issues).



A Cheque for MND Scotland, remembering Gordon Aikman

### Priority 2: Learning, Teaching & Assessment

*Improving consistency of learning, teaching and managing relationships to ensure a high-quality learning experience for all our young people*

- We will develop a shared understanding of what great learning & teaching looks like
- We will embed our new Managing Relationships Policy
- We will improve the use of digital technologies across the school
- We will develop greater staff leadership opportunities.



At our Twin School in Rwanda

### Priority 3: Attainment

*Improving attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity*

- We will continue to improve our attainment tracking
- We will develop our strategies for encouraging learners to take responsibility for their own learning and progress
- We will update our Curriculum Rationale to define learner pathways more clearly.



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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