

Kirkcaldy High School

Standards and Quality Report
Achieving Excellence and Equity



Context

Setting/School Roll	1439			
FME	24.1%			
Absence (%)	Authorised	6.09%	Unauthorised	1.15%
Exclusion (%)	11 per thousand			
Attainment Scotland Fund Allocation (PEF and SAC)	£185 985			

We aim always to be; "A happy, fair and supportive learning community which improves life chances through inspiring ambition, creativity, hard work and perseverance." Our values are; Respect for Self, Respect for Others, Respect for Learning

Our catchment extends from Redcraigs in the west to Hendry Road in the east and includes the Valley and Templehall areas of the town, as well Dunnikier Estate and the new developments to the north of Chapel Level. Our cluster of primary schools are Capshard, Fair Isle, Torbain and Valley, although each year we receive many placing requests from other parts of the town, especially Smeaton and Gallatown. We also attract significant numbers from Cardenden.

A large part of our catchment comprises neighbourhoods which are identified as being areas of multiple deprivation in SIMD surveys. For example, 29% of learners come from SIMD 1 or 2 and 58% live in SIMDs 1-4. Our FME is 21.7% and the % of children under 16 living in poverty is typically 3% or 4% higher than the Fife average.

Improvement for Recovery Priority Work

Session 2021 - 2022

NIF Priorities: 1. Improvement in attainment, 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

NIF Drivers: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Progress, School Improvement and Performance Information

HGIOS 4 Quality Indicators

Leadership and Management
Learning Provision
Successes and Achievement

Progress:

Improvement priority 1: To improve consistency of learning, teaching, and assessment to ensure a high-quality learning experience for all our young people

- **PEDAGOGY** All staff were consulted and a lesson evaluation toolkit has been developed. PL Programme was organised but not delivered due to our ongoing staffing issues (Covid related). 30 staff have taken part in the World Education Summit. Started a professional reading group, however due to staff absences this was unable to continue throughout session. £300 worth of new PL resources were purchased to help set up our staff resource library in the staffroom.
- **DIGITAL SKILLS** A new digital skills course has been developed as part of the S3 Enrichment course. We have received certification for implementing the Wakelet Student Ambassador

program. Working towards achieving the Digital Schools Award (aim to achieve this by end of session 22-23).

- **RECOGNITION** We have introduced whole school recognition – praise certificates have been issued twice this session. All faculties have recognition walls or other similar praise systems. Managing relationships has continued to be a focus throughout the session. We have had a focus on staff and learner expectations, concentrating on the following issues in particular: Meet and greet, time out of class, mobile phones and uniform.
- **RAISING ATTAINMENT IN NUMERACY** This has been a standing agenda item for every DM. We have worked on improving the post assessment feedback. We are improving tracking/moderation of Numeracy across the Mathematics Department to improve attainment and provide better detailed information to improve feedback and next steps for learners.
- **RAISING ATTAINMENT IN LITERACY** One S1 English period each week was explicitly timetabled as Literacy. Resources were developed and was delivered successfully. We are developing S1 literacy skills and raise attainment in literacy. Additionally, offer targeted support to S1 learners with first level literacy.

Improvement priority 2: To work with our pupils, parents/carers, and community partners to identify and bring about improvement in our young people's health and wellbeing

- **CHILDREN'S RIGHTS AND THE PROMISE** Ukraine Appeal to support children in conflict. "Crisp Packet Project" to create blankets for young people who are homeless. Use of 'Pupil voice' survey to reflect on and redesign the S1 Children's Rights course. Application is in for being a Vision School (we will hear back week beg 13th June). History working group formed and resources collated. Survey completed in SE re. use of inappropriate language around the school. A "QR Drop" with a number of QR codes linking to videos about language, prejudice etc. were posted around the school. We have developed a document for staff to use with examples of language/misconceptions we hear, their origins, and advice on how to respond to them. A final check is required before this is issued to staff. A video assembly was held focussing on LGBT+, a daily "Tweet" for LGBTHM and also celebrated "Purple Friday" during LGBT+ History Month.
- **VULNERABLE LEARNERS** The PSOs have run 3 Season's for Growth sessions. 12 pupils in total have benefited from this. They have also run 1 to 1 sessions, 4 each week since Easter, working with young people on their own personal development. The Serenity Garden group has run throughout this session, focussing on nurture in nature. The friendship group runs once a week, where we play games and build relationships with others so our pupils know that there is always some place they can go at break or lunch times.
- **MENTAL HEALTH** We have re-designed the KHS Mental Health Toolkit. It is now part of the school website. We trained 20 MH ambassadors this year. Not all of them have been active ambassadors in the end. We have had 11 S1-2 girls attending the 'Our Girls Can' after-school sessions. These have consisted of cooking, physical activity, games, goal setting and working with girls across different year groups to help with belonging, making active choices, empowerment and resilience. We had 3 main S6 leaders for the year but towards the end they have trained an S3 and S4 leader to take this on.
- **OUTDOOR EDUCATION** S1 and S2 attended an outdoor and adventure day. This allowed them to experience new activities, challenge themselves, interact with others, solve problems together and achieve both individually and as part of a team.

Improvement priority 3: To improve attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity

- **ATTAINMENT TRACKING** Due to major staffing issues due to Covid, we have not made as much progress as hoped. However, we have now developed a whole school tracking system, which we will have up and running for session 2022-23
- **PUPIL LEADERSHIP** Due to major staffing issues due to Covid, we have not made as much progress as hoped.
- **CURRICULAR PATHWAYS** We have introduced new courses for session 2022-23. Eg. Early Learning & Childcare, Events Management, Communication & Literature, Lab Science etc.

Impact:

Improvement Priority 1:

- **PEDAGOGY:** We have developed a shared understanding of what great learning & teaching looks like, resulting in an improved learning experience for all learners. NO CLPL???
- **DIGITAL SKILLS:** At least 50% of pupils have achieved N4 or N5 Communications this session. We continue to improve the use of digital technologies across the school to develop the digital literacy skills of both staff and learners.
- **RECOGNITION:** We continue to embed our new Managing Relationships Policy, to achieve consistency of practice across the school community. There will be a particular focus on rewards and recognition.
- **RAISING ATTAINMENT IN NUMERACY:** The number of S3 learners with an SNSA result of 12+ has increased by 9% since 2021 and 2020 and the number of learners with an SNSA band of 7 or below has reduced by at least 3% in comparison to 2021 and 2020.
- **RAISING ATTAINMENT IN LITERACY:** We are developing S1 literacy skills and raise attainment in literacy. Additionally, offer targeted support to S1 learners with first level literacy. The target will be to have **60%** of young people working within Level 3 by the end of S1. By the end of the year, 60% of S1 are working on Level 3 Reading, 56% level 3 Writing and 70% level 3 Listening & Talking. The Reading skills took longer to get through than anticipated, therefore there was less time spent on writing.

Improvement priority 2:

- **CHILDRENS RIGHTS AND THE PROMISE:** We are developing our understanding of children's rights and The Promise.
- **VULNERABLE LEARNERS:** We support our more vulnerable young people and those with additional support needs to reconnect with in school learning, increasing engagement and raising attainment.
- **MENTAL HEALTH:** We are more alert and sensitive to young people's mental health needs. We want to make sure that our young people are aware of the support available and how to access support. Mental Health Ambassadors to achieve a Youth Achievement award as well as a Mental health First Aider Award.
- **OUTDOOR EDUCATION:** We have used outdoor education recovery fund to engage with Scout Adventures Scotland who delivered outdoor and adventure days to our S1/2. This project helped to engage pupils with outdoor learning, supporting their mental health and wellbeing.

Improvement priority 3:

- **ATTAINMENT TRACKER:** We are improving our attainment tracking to ensure quicker interventions. We aim to improve the number of Nat 5 awards achieved by S4 learners, especially for learners in SIMD 1 (>2%) & SIMD 2 (>2.5%).

- **PUPIL LEADERSHIP:** Our young people will be expected to take more responsibility for their own learning and progress.
- **CURRICULAR PATHWAYS:** From our updated Curriculum Rationale, all young people should experience more coherent learning pathways which will support positive destination for all.

Next Steps:

Improvement priority 1: To improve consistency of learning, teaching, and assessment to ensure a high-quality learning experience for all our young people

- Re-draft toolkit to ensure our 6 identified priorities are highlighted as well as building in Learning for Sustainability. The toolkit needs to be re-launched and embedded fully so that it is 'alive' in classrooms and part of our ongoing professional dialogue. It also needs to be used as a supportive tool for our learning visits. PL Programme will be delivered with a focus on LT&A. Staff involved in World Education Summit will deliver the PL sessions. We aim to get this back up and running for next session. We need to promote this resource and encourage staff to use this. Can we get the curriculum maps up and running again so that we can see when other subjects are teaching which topics? This will allow for more naturally occurring IDL.
- Modify and run course again and the target is to get at least 75% of learners a N4 or N5 Communications award. A group of S1 and S5/6 Learners to be trained to become Digital leaders. Training will resume from Aug 22 for staff to improve digital skills. A session will be required at an Inservice day for staff to sign up to Microsoft Learn. Aim to get all staff to complete 2 courses on IT to achieve certified MIE status (2 – 2.5 hours)
- Use feedback from questionnaire (June 22) to amend policy and plan PL for next session. Re-launch policy at Inset Aug 22. Plan PL around Managing Relationships throughout session.
- Improve challenge and enjoyment by re-introducing the S1 CSI into term 1 in Mathematics. Carried forward from session 2021-22 – highlight possible links to other faculties as part of a wider responsibility across the curriculum.
- Plan for session ahead is to develop a whole school. Discrete literacy period delivered by staff across each faculty. There will be a bigger focus on writing with S2 in the year ahead.

Improvement priority 2: To work with our pupils, parents/carers, and community partners to identify and bring about improvement in our young people's health and wellbeing

- 'Pupil voice' to reflect on S2 Citizenship Course and link more to Global Development Goals. Peer Education initiatives - Delivering training to St Andrews High School Rights Group. Train new junior Rights Ambassadors in KHS. Whole school CPD needs to be planned. Involvement in Lessons from Auschwitz project. Continue our Vision Schools journey (Holocaust Education). We plan to run the survey again next session to see if there has been an improvement. We plan to introduce a new way to report prejudicial language and incidents. Raising awareness of the system will be done in SE and at assemblies. Introduce MVP training and mentors to deliver sessions to S1-3 in SE. A raising awareness of MVP training session for all staff at a Collegiate Session. We plan to update the social education lessons as the materials being used at the moment are a bit outdated and in need of a refresh. There are some good new dramas including, "Sex Education", "Love, Simon", "Love Victor", and "Heartstopper". We also hope to run a KHS Pride event as regulations did not allow this to happen this session.

- We will build on the sessions that have been successfully delivered this session. G Wood and I Gannon are keen to work with groups of learners on nurture through planting in session ahead. (Protected time required). We are looking to have more of a focus on attendance procedures in order to reduce truancy and non-attendance
- MH Toolkit to be visible in all meeting rooms so that it can be referred to and signposted to learners/parents during meetings. More MH ambassadors will be trained, pupils given chance to express interest June 22. After the training programme, we will set up a wellbeing hub to be manned by ambassadors. We plan to build the 'Our Girls Can' group by offering this to the new S1s. Mr Greenhorn has asked Primary Schools to complete the wellbeing survey prior to coming to HS, so that we can identify the girls early on. We have had a good amount of interest for leaders from the S6 Induction so we may be able to develop it more and look at options for boys. We also plan to make more links in SE and relevant extra-curricular clubs to '5 Ways of Wellbeing'. Guidance will trial a new QR code system where pupils can confidentially book appointments when needed.
- Our new S1 will attend activity camp in the session ahead.

Improvement priority 3: To improve attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity

- Clear targets set for session 2022/23 – 100% of S4 pupils achieving 5 SCQF level 3 qualifications or better, SCQF level 4 literacy and SCQF level 4 numeracy
- A BGE tracker and a SP tracker will be developed and used throughout the session to track attainment and plan for interventions.
- Increase leadership opportunities and wider achievements (Saltire Awards, Leadership Awards, Mental health & Wellbeing Award, YSLP Award, Young Ambassador, Outdoor Leaders, Wakelet Student Ambassador)
- In the session ahead we want to review the Enrichment course in S3, make sure that we are offering enough alternative qualifications in S5/6, review the structure of tutor classes and generally update our Curriculum Rationale

Attainment of Children and Young People

Level 3 achieved

Stage	Reading	Writing	Listening and Talking	Numeracy
S3	85%	82%	86%	84%

Outcomes for Young People (SQA and Destinations)

(All data from INSIGHT)

Literacy and Numeracy

Leavers – Literacy and Numeracy continue to be above the virtual comparator for SCQF level 4(89.4%) continuing the 3-year trend. Literacy and Numeracy at SCQF level 5 was below the virtual comparator at 55.6%. This is against the trend for the 2 years previous where Literacy and Numeracy was above the virtual comparator.

Positive Destinations

Leavers – Almost all young people (90.8%) from KHS move on to sustained positive destinations. This continues the trend of young people moving on to positive destinations which is below both the virtual comparator and Fife figures over the past 3 years.

33.8% of leavers move on to Higher education

27% of leavers move on to Further education

23.2% of leavers move on to Employment

6.8% other

Attainment by year group

S4

- 77% of young people achieve 5 or more SCQF level 3 awards
- 32.4% of young people achieve 5 or more SCQF level 5 awards
- 27% of young people achieve 5 or more A-C SQA National 5 qualifications

S5

- 57.5% of young people achieve 5 or more A-C SQA National 5 qualifications
- 33.6% of young people achieve 3 or more A-C SQA Higher qualifications
- 13.55% of young people achieve 5 or more A-C SQA Higher qualifications

S6

- 58.7% of young people achieve 3 or more A-C SQA Higher qualifications
- 34.9% of young people achieve 5 or more A-C SQA Higher qualifications
- 23% of young people achieve 1 or more A-C SQA Advanced Higher qualification

Evidence of significant wider achievements

Recent achievements have been curtailed by Covid and other constraints. However, we were recipients of the COSLA Excellence Awards (Reducing Inequality and Improving Health) and Fife Free Press “Top Forty Fifers” – Number 1 for our work in tackling homophobia. We have a very strong reputation as a welcoming and highly inclusive school. We were also one of the very first state schools to be awarded LGBTYS “Gold Charter” status in 2020. This work (over several years) has had a significant impact on relationships and ethos, which are widely recognised as being very strong (see Pupilwise and Parentwise Surveys on KHS website www.kirkcaldyhighschool.com). Other evidence which supports this view includes our recognition as the Kingdom FM “Best School” and our achievement of UNICEF Rights Respecting School “Gold” status, the first secondary school in Fife to achieve this and one of only a handful in Scotland.

Impact of Local/National resources to support recovery (additionality of staffing)

Additionality in staffing (teaching/support)	2 FTE
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Unfortunately, staffing shortages meant that additional staffing was largely used as “backfill”.

Scottish Government “PEF”

The bulk of this funding (c£150 000) covers our Pupil Support Officer provision (4 posts). These staff focus on therapy work (including Seasons for Growth), outdoor experiences, mental health support, family work (including home visits) and one of the posts is very specifically targeted at leavers and positive destinations, working closely with SDS, and with College liaison a key focus. We also fund a mentoring programme called In-Sync with the YMCA. Our “Bridging the Gap” after school provision for “school refusers” is also supported and we have incidental spends to support pupils with additional needs, and some provision of school uniform for families who are disadvantaged at this time.

Impact:

See evaluative data already provided re attendance, exclusion and survey results.

Next Steps:

To identify, track and monitor progress of those young people from socio-economically deprived backgrounds, leading to identification of the attainment gaps and structured support and interventions to improve attainment and achievement for identified group(s). This will include:

- Continued work through the Pupil Support Officer provision as outlined above
- Additional non-contact time for PT Guidance to support increased caseloads and work around PEF
- Development of a National Improvement Framework (NIF) support team made up of existing posts and the development of some additional roles to ensure that we identify, track and monitor the progress of young people to ensure that interventions are specific to need and have impact.

School/Setting Name: Kirkcaldy High School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation			
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022
1.3 Leadership of change	Good	Good/Very Good	Good
2.3 Learning, teaching and assessment	Good	Good/Very Good (see Pupilwise etc)	Good
3.1 Ensuring wellbeing, equity & inclusion	Very Good	Very Good	Very Good
3.2 Raising attainment and achievement	Good	Good	Good