Kirkcaldy High School

SIP 2023 – 2026
Year 1

Final Version

National Improvement Framework Priority:

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Focused Priority 1 : To develop our curriculum and pedagogy, working with all stakeholders, leading to improved engagement, participation and achievement for each learner.

HGIOS4 Quality Indicators	
1.2 Leadership of Learning	
1.3 Leadership of Change	
2.2 Curriculum	
2.3 Learning, Teaching and Assessment	**HGIOELC Quality Indicators: N/A**
2.7 Partnerships	
3.2 Raising attainment and achievement	
3.3 Increasing creativity and employability	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Our learners will benefit from all stakeholders knowing and understanding what our strengths are and what areas we need to improve to ensure improved outcomes for learners	Updated whole school self-evaluation policy (with calendar) including whole school and faculty Validated Self-evaluation model implemented	C McKay S Young ELT House Leaders	All stakeholders are aware of school strengths and improvement needs and can articulate this through VSE's and other mechanisms including surveys, focus groups, SIP/FIP discussions	October 2023
	Development of pupil voice activities including pupil focus groups / regular surveys and discussion		Record of Minutes YP reporting increased value in opinion and change Discussion at ELT	Initial plans put in place by Oct 2023. System embedded by June 2024
	Focus Groups to meet throughout the session to gather feedback on prospective change and current practices. Pupils' views will be considered in all aspects of improvement planning.		Feedback to be considered carefully	October 2023

Our learners will benefit from the development of leadership and collaboration at all levels – Key focus around middle leadership and young people	Implementation of Pupil Leadership/Council Groups for S1/2, S3/4 and S5/6 PTC Meetings to be led and chaired by PTC group and introduction of ELT meeting with all promoted staff PTCs and faculty staff to be involved in faculty VSEs Development of leadership programmes for Y.P. and staff	S Young House Leaders Tutor Teachers PTC / ELT group All Staff PTCs and faculty staff C McKay SLT ELT	Minutes of Meetings Pupil Feedback Middle Leaders feedback Wider staff feedback Assessed work throughout session Moderation at all levels Recording of levels/results on department trackers/ Progress/CTG tracker	August 2023 Ongoing to June 2024 By May 2024 May 2024
Our learners will have Improved literacy and numeracy outcomes key focus - SCQF Level 4 – Target 96% **S3 Literacy Level 3 – 88%** **S3 Numeracy Level 3 – 85 %**	New literacy course to be implemented in English Department; Closing the Gap tracker to monitor and intervene for those who are not attending; work with SLD early in session to support YP to achieve potential; Create and implement new RA Policy with staged interventions to challenge disengagement	K Hume SIG - RA H Thompson P Cobban A Grubb PT Engagement SLD staff PSO family worker where required K Hume SIG - RA A Samfat	Implementation of policy and monitoring impact by tracking yp's progress Introduction of Progress and staff gradually using it to track/monitor/intervene All faculties using learner conversations to ensure that yp set targets/know next steps All faculties contributing to 5@3/4/5 target Improved attainment across school (Insight); fewer yp being left behind	Policy – Aug 2023 Initial Progress training – Aug/Sept 2023 Collegiate session on RA – Sept 2023 Ongoing increased focus on RA in all faculties - May 2024
Our S4 learners (middle 60%) are supported to achieve at least 5 SQA qualifications through interventions that are informed by data.	Ensure all stakeholders are aware of stretch targets	N Ritchie All staff	Curriculum questionnaire to be issued to PTCs	

	Introduce new school management system (Progress) to track YP more closely and enable more effective manipulation of data to inform interventions; collegiate session with learner conversation/tracking focus		Improvement Team to meet at Inset days and plan/review development work	
			Curriculum Rationale posters to be in every classroom and featuring in the staff planners	Sept 2023
	Work with our updated Curriculum Rationale. This will be a live working document used across the school to ensure that the whole school community has a shared understanding of what we are trying to achieve and how we are achieving this. Our drivers will be Numeracy, Literacy, Health & Wellbeing and Digital Skills.		Curriculum to be a standing agenda item at DMs	Every Inset day
			Collegiate session to be planned to generate innovate ideas around S1/2 curriculum	
				August 2023
All our learners will experience a curriculum that meets their needs and helps them to gain the knowledge, skills and attributes required for success in school and in life after school – key focus S1/2.	Use Curriculum Maps to help to take a creative approach to curriculum planning in the BGE. We need to plan a coherent curriculum which meets learners needs and has a focus on transferable skills.	S Hamilton C McKay SIG - Curriculum	Track attainment/attendance data, especially around new courses	Throughout session 23-24
			Set up focus groups of learners who are taking new courses. Take on board feedback and make further improvements	Collegiate session 2 or 3 New curriculum plan for S1/2 to be in place for Feb 2024
	Continue to extend/diversify accreditation eg. NPAs, SCP links, work experience etc. to ensure that learners follow appropriate learning and progression pathways using SCQF partnership model.		Updated learning standard (Time for Success) to be developed and shared with all stakeholders	Focus groups in November 2023 and again in May 2024 Developed and shared at Inset Aug 2023

	We will further develop our Learning Standard and ensure this is displayed in all classrooms.		SIG approach to collegiate sessions	September 2023 and then May 2024
	Use our School Improvement Group (SIG) to develop questioning skills and improve pace/challenge within lessons. This will be delivered through sharing good practice leading to improved consistency of high-quality learning experiences.

Review and development of AiFL as part of learning standard and learning observations. | S Hamilton

C McKay

SIG - Curriculum | Pupil questionnaire to be issued re. assessment in Sept 2023 and then re-issued in May 2023. Progress can be measured.

Pedagogy Friday, with a focus on AFL, to be set up for sharing good practice.

Assessment and moderation calendar to be developed | Set up for starting in October 2023

Developed for June 2024 |
| | Development of BGE planning policy and implementation, ensuring that all courses have appropriate planning, linking E's and O's, assessment and moderation activities. | P Morris

S Hamilton/J Davidson

SIG – L&T | | May 2024 |
| **All our learners will experience high quality learning and teaching, experiences that are meaningful, collaborative, creative and transformative, resulting in improved engagement and attainment.** | Development of partnerships with employers to increase work placements/links with employers/further engagement with alternative programmes.

Learners attending the Community Trade Hub will secure additional 2 units. Learners attending work placement will complete SQA unit | | Record of pupils on work placement and on alternative programmes. Where possible, pupils will gain additional qualifications. Learners will complete surveys/give feedback after programmes/work placement. % of positive destinations will be tracked. | |

Our learners will have increased positive destinations – stretch target 95.2%		J Davidson C Donaldson J Preece DYW Coordinator S Hamilton		

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

National Improvement Framework Priority:

- Placing the human rights and needs of every child and young person at the centre of education

- Improvement in children and young people's health and wellbeing

Focused Priority 2 : To ensure we continue to meet all learners' needs by developing appropriate universal, additional and intensive supports, relevant to each learner.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators: N/A
1.3 Leadership of Change	
2.1 Safeguarding and child protection	
2.4 Personalised Support	
2.5 Family Learning	
2.6 Transitions	
2.7 Partnerships	
3.1 Raising attainment and achievement	
3.3 Increasing creativity and employability	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Furthest from achievement (S4) to achieve 5 qualifications at National 3 or above (Stretch target 90% of year group)	Monitor progress of S4 YP and intervene to support those who have low attendance/engagement to achieve. Personalise support where required.	K Hume L Little Guidance staff PSO family worker	Attendance and tracking data Evidence of re-engagement if return to school/class Evidence of passed assessments	Data collated and updated following each tracking report On-going record of progress On-going dialogue with departments May 2024 – final collation of qualifications achieved
Our learners will have improved Positive Destinations – stretch target 95.2%.	Build confidence and experience with appropriate support from key staff Develop leadership skills for S6 and achieve Saltire hours Learners will be offered supportive programmes for the most vulnerable/target groups. Use	J Davidson C Donaldson J Preece A Dick SDS colleagues	Tracking data from Destinations Spreadsheet and Interventions Spreadsheet. Use learners' surveys/feedback to improve experience.	Ongoing tracking throughout the year. May 2024 – final collation of destination data.

	Trade Hub/work placements where appropriate. Introduce mentoring scheme for S6 to S3.			
Develop and embed a system that will track the wellbeing of all pupils across the school community, allowing timely and appropriate support and interventions to be utilised when necessary.	Create a survey that will be completed in tutor once a month to monitor the wellbeing of all pupils across all levels of support. Named Person to track and identify any changes to pupil wellbeing or any area highlighted as a concern.	A Farquharson All Named Persons Tutor Teachers	Survey data Pupil conversations Staff concerns	Ongoing throughout the year with pupils completing the same survey once a month in tutor. Staff to complete SHANARRI reports as required as requested by Named Person for meetings.
	All staff to become more familiar with the language associated with the Wellbeing Indicators, referencing it in class and using it to report on the young people.	A Farquharson / E Sim; All Staff	Staff survey Staff conversations Learner conversations Effective pupil support plans	Ongoing daily and at SLG termly
	Named Persons to liaise with partner agencies independently and through the returning SLG and, to provide the appropriate professional support where required.	All Named Persons Partner Agencies	Improved pupil wellbeing Survey data Effective pupil support plans Partner agency evaluations	Tracking system set up by October 2023. Monitor monthly.
Improve attendance, engagement, attainment and 16+ opportunities for all our pupils with protected characteristics (36 Care Experienced learners, 15 Young Carers etc).	Monitor the progress of pupils with protected characteristics in relation to their attainment, transferable skills, social development, wellbeing indicators, and 16+ opportunities.	K Gibb A Farquharson M Sanderson	Individual's Progress Reports Individual's Attendance Data Destinations Spreadsheet Interventions Spreadsheet Pupil's Wellbeing Survey Pupil Questionnaire Learner Conversations Staff surveys	Staff training at collegiate or inset before December 2023.
	All staff to receive training around 'The Promise' and made aware of their corporate parenting responsibilities. Link with Zoe Thomson (QIO) and Helen Deehan (Corporate Parenting Development Worker) as required.	K Gibb A Farquharson M Sanderson All staff	Improved experiences for CE learners Learner conversations Pupil's wellbeing survey 'Protected Characteristics' tracker	October 2023. October 2023.
	Our Anti-bullying Policy to be reviewed and updated.	A Farquharson (+SLWG)	Pupil, Family, Staff Surveys	

All our pupils will learn in a fully inclusive environment where all pupils can feel safe and happy at school regardless of their identity, improving equalities for all and reducing incidents of bullying and discrimination.	All stakeholders will become familiar with, and follow, the processes for reporting bullying and issues of discrimination.	K Gibb A Farquharson All staff, pupils and their families	CP Spreadsheet 'No Bystanders' Data Learner conversations	Throughout the year at the appropriate curricular times or in response to community issues as required. Mentors trained by September 2023. Lessons taught in January 2024.
	Current school and community issues (social media, bullying, discrimination) to be addressed through PSE and assemblies, and to be supported by all staff in all school environments.	Guidance team and PSE teachers	PSE Surveys Learner surveys Family Surveys Class/school observations	Weekly input throughout the year.
	Expand the Mentors in Violence Prevention programme to include S5 and S6 Mentors, and to be taught to S1 and S2.	MVP Leads	Learner Surveys 'No Bystanders' Data Staff Surveys Class/School observations	August 2023
	Continue to access and deliver programmes including 'Our Girls Can' and 'SHE', while also looking at similar projects for boys or trans young people.	J Kerek (+SHE Staff) A Rae	Partner agency evaluations Learner surveys Pupil Wellbeing Survey Improved learner engagement	Daily throughout the year.
Increase pupil attendance to stretch target of 89.3%	Implement and embed our updated and enhanced attendance policy.	K Gibb N Dempsey (+SLWG) All Staff	Attendance Data (Power BI) Monthly Attendance Checks Attendance Data (Power BI); Individual Attendance Records; Inclusion Hub, YM and Bridging the Gap attendance records;	Daily throughout the year.
	Increased use of group calls and to raise absence and late coming, providing more timely information to parents/carers.	Admin Staff	As above	Period by period every day.

	Tutor teachers will take an active role in addressing 'TBC's for the previous weeks attendance, with Named Persons picking up outstanding ones the following week.	Tutor Teachers All Named Persons	As above	Daily throughout the year.
	Further track and report identified Vulnerable Learners that are missing from their class but were present in the one before, by emailing Named Person Box, with NP then to contact home immediately.	All Staff All Named Persons Admin Staff	As above	As Named Person and PT Engagement requests throughout the year.
	Pupil Support Officers will each spend a period a day tracking and phoning home for those learners absent 3+ days where there has been no contact, they will then work down to 2+ days etc.	PSOs	As above	Ongoing throughout the year.
	Family Link and Positive Destinations PSOs will make home visits where appropriate to build links for pupils to return with increased confidence.	L Hardie J Preece	As above	Ongoing throughout the year and at PLAN bi-weekly.
	Named Persons will use appropriate additional strategies available to them to aid pupil's return and engagement eg Inclusion Hub, PT Engagement sessions, Bridging the Gap, YM sessions, Trades Hub, College Partnerships etc, as part of relevant, reviewed and updated Support Plans, with attendance for these sessions being more accurately recorded.	All Named Persons Strategy Leader/Teacher	As above	December 2023 Ongoing with review dates during ...
	Reduce the number of ARAs and get group agreement through PLAN for those required, to ensure all previous steps have been considered/taken.	K Gibb SLT All Named Persons	ARA Records	December 2023

Review and track Supported Learning Department initiatives and strategies, ensuring all our learners with additional support needs will have access to the appropriate strategies, allowing them to access and engage with their learning, reducing and removing potential barriers to achieving and surpassing their potential.	Strategies used within SLD to be evaluated to maximise efficiency of resources, upscaling or streamlining where appropriate.	A Farquharson G Broadway SLD Teachers and PSAs PT Engagement	Pupil Attainment Data; Pupil Surveys; Family Surveys; Class Observations;	September 2023
	SLD staff will assess pupils in a timely manner, and create SLD profiles where required, ensuring they are reviewed throughout the session.	G Broadway SLD Teachers	Interventions Spreadsheet; Individual Support Strategies Review Data	June 2023
	Review the implementation and impact of learners supported learning profiles in lessons.	A Farquharson G Broadway SLD Teachers	As above	August 2023
	Create an Assessment Arrangements calendar to ensure referrals, tests and supports are completed and in place for SQA assessments.	R Mooney/G Broadway	As above	August 2023
All our future S1 pupils for session 2024-25, will experience an improved transition experience throughout this academic year, including those learners that need additional visits as part of an 'enhanced' transitional package. All learners should experience a more successful and less stressful, final transition to high school.	Re-establish a cluster transition group with KHS Depute linking with senior phase Depute HTs of cluster primary schools to improve pupil experiences.	A Farquharson Cluster DHTs	Pupil Surveys Family Surveys Staff Surveys Pupil/Class Observations Pupil Conversations Yearly Transition Review	Ongoing throughout the session
	Clearly define roles and responsibilities of all those involved with transition to improve communication.	A Farquharson J Kerek G Broadway R Wilkie	Staff conversations Yearly Transition Review	
	A transition calendar will be developed so that there is better planning and spreading of events, covering events both at KHS and in the cluster PSs, and will clearly identify who is responsible and what the purpose of the event it.	A Farquharson Cluster DHTs	Teacher surveys Staff conversations Yearly Transition Review	
	A cluster subject based project will take place to improve transition between P7-S1, improving consistency of approaches to	Curricular PTC / Staff;	Staff Surveys Pupil/Class Observations	

	learning and teaching strategies, and will improve attainment in that curricular area – literacy or numeracy or both, yet to be decided.	Senior Phase Primary Teachers	Pupil Conversations Yearly Transition Review Attainment Data	
Our staff and learners will improve their well-being through planned initiatives to improve relationships	Develop and implement a strategic staff-wellbeing strategy to ensure this is a key priority	S Young L Little Staff Weill-being working group		
	Review and improve our current Managing Positive Relationships policy, working with key stakeholders and taking account of current context.	K Gibb SIG – Support PTCs All staff	Continued reduction in referrals, exclusions, and peer issues. Young people and staff reporting improved relationships through surveys and focus groups	

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation