



# Kirkcaldy High School



Standards and Quality Report

*Achieving Excellence and Equity*

## Context

<b>Setting/School Roll (including ELC/ASC)</b>	1454			
<b>FME</b>	24.7%			
<b>SIMD Profile for establishment</b>	SIMD 1 and 2 - 29%, SIMD 1-4 – 60%			
<b>Attendance (%)</b>	<b>Authorised</b>	9.74	<b>Unauthorised</b>	5.48
<b>Exclusion (%)</b>	0.03%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£227,850			

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 Priority Session 2022 – 2023

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

**Priority 1** – To improve consistency of learning, teaching, and assessment to ensure a high-quality learning experience for all our young people

<u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy  <u>NIF Driver</u>  Teacher and practitioner professionalism  Curriculum and assessment  Performance information		<u>HGIOS 4 Quality Indicators</u>  1.1 - Self-evaluation for self-improvement 3.2 – Raising attainment & achievement 2.3 – Learning, teaching & assessment 3.3 - Increasing creativity and employability 2.2 - Curriculum 3.1 - Ensuring Wellbeing, equality and inclusion 2.4 - Personalised Support				
Has this priority been:  (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
<b>Progress:</b> <ul style="list-style-type: none"> <li>All staff took part in a Learning and Teaching Toolkit session on the August inset day; a few teachers volunteered to observe partners using the toolkit as support in term 1.</li> <li>Literacy course developed and all S1 learners had an extra literacy period weekly. This was led by PT Literacy but lessons were taught by staff from across the school to emphasise that it is the responsibility of all.</li> <li>Writing skills focus - this did not take place due to staffing but a new course has been planned for session 2023-24.</li> <li>Programme to support those with lowest literacy levels – this did not run due to staffing. However, a lunchtime reading group was run with those working at level 2 and the English Department are planning supported group(s) in 2023-24 if staffing allows.</li> <li>Our L&amp;T group developed and promoted our Time for Success focus. This was shared with YP and staff throughout the session and was the focus of a Collegiate session (7<sup>th</sup> Feb).</li> <li>Our L&amp;T group have been meeting regularly through the session. They have been working on developing curricular maps for the BGE across each faculty. We are hoping that these will be finalised by the end of this session.</li> <li>Our Nov Inset had a focus on Digital Technologies, staff were given time to research digital technology courses that they felt could improve the L &amp; T experiences within their classrooms.</li> <li>We have had a successful professional reading group running this session. We have had six members of staff regularly attending. There has also been an online system set up for reading articles etc. This has had really positive feedback and should be expanded on for next session.</li> <li>All staff took part in Trauma Informed Practice training, in line with our Promoting Positive Relationships Policy, on the Aug Inset day. We have introduced regular uniform check-ins and there have been weekly reminders in HT update re. Meet and greet, mobile phone, uniform etc.</li> </ul>						

- The Maths department re-introduced the CSI themed unit of work to S1 with a focus on challenge and enjoyment.
- There has been increased effort to share appropriate support plans for pupils with staff and to ensure that SLD Profiles are there for those who need additional support for their learning.
- The introduction of the BGE class in SLD has allowed for a more suitable learning environment for a small number of our pupils, where they experience a smaller pupil to teacher ratio and a slightly alternative curriculum with more outdoor learning and a strong focus on developing transferable skills.
- Dialogue between Primary and Secondary colleagues regarding curriculum and assessment in both English and Maths.

**Impact:**

- Literacy course – all young people have had additional literacy support; they have learnt about literacy across the curriculum; discussed racism/equality through reading for pleasure and have had an element of personalisation and choice through the Scottish Studies unit. Qualitative feedback suggests that engagement and confidence have grown. Teachers commented that the course was well organised and resources differentiated.
- 36% of S1 are working within Level 3 or above; 67% of S2 are working within Level 3 or above
- Lunchtime reading group – developed confidence through reading for pleasure in a few learners who are reading at level 2.
- Feedback from our ELP found that elements of Time for Success were embedded in most classes
- The curriculum maps will allow us to identify naturally occurring IDL opportunities and will also enable staff to identify transferable skills and knowledge. Our young people should benefit from this linked learning. Curriculum maps should also encourage more consistency of practice in terms of homework, highlighting skills, LfS and knowledge and understanding of society.
- As a result of the Digital Skills staff training, we now have 38 members of staff who have achieved Microsoft Educator status. We also have 8 Wakelet Student Ambassadors. We are still in the early stages of working towards the Digital Schools Award.
- Feedback from our ELP states that almost all staff are using the smart board for teaching but there was a lack of pupil interaction.
- Relationships are a strength across the school as evidenced by our ELP, however there is a need to look at interventions and decide which are having an impact and which need to be reviewed/amended. Most YP are regularly wearing white shirt/tie. The majority of teachers are regularly meeting and greeting learners, sharing Learning Intentions and Success Criteria and are starting lessons with a starter activity. Less than half of teachers are regularly using a plenary activity to assess progress at the end of lessons.
- Although the re-introduction of the CSI unit to S1 did engage them, the staff in the department felt that the overall impact was reduced due to the increased number of learners in the year group.
- 77% of our S1 learners have achieved CFE Level 2 in Mathematics
- Although more pupils now have profiles to support their learning needs, most learners with them state they have not been reviewed in consultation with them, and the majority

of parents state they don't even know what is on the profile so can't support learning at home.

- All pupils involved with BGE are more engaged with their learning, are making progress across curricular areas, are developing their skills and are coping more when they are in their mainstream classes.
- Primary and Secondary colleagues are *increasingly* familiar with curriculum, assessment, pedagogy and curricular changes in specified subject area.

**Next Steps:**

- Literacy course – will not continue in this form in 2023-24. However, if it runs again quantitative data could be sought so that impact is measurable.
- New writing course has been developed for 2023-24 with regular opportunities to write in a variety of genres and measure progress against the Benchmarks.
- Need to further develop our Learning Standard and ensure this is displayed in all classrooms. Differentiation, questioning, and pupil led planning are areas for improvement. Use our School Improvement Groups (SIGs) to improve consistency of practice, ensuring our young people are receiving high-quality learning experiences.
- Improve the range of assessment tools and approaches, including AFL and develop an assessment and moderation calendar to support more robust collaboration and understanding of standards and levels across all curricular areas.

- Use Curriculum Maps to help to take a creative approach to curriculum planning. We need to plan a coherent curriculum which meets learners needs (drivers = Numeracy, Literacy, H&W, Digital Technologies).
- Expand the online professional reading system and encourage more staff to engage with this.
- Review our positive relationships policy and amend/update where necessary. (Focus on interventions/consistency of practice)
- CSI unit of work not to continue into next session. The mathematics department will focus on planning alternative contexts and approaches to IDL during the session ahead.
- Learners need to be involved with the evaluation and updating of their SLD profiles, and copies of these need to be communicated with parents/carers.
- There are long waiting lists for contextual assessments that are delaying pupils getting formal supports put in place for conditions like dyslexia. We need to improve this as some pupils are struggling to access their learning and is resulting in other SEBD concerns.
- Increased dialogue across the cluster and plan collegiate/in-service activities to improve collaborative working with colleagues.
- Improve communication between Primary and Secondary sectors, facilitated by PT1's in English and Maths.

**Priority 2** – To work with our learners, parents/carers, and partners to ensure safeguarding and wellbeing across our school community.

NIF Priority Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism

Parental/carer involvement and engagement

School improvement

HGIOS 4 Quality Indicators

3.1 – Ensuring wellbeing, equality, and inclusion

3.2 - Raising attainment & achievement

2.1 - Safeguarding & child protection

2.7 - Partnerships

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

**X**

Continued  
into next  
session

**Progress:**

- Our school's attendance policy has been reviewed and updated through a short life working group, with new procedures trialled this session and roles and responsibilities of all relevant stakeholders clearly defined. There are new procedures in place for alerting parents/carers to absence, for monitoring attendance of our more vulnerable learners, for amending TBCs, and for contacting those with more than one day's absence with no contact from home.
- The 'Inclusion Hub' has been introduced as a new strategy aimed at getting more pupils to attend in the building and engage with learning in an environment and at a pace that suits their learning needs, most of which are anxiety based for the pupils that attend.
- The continuation and expansion of the BGE class, has allowed 10 learners (mix of S1 and S2) to engage with mainstream learning but in a small group environment for the majority of their timetable and they each still access some mainstream classes based on their individual areas of interest and strength.
- We trained more pupils in the roles of 'Mental Health Ambassadors' and also introduced 'Mentors in Violence Prevention'. Both groups delivered assemblies to all House Groups, delivered peer led lessons to S1 PSE classes, and were available to signpost pupils to supports.
- The 'Our Girls Can' and 'SHE' programmes were delivered to a new cohort of female learners with low self-esteem and confidence.
- We have achieved the Level One 'Vision Schools Scotland' award for Holocaust education – the only school in Fife, and one of eleven in the country, to achieve this award.
- A new system for reporting bullying and issues around discrimination has been introduced, where pupils can report concerns in a confidential manner as part of our 'No Bystanders' approach.
- Our PSE curriculum across all stages has reflected current school and community concerns/issues. Lessons have addressed pupil concerns including social media, bullying, discrimination and equalities, with new pilot project being delivered with partner agencies including Police, Youth Justice and Safer Communities Team.
- We have carried out a Child Protection audit, reviewing and updating our procedures to meet local and national policies. We have addressed most gaps in our practice, including communicating who CPC/DCPCs are and their roles to pupils, families and visitors to the school; having visible posters at reception and in staff bases; holding additional CPD for staff.
- Our Closing the Gap focus on S4 learners identified a group of 106 young people in November who were at risk of failing to achieve 5 qualifications. Interventions were put in place to support attendance, communication and engagement for these young people.

**Impact:**

- Attendance has improved from 80% to 84.76% from December 2022 to May 2023. This is approx.. 1% less than last session and 3% less than our stretch target.
- There is an increase of young people accessing and engaging with learning due to strategies including the Inclusion Hub, Bridging the Gap, Outreach at the YM, PT Engagement sessions, and the Trades Hub. Most of these learners are on an ARA but were previously not engaging. Almost all of these learners are now confident enough to engage

in more classes, wish to return to school next year, or are ready to be supported into further education, apprenticeships or employment.

- The number of young people on an ARA has halved over this session - from 4% of school roll to 2% of the school roll.
- The S2 pupils in the BGE class have developed their confidence and self-esteem, building up their time in classes that they have picked for S3, and are now prepared for mainstream learning in mainstream classes with some support in their week in the Supported Learning Department, rather than the other way round. The S1 pupils are also preparing to enter more mainstream classes due to increased confidence and ability to cope in larger classrooms.
- The majority of pupils have experienced lessons delivered by peer educators in Mental Health or MVP, with most of these now aware of how to access help and support.
- Almost all of the learners involved with the Our Girls Can and SHE groups have reported improved confidence, self-esteem and motivation, as evidenced through learner conversations and evaluations.
- The majority of our pupils are educated on the Holocaust and the horror it brought, raising awareness of the atrocity in hopes of reducing hatred between groups, starting with promoting inclusion and equality within our local community.
- The majority of pupils are aware of where and how to report issues of bullying and discrimination, although almost all have said they haven't used the system yet.
- Most staff are clearer on the full process of Care and Welfares and how they are actioned and followed up.
- The majority of pupils are aware of who the CPC/DCPCs are and what they do in school.
- As a result of the Closing the Gap intervention, we reduced the number of S4 learners who were at risk of failing to achieve 5 qualifications from 106 to 27. This intervention was successful in engaging those furthest from achievement.

**Next Steps:**

- Parents/carers need to be more informed of the work involved with the attendance and anti-bullying policies.
- More work needs to be done to promote the reporting of bullying and instances of discrimination across the pupil body, educate about equalities and promote inclusivity.
- Staff have requested more training around asking open questions to pupils when they come to them with child protection concerns, and for greater clarity on when it's a Care and Welfare and when it's just passing on information.
- We need to develop a system to track the wellbeing of all students, especially those at the Universal stage of support. We need to educate staff and pupils on the Wellbeing Indicators to help with this and the completion of education reports for partner agencies.
- Closing the Gap – will again focus on S4; target group has already been set up

**Priority 3** – To improve attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity

NIF Priority Improvement in employability skills and sustained,

HGIOS 4 Quality Indicators

1.3 – Leadership of Change

2.3 – Learning, Teaching & assessment

positive school-leaver destinations for all young people <u>NIF Driver</u> School leadership Parental/carer involvement and engagement Curriculum and assessment School improvement Performance information	2.2 - Curriculum 3.2 – Raising attainment & achievement 3.3 - Increasing creativity and employability
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Has this priority been: (please highlight)	Fully Achieved	<b>X</b>	Partially achieved		Continued into next session	
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**Progress:**

- S4 learners' attendance and tracking data has been closely monitored this session and has informed interventions to raise attainment in terms of 5@3/4/5
- Roles and responsibilities around raising attainment have been developed in collaboration with RA working group and pupil focus group; RA Policy drafted
- Assertive mentoring programme has supported 15 young people to remain on track
- The progress with developing our S4 study skills course has been affected by staffing changes and so we have not made as much progress as we would have liked
- A study skills evening for parents/carers was held on 2<sup>nd</sup> March
- Progression pathways have been developed for each curricular area and our Curriculum Rationale has been updated following consultation with stakeholders.
- We have developed 3 new alternative curriculum courses for the senior phase and have introduced Science, Horticulture and Environmental Science into S3.
- We have improved our course choice process, which includes learners in S2 making choices within curricular areas to continue to meet their entitlement to a broad curriculum.
- Data Hub Training undertaken by staff (K Lipton/J Davidson).
- Destinations Team meeting approx. every 6 weeks (small school team and wider partner team) to monitor destinations for all young people.
- Increased number of pupils attending work placement and most pupils who attended SCP/FA courses sustained their place.
- Developed new links (Community Trade Hub and R Lindsays/Legge Steele) and introduced new initiatives to further enhance opportunities and experiences for young people.
- Recognition for pupils volunteering through Saltire Awards.



- Increased number of partners, opportunities and information at Careers Convention – Nov 2022.

**Impact:**

- Attainment in priority key measures has risen. Figures in brackets are from 2021-22:
- S4 5@3: 88.77% (81.96%)
- S4 5@4: 80.43.99% (77.65%)
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- Qualitative assertive mentoring feedback shows that almost all participants found it worthwhile in terms of pastoral and academic support
- Limited progress has been made with the S4 study skills course
- Unfortunately, the turnout at the study skills evening was not great. This was due to a communication issue.
- It is too early to comment on the impact of the new course choice process/introduction of new courses.
- 94.4% of leavers in positive destination at May 2023, spreadsheet introduced to assist with recording. Follow Up figures for 2021-22 had improved 94.8%
- 28 completed SCP courses, 18 completed FA/NPA courses
- Pupils attending Community Trade Hub (27 Construction and 13 Hospitality) – all pupils completing Stage 2 will have achieved additional qualifications
- 91 pupils attended work placement and 3 secured fulltime employment with R Lindsays/Legge Steele. Several others secured apprenticeships/employment due to experience throughout the year
- 4 S5 pupils attended Rotary Youth Leadership Camp
- 3 S4 pupils attended Wellbeing In The Woods experience
- 58 achieved Saltire Awards – recognition for volunteering
- 16 S5/6 pupils organised Anthony Nolan Event – Feb, 2023

**Next Steps:**

- Continue to develop Closing the Gap intervention to support those FFA and work towards stretch targets in key measures
- Share RA policy with wider staff and ensure that everyone knows their responsibilities in this area; continue to raise the profile of RA across the school through in-service and collegiate sessions as well as attainment tracking and reviews
- Introduce new tracking system (Progress) to support increased use of data to inform interventions
- G Scott to now have an overview of developing the study skills course. Staff from PE/Creative Arts will be delivering the course. Hopefully, learners can be accredited with the SQA essential skills unit.
- Feedback from the parents/carers who attended was positive. We feel that it would be worth running this again, but make sure that the communication around the event is improved.

- We will monitor the impact of the improved course choice process/new course offering throughout session 23-24, with a focus on engagement/improved attendance/attainment.
- Stability in SDS Team following changes in staff
- Embed the Destinations Spreadsheet with all partners (school/SDS) using it to monitor all pupils including SIMD, Care Experienced, Young Carers etc.
- Stretch Target 95.2%
- Sustain and develop work placement and volunteering opportunities for all young people

#### Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
S3 (Level 3)	81%	79%	82%	80%
S3 (Level 4)	56%	57%	61%	46%

N4 Literacy		N4 Numeracy	
Stretch Target	Actual	Stretch Target	Actual
99%	94.5%	99%	96%

N5 Literacy		N5 Numeracy	
Stretch Target	Actual	Stretch Target	Actual
80%	80%	65%	78%

Evaluative statement of attainment over time.

Attainment in National 5 Literacy and Numeracy is good with most young people achieving this by the end of S4. The increase this year has been aided by PEF funded interventions where young people have had the opportunity to work in a small group setting and targeted interventions have taken place during study leave. In addition, a few young people who had disengaged from school as a result of mental health or family issues were supported to work in the inclusion hub or with Bridging the Gap staff and were able to attain more than they would have done in previous years. Improved communication with families has also aided this increase as parents became more aware of attainment targets for all young people.

#### **Outcomes for Young People** *(secondary only)*

97% of S4 young people achieved at least National 3 Literacy and Numeracy.

*Current destination figures at May, 2023 are 94.4%. Follow up destination figures 2021-22 were 94.8% so trend showing improvement. Stretch target for 2022-23 is 95.2%. Increased attainment in vocational qualifications for learners attending Community Trade Hub, RUTS and work placement.*

*More learners attending and sustaining new initiatives. Recognise we need to ensure all learners are completing SQA unit for work placement.*

#### **Evidence of significant wider achievements**

- School College Partnership Courses - mixture of N4-N5, NPA and Higher Psychology.
- Pupils also following Foundation Apprenticeships delivered by Fife College (6) and also Fife Council (Children and Young People and Health and Social Care, 14 in total). 28 completed SCP courses, 14 completed FA/NPA courses
- Community Trade Hub - pupils achieve 2 units if completed Stage 2 (40 pupils attending in total so far although not all reached Stage 2 yet).
- Wellbeing In The Woods - 3 pupils attended
- Saltire Awards - 58 pupils achieved recognition
- Work Placement - increased number of pupils experienced some level of work placement (91).
- Rotary Youth Leadership Award - 4 pupils attended Summer 2022.

#### **Feedback from External Scrutiny** *(complete/delete as appropriate)*

#### **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement**

##### ***Areas of Strength***

- All staff and young people were fiercely proud and loyal to KHS and that this permeated all that we do.
- Relationships and ethos within the school
- Commitment of all staff to improvement
- The climate was right for making changes that lead to further improvements.
- Positive interventions are in place for some young people

##### ***Areas for Improvement***

- All stakeholders to have a shared understanding of our improvement priorities
- Need for all staff to develop their role in strategic planning leading to meaningful change
- Need for consistency in learning and teaching
- Need for development of leadership at all levels, including our young people
- Need for appropriate tracking to support evaluation and impact leading to improved outcomes for all.

#### **PEF Evaluation/Impact**

### Targeted Interventions

- DHT Closing the Gap and PT Engagement appointed
- Closing the Gap Intervention – to improve engagement and attainment of S4 FFA
- In-Sync Mentoring
- Family Worker / Pupil Support Officers
- Increased non-contact time for PTG
- Community trade Hub

### Progress:

- DHT Closing the Gap and PT Engagement appointed
- Closing the Gap Intervention – to improve engagement and attainment of S4 FFA
- Family Worker / Pupil Support Officers
- Community trade Hub

Posts implemented in October 2022. Over 100 S4s not engaging in school. Development of tracking and monitoring system to allow for systematic support and intervention. Development of intervention plan for each young person including assertive mentoring. Monitoring tracking data at regular intervals; working with subject teachers, guidance, PSOs to re-engage young people in their learning and encourage improvements in attendance and attainment; targeted literacy and numeracy attainment interventions

- In-Sync Mentoring

Bespoke engagement from counsellors to ensure that target group of young people gain time and support across session leading to improved attendance and engagement in school.

- Increased non-contact time for PTG

Implemented and supported Guidance staff with increased caseloads.

### Impact:

- Number of learners at risk of failing to achieve 5 qualifications at National 3 or above dropped from 106 in December to 28 in May.
- Increase from 81% (May 22) to 87.32% (May 23) of S4 learners attaining 5 qualifications at National 3 or above
- Increase from 94% to 94.5% in National 4 Literacy passes
- Increase from 72% to 79% in National 5 Literacy passes
- Maintained 96% in National 4 Numeracy passes
- Increase from 66% to 78% in National 5 Numeracy passes
- Met/Exceeded stretch targets in National 5 Literacy and Numeracy
- Closing the poverty related attainment gap in S4 with young people in SIMD 1-4 now in line with national expectations (in session 2021/22, the school was below National measure for this)

\*all figures are based on information available in August 2023

**School/Setting Name: Kirkcaldy High School**

**NIF Quality Indicators (HGios 4) School Self- Evaluation**

<b>Quality Indicator</b>	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>	<b>Inspection Evaluation</b> <i>(since August 2022)</i>
<b>1.3 Leadership of change</b>	Good	Good	Satisfactory	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Satisfactory	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Satisfactory	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Satisfactory	

**Headteacher:** Chris McKay