



Kirkcaldy High School

Standards and Quality Report

Session 2023/24 (Year 1)



Kirkcaldy High School



Standards and Quality Report

2023-24

Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	1465 (census Sept. 2023)				
FME	24%				
SIMD Profile for establishment	SIMD 1 and 2 – 24.2%, SIMD 1-4 – 53.5%, SIMD 9 and 10 – 25.4%				
Attendance (%)	Overall	84.9	Authorised	9.7	Unauthorised 5.4
Exclusion (%)	0.03				
Attainment Scotland Fund Allocation (PEF and SAC)	£227,850				
Cost of the school day statement	At Kirkcaldy High School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We will undertake an audit of where we are now in this area and plan to support families with the cost of the school day through work with staff, signposting supports for maximising income and looking for gaps in our current provision such as creating a uniform bank.				

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, 24.2% of learners come from SIMD 1 or 2 and 55.5% live in SIMDs 1-4. Our FME is 24% and the % of children under 16 living in poverty is typically 3% or 4% higher than the Fife average.

Improvement Priority Session 2023 – 2024

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

Directorate Improvement Plan
(delete as necessary)

Equality & Equity

Achievement

Positive Destinations

1.2 Leadership of Learning

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.7 Partnerships

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Has this priority been:
(please highlight)

Fully

Achieved

Partially achieved

X

Continued into next session

X

Progress:

- Our L&T SIG group divided into 4 subgroups to develop key areas – Differentiation, Pace and Challenge, AIFL and Classroom Observations. Professional dialogue throughout the year and their work was shared through at a showcase on Inset Day (9 May).
- Staff involved in Teacher Exchange Programme with Beath HS and St Columba's HS sharing ideas and will complete survey on completion.
- CM, PM and JD attended a session by Guich Dillon, head of scrutiny with HMIE. Slides and information shared at an ELT meeting.
- PM and JD visited Glenwood HS and had professional dialogue with colleagues re L&T. PM, SH and JD attended CPD session on L&T and gathered information/ideas re L&T.
- We have undertaken a robust consultation around the proposed curriculum changes for session 2024-25. The majority of responses have been in favour of the proposed changes.
- Our Curriculum SIG group divided into 3 subgroups – BGE, Senior Phase and Skills. The SIG group have met regularly throughout the session and a summary of work was shared with all staff on Inset Day (9 May).
- The BGE subgroup have engaged in professional learning around curriculum design and as a result have developed a common BGE curriculum planning document. The aim of the document is to improve consistency in terms of skills development as well as encouraging more opportunities for naturally occurring interdisciplinary learning. These documents have been shared and discussed at a whole staff collegiate session (Jan 2024) as well as an Inset day (May 2024)

- The SP subgroup have focussed on raising the awareness of the SCQF framework and have researched different curricular offers for alternative pathways/progressions.
- After consultation with partners, parents/carers and learners, the Skills subgroup have developed a Skills Framework that we will be implementing and embedding into our curriculum from June 2024.
- We have continued to work on extending our curriculum offer within the senior phase, working with Fife College to develop a course based around construction, where some of our hardest to reach young people in S4 have attended college one day per week to complete an NPA in Construction.
- Having considered our local labour market intelligence, we have also developed new vocational courses to be delivered to learners in session 2024-25 eg. Hair & Beauty (through Fife College), Health Sector (Skills for Work), Barista Skills, Introduction to Jewellery Making, Horticulture, Employability Award and Tenancy
- The Raising Attainment SIG was split into 3 sub-groups – Learner Conversations, Use of Data, Closing the Gap – which have met regularly during the session
- Progress reporting and tracking system implemented and some progress has been made towards staff using this data to monitor cohorts and implement interventions to raise attainment
- A Pupil Voice Strategy Paper was introduced in October 2023, aimed at gauging pupil opinion about a range of issues across the school.
- DHT with responsibility would meet with randomly selected pupil groups from across Year Groups 1-3, using a template of questions to gather opinion.
- House Captains helped facilitate these discussions during these Forums which took place during tutor. All information was collated and used when forming policy and developing practice.
- School Improvement Groups (SIGs) introduced to support school improvement in key areas of Curriculum, Learning, Teaching and Assessment, Support and Well-being and Raising Attainment
- New Self-Evaluation policy developed, based around a Validated Self-Evaluation model (VSE).
- All faculties have undertaken a VSE process, with Support and Guidance faculties undertaken this process supported by Fife Council.
- ELT format and structure changed to ensure that all leaders were involved, and that SIP and Professional learning were at the heart of each meeting.
- PTC meeting introduced, led by PTCs, to allow a forum for strategic and operational discussion

Impact:

- Most learners benefitted from SIG groups making effective foundations in targeted elements of L&T. Staff and Learners completed survey and views gathered re L&T. (Survey completed)
- All learners will benefit from our L & T Core Group established to coordinate meaningful and systematic approach to agreed focus of L&T (Regular meetings arranged)
- A few pupils will benefit from 8 KHS staff who volunteered to be part of the Teacher Exchange Programme with Beath HS and St Columba's HS. Staff visited each school and shadowed/did classroom visits focussing on L&T which impact

positively on our learners. (Survey completed and meeting arranged to gauge feedback after programme finishes)

- All our learners in S5/6 have benefitted from the consultation on our curriculum change, as the concerns raised around the addition of PSE/RME have been addressed. The RME time has been reduced to also include a focus on Health & Wellbeing and Employability skills and as a result, the young people can now gain further qualifications during their Core time. (Survey issued to all staff, parents/carers, and learners)
- Almost all of our learners in S2, S4 and S5 have benefitted from our improvements to the course choice process. All of these learners were offered one-to-one appointments with their guidance teacher, resulting in them making more appropriate course choices.
- All of our learners in S2, S4 and S5 have benefitted from being able to choose alternative courses. The increased offer of vocational courses at level 4/5, has resulted in more young people choosing work-relevant courses in school. (Course choice data)
- A few learners have benefitted from a change in the curricular delivery of Practical Cookery. 33 of our S4 learners have been presented for National 5 this session, previously the entry level for this year group was capped at National 4. (SQA entries data)
- All of our learners in S1 will benefit from the development of our new BGE planning documents. Staff, learners, and parents/carers will be more informed of what and how learning will be taking place across the curriculum, starting with S1 in August 2024. (Staff feedback session)
- A few learners in S3/4/5 have benefitted from our increased partnership work with the Community Trade Hub. In session 22-23 we had 24 learners attending and successfully completing level 1 or 2 in Hospitality or Construction. This has increased to 73 learners attending and successfully completing level 1 and/or 2 in Hospitality, Construction or Mechanics in session 23-24. (Trade Hub data)
- A few learners in S4/5/6 have benefitted from our improved school-college partnership working. 29 pupils enrolled in SCP courses in 22-23, increasing to 36 in session 23-24. All of these learners have benefitted from the college experience, gaining skills and knowledge to equip them for school to work or school to further education transitions. (SCP data)
- All of the young people on the NPA Construction course are on track to pass and all have been offered a progressive full-time college place for next session. (Data from Fife College)
- A minority of our learners having a better understanding of their strengths and next steps through effective learner conversations – (SIG; examples of completed pro forma in a few departments)
- A few staff have participated in regular discussion around how Progress can be used to inform practice in Raising Attainment; in-set for all staff in February beginning to look at Progress Insights and the available data which has led to a minority of staff engaging with data to inform interventions (questionnaire to parents and staff to seek feedback and ensure relevant and useful updates for next session)
- A few of our S4 young people who were FFA have benefitted from shared resources and a minority of staff having a deeper understanding of 'Closing the Gap' (a few young people supported to achieve qualifications; form to staff to gather evidence for next session)

- Almost all learners have benefitted from increased self-evaluation processes, sharing their voice and shaping areas for improvement (surveys and focus groups)
- Most learners have benefitted from development of curriculum, skills and well-being through collaborative SIGs (surveys and focus groups)
- Most staff have a greater awareness of the Schools Improvement Priorities and feel included in the process. (INSET Survey and wider data)
- All middle and senior leaders feel included in the changed format of ELT and believe it is supporting the ongoing improvements in KHS. (Survey)
- There has been limited impact from information gathered through the Pupil Voice Forum with only a few young people engaged in this process

Next Steps:

- Amend focus in SIP re L&T and use our School Improvement Groups (SIGs) to improve consistency of practice, ensuring all learners are receiving high-quality learning experiences.
- Development of assessment calendar incorporating SQA timelines to support presentation levels and attainment.
- Following review and feedback, rollout of Teacher Exchange Programme involving more staff.
- Prioritise literacy, numeracy, health and wellbeing providing targeted and personalised support – new S1 Literacy/Numeracy periods
- Increase more opportunities for developing wider skills and achievements. (S3 short courses/new S1 planning)
- Work with our new planning documents, ensuring that there is a focus on Rights, Lfs and skills development.
- Develop similar planning documents for use with S2 in session 25-26
- BGE SIG group to focus on identifying naturally occurring IDL and transferable skills across the curriculum.
- Continue to improve our curriculum offer in the SP, considering leaver destinations/local labour market intelligence.
- Promote common language around skills, so that young people become more confident in identifying their strengths and qualities.
- Develop a skills passport to be embedded into our tracking procedures. (Possibly linking in with MyWOW)
- Continue to develop our partnership working with The Community Trade Hub. We are hoping to increase the number of learners to potentially 114 for session 24-25.
- Continue to improve our partnership working with Fife College to include a Hair & Beauty course for S4 learners.
- Learner Conversations – staff and young people to begin using consistent template to ensure that young people know where they are working and what they can do to improve, leading to improved attainment.
- Use of Data – N Ritchie to lead a session for PTCs on using data to intervene at faculty level; begin to develop culture of using data to inform RA interventions across the school and by almost all PTCs.
- Embed VSE process across the school, including parent / carer voice
- Review and refresh KHS Vision, Values and Aims
- Continue to develop leadership across all levels, through formal and informal processes including reviewing and establishing key whole school responsibilities for all PTCs / PTs.

- House Leaders will assume organisation for Pupil Voice Forum from August 2024. They will organise groups with admin support and help train new House Captains to facilitate discussions.
- A leadership Group from each House will be identified which will reflect representation from all Year Groups. This will be used to cascade ideas, issues and any important changes within the school community that will affect pupils both directly and indirectly.
- Pupil Forum will be used in the School Improvement and Planning process as all pupils will have the opportunity to voice their opinion on relevant topics.

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

Directorate Improvement Plan
(delete as necessary)

Equality & Equity

Health & Wellbeing

Attendance & Engagement

HGIOS4 Quality Indicators

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

Has this priority been:
(please highlight)

Fully

Achieved

Partially achieved

X

Continued into next session

X

Progress:

- Destinations Team meeting approx. every 6 weeks (small school team and wider partner team) to monitor destinations for all young people.
- Learners attended work placement and most learners who attended SCP/FA courses sustained their place.
- Developed further links with Community Trade Hub introducing new course in Mechanics. All learners completing Stage 1 and 2 will achieve additional qualifications.
- New course for S3 Learners in partnership with KSLA (Set For Success). Learners work with professional athlete to develop key skills and self-confidence concluding in leading a social action project.
- Recognition for pupils volunteering through Saltire Awards.
- Successful Careers Convention in Nov 2023 which was well represented by college/universities/employers. Well attended by KHS learners and parents/carers.
- The move towards a more integrated approach to supporting young people is underway, with the development of designated House teams, consisting of two

Guidance teachers, a Pupil Support Officer (PSO) and a Learning Support link. These House teams benefit from scheduled meetings with a set agenda that is based around key school priorities and pupil progress. The minutes from these meetings are then referenced at SLT meetings to ensure quality assurance and as a forum to share key information on young people.

- The development of Additional layers of planning and support within school is underway, with members of the support team engaging in regular professional learning aimed at improving the outcomes for young people. This includes, but is not limited to, kitbag training, Person-Centred Planning, Proactive Management Protocol training and Seasons for Growth training. For direct interventions, these are recorded on a consistent format, which will eventually lead to a catalogue of interventions that are deliverable when pupil need dictates.
- The development of partnership engagement at the Additional level has been a feature of improvement over the course of this session and has involved interventions from Police Scotland, Safer Communities, Women's Aid, SACRO and CLD. The school has also been trialling an SLG process involving a range of partners and organised as a three-part session: updates, themed discussion, no-names exemplars
- The school's anti-bullying policy was revised to incorporate a variety of reporting options and a range of subsequent actions within a tiered response. This was in relation to pupil/parent voice activities. This revised process was rolled out across all year groups, via designated lessons and follow-up lessons and activities, and via House assemblies.
- A staged Universal approach to managing attendance has been implemented, incorporating key trigger points and a range of responses to facilitate improvement. The process also incorporates improved communication with families and with young people.
- All staff were involved in two CPD sessions: one based on roles and responsibilities in relation to GIRFEC; the other based around trauma and ACES. Staff also have access to a 1-Stop-Shop, to help them understand their learners holistically and to aid them to access relevant information in a streamlined way
- CP processes were updated to include specific roles and responsibilities within the process, and to incorporate ongoing tracking across the range of CP issues, and for all young people involved.
- Our Closing the Gap focus on S4 learners identified 123 young people who were at risk of failing to achieve 5 qualifications. Interventions were put in place to monitor this group and intervene to support attendance, engagement and attainment.

Impact:

- 92.8% of leavers in positive destination at May 2024 for intended destination, spreadsheet introduced to assist with recording. Some learners have conditional places at college but have completed a course choice too. 15 learners have also been referred for 16+ support. Met stretch target for 2022-23 of 95.2%. (Destinations spreadsheet)
- 20 learners completed SCP courses, 10 completed FA/NPA courses (Tracking spreadsheet)
- Increased number of learners attending Community Trade Hub (30 Construction, 27 Hospitality and 21 Mechanics). Almost all will achieve additional qualifications (Tracking spreadsheet).

- 41 learners 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 learners attended Rotary Youth Leadership Camp
- 8 x S5 learners started Career Ready and 5 x S6 completed their Career Ready Programme (Tracking spreadsheet).
- 14 x S3 learners started Set For Success Course (Tracking spreadsheet).
- 70 learners achieved Saltire Awards – recognition for volunteering (K Lipton).
- An average of 414 pupil discussions, and relevant next steps, have occurred since the inception of the designated House Teams. Examples of impact are varied, due to being pupil-centred, but include: completed contextualised assessments, with relevant updates provided to teaching staff, for a few pupils; home visits to help support a young people/families to re-engage with school; for a few pupils, nomination for relevant interventions, including, for example, our revised BGE class and Seasons for Growth; and interventions for those young people at risk of exclusion, including CLD , Safer Communities and Police Scotland programmes to help our young people connect positively with wider partners. (House Team minutes)
- The impact from this ongoing training includes:
 - One completed Seasons for Growth programme, encompassing a few (6) young people
 - Kitbag being undertaken in our new Nurture group, incorporating a few (12) young people
 - A few (4) young people have a Proactive Management Protocol who would not otherwise have had one.
 - A few (6) young people have a 5/4/3-Point Scale, and actively reference the content of their scale in discussions with staff
 - A few (12) young people, including those from our Supported Learning Department, are about to engage in a Boxing initiative, which will lead to a National 4 Qualification
 - A few (12) young people are about to engage in a boxing programme, aimed at increasing positive engagement and improving wellbeing
- A few (2) young people engaged in the KORP programme, led by Police Scotland and CLD, and aimed at reducing anti-social behaviour. There has been no VPDs for these young people since the programme began; a few (8)xS1s have been involved in a CLD transition programme, aimed at improving their social skills and introducing them to outdoor learning, to help support engagement and attendance; a few (8)xS2 pupils have been involved in a CLD resilience-building programme, aimed at building, sustaining and improving relationships; a few (10) young people have been involved in the What Makes a Man programme, facilitated by Safer Communities, aimed at tacking misogynistic mindsets; a few (9) young people were involved in the Punch Beyond programme, the purpose being to improve wellbeing and increase engagement with school and partners. (CP tracking; pupil feedback)
- In terms of the revised bullying process:
 - the majority (67%) of young people felt that their knowledge of how alleged bullying incidents, reported to the school, would be dealt with was better than it had been before the processes had been revised.

- Less than half (30%) of young people felt that their knowledge of how alleged bullying incidents, reported to the school, was the same as it had been before the revised process and the subsequent update lesson.
- A few (2%) of young people felt that they still do not know how alleged bullying incidents will be dealt with by the school.
- A few (6) Young people have reported bullying incident via the QR code
- Less than half (46) members of staff have reported bullying incidents via the new form and process (exit passes; referrals; pupil focus groups; parent focus groups)
- Revised attendance processes have led to:
 - A 3.9% reduction in the number of Unexplained Absences, from 9.4% in September 2023 to 5.5% in April 2024, so that the overall attendance data involving young people is accurate
 - The identification of a total of 680 period discrepancies, across S1-S3, whose coding was subsequently updated and more accurate
 - 113 identified occasions of truancy – which prompted the appropriate response from staff to help young people modify their actions
 - The number of pupils who arrived late and whose coding was not updated to reflect this was 151 periods. These period discrepancies were updated appropriately so that individual pupil information was accurate
 - The identification of 58 episodes of incorrect coding by staff. These period discrepancies were updated appropriately so that individual pupil records are accurate.
 - 157 communications with families regarding attendance; 122 tracking actions in response to data (tracking log; period discrepancy log)
- Due to CP tracking:
 - Clued-Up conducted a 6-week workshop on drug use, with a few S1-S2 young people who had been involved in substance abuse involved
 - Key partners and elected members devised a strategy to support young people to engage positively during social times, outwith school, particularly in relation to ongoing anti-social behaviour in the retail park and the surrounding areas. (CP tracking)
- As a result of the Closing the Gap intervention, we reduced the number of S4 learners who were at risk of not achieving 5 qualifications from 123 to 50. This intervention was successful in engaging young people who otherwise would not have achieved qualifications. Of the 50 who did not achieve 5 passes, almost all have at least one qualification; most have literacy and numeracy passes (11 mainstream YP do not have a literacy pass and 15 do not have numeracy).

Next Steps:

- Stability in DYW 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 95.6% in 2023-24.
- Sustain and develop work placement and volunteering opportunities for all young people.
- Explore new partnerships to assist learners have a successful transition e.g. Enable, Link Living.
- With pending revision of the whole-school remit of the Support team, which will be aligned to wider school priorities and to Q13.1, the House team forum will be reviewed to ensure it continues to recognise those priorities

- Exploring the continued and relentless opportunities to improve the experiences, engagement and wellbeing of our young people at the Additional level, both by upskilling our own staff to facilitate or to secure the support of partners to do so
- Implement Universal strategies for Wellbeing and engagement at the Universal level, including the Dot B programme, virtual Kitbag, Wellbeing workshops and Equalities-based interventions.
- The bullying process will be reviewed to ensure it remains fit for purpose. The focus on equalities-based bullying will be a particular focus for next session and the areas of focus will be based on triangulated data.
- Universal attendance policy will be reviewed and embedded. The focus will then turn to the identification of targeted groups and interventions to support improved attendance amongst these groups. There will also be an increased profile on attendance within the school, with a weekly and termly incentivised process, and consistent input at assemblies and PSE classes.
- Implement a programme of staff CPD around ASN prevalent within the school community, and how staff can work to support these conditions within their classroom. A process for staff to share strategies on supporting individual young people will also be developed so that information-sharing at a school-based level is as accurate and precise as possible.
- To develop an audit calendar of CP activities and of planning documents to ensure rigour within the process and ongoing self-evaluation. Continue to identify trends in CP tracking and explore opportunities to address these trends.
- A detailed review of CTG interventions and plan for next session will be completed in May 2024; continue to intervene in S4 but also develop interventions for groups of S2/3 learners to gradually reduce the pressure in S4. All faculties continuing to contribute by gathering evidence in S3 and developing suitable courses.

Attainment of Children and Young People (Primary and Secondary)

S3 CfE Declarations (Stretch targets in brackets)				
Stage	Reading	Writing	Listening and Talking	Numeracy
S3 (Level 3)	85.2% (88%)	85.2% (88%)	85.2% (88%)	81% (85%)
S3 (Level 4)	67.5% (55%)	67.5% (55%)	67.5% (55%)	42% (46%)

S4 Literacy & Numeracy				
Level/ Measure	Literacy		Numeracy	
	Stretch Target	Actual	Stretch Target	Actual
Level 3	98%	94.1%	98%	92%
Level 4	96%	91.5%	96%	90%
Level 5	80%	75%	75%	63%

Evaluative statement of attainment over time.

By the end of S3, most young people achieve third level in reading, writing, talking and listening and numeracy. By the end of S3, a majority of young people achieve fourth level in reading, writing, talking and listening. The percentage of young people achieving Levels 3 and 4 in literacy and English has increased since last session. Less than half of young people in S3 have achieved fourth level in numeracy.

Most (75%) S4 young people have attained National 5 Literacy which, although 5% below last session, is higher than 2021-22 and 2022-23. The majority of young people in S4 have attained National 5 Numeracy. Most young people have achieved National 4 Literacy and Numeracy and almost all have achieved Level 3 Literacy and Numeracy. Literacy and Numeracy measures in S4 are down on last session despite interventions to reach those who had disengaged.

Outcomes for Young People

92% of S4 achieved at least National 3 Literacy and Numeracy.

Destinations figures have steadily increased over the last 3 years as a result of improved partnership working. The percentage of school leavers going into a positive destination after their time at KHS rose to 95.22% in 2023, within 1 percent of the national average.

More vocational qualifications added for learners attending the Community Trade Hub and for a group of S4 young people who attended Fife College to complete a Construction NPA. Horticulture classes have also been offered and Barista and Hair and Beauty have been added for next session.

We will continue to concentrate on S4 attainment and ensuring that as many of our young people as possible in S4 achieve 5 qualifications at an appropriate level for them.

Evidence of significant wider achievements

There has been a variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These have also been linked to our school values 'Respect for self, others and learning' and have contributed to re-accreditation of our Gold Rights Respecting status.

These have been shared throughout the session through Twitter, blogs on our school website and the weekly Rector's Log. They have been celebrated through, for example, awarding certificates to those who consistently follow our school values (based on tracking report information). Several faculties have weekly recognition boards and we will hold a prize-giving ceremony in June.

Significant achievements include:

S2 - Active Schools Young Leader

S3 – Active Schools Young Leader, Duke of Edinburgh Bronze, Interact Club and Volunteering Award, Trade Hub Hospitality/Construction and Personal Development Awards, Best of You Programme, YPI

S4 - Active Schools Young Ambassador, Duke of Edinburgh Bronze, Best of You Programme, Elementary Food Hygiene (SCQF level 5), Lift Off Abertay University, trade Hub and personal development

S5/6 - Active Schools Ambassador, Career Ready, Duke of Edinburgh Bronze, Emergency First Aid at Work (SCQF Level 6), Get Started in Sustainability, MVP, NPA Sports Development, S5 First Chances, Saltire Volunteering Award, LOLS Programme Abertay University

Feedback from External Scrutiny

3.1 / DAS Strengths and Areas for Improvement

What's going well:

- Emerging good practice in areas around attendance, planning, well-being (Support / Guidance team) and one stop shop.
- Emerging evidence of team working across support and guidance to ensure that YP are well supported – moving to an integrated support faculty.
- Emerging evidence of the use of assessment gathering strategies and compilation of appropriate planning documentation to ensure clarity in process.
- Continued work with partners and impact on young people at Additional and Intensive level a clear strength
- Use of planning, data, evaluation and assessment to ensure that interventions are working and supporting improved outcomes for YP evident in less than half of the planning / interventions discussed (up from a few in Feb 2023).
- Areas of strong practice in meeting needs of young people at an individual level
- High level of staff commitment to supporting young people and their families
- Evidence of strong use of Childs' Rights at the centre of relationships and work with young people – Gold accreditation for RRSA.
- Settled and calm school – Young people feel safe in KHS
- Positive relationships across the school

Areas for improvement / Next Steps:

- Review structure of support / guidance, taking account of new roles and impact of these
- Review whole school remits for PTCs / PTGs / PT DAS in order to lead improvement across 2.4 and 3.1
- Develop a strategic approach to ensure Universal provision across 3.1
- Develop a culture of self-evaluation within the faculty, to better determine areas of strength and next steps at school-level.
- Develop use and impact of well-being indicators across school and community to better support young people and their needs
- Ensure that safeguarding systems and processes, including attendance and HCP, are fit for purpose, well understood and embedded across the whole school

- Increase challenge, expectation and ambition for young people through learning, teaching and assessment processes, ensure all staff are aware and use ASN profiles to better support planning for L, T & A and need to develop approaches to Differentiation to better support YP in class.
- Review and embed, with the team and with primary colleagues, systems and processes underpinning transition, to better meet the needs of young people at this key stage.
- Continue to develop internal Additional level interventions, to help meet the needs of young people, and to work strategically with partners to the same end
- Need for proactive strategies around review cycles and plans for young people
- Need for a more strategic approach for Post 16 transitions for young people with complex needs

Consultation with Stakeholders

Every session, we share with parents / carers / stakeholders a survey based around HMIE questionnaires. This survey is based around gradings for key areas as well as an opportunity to give feedback on any other area that stakeholders wish to raise.

In addition to this, surveys have been shared with stakeholders around the following areas:

- Curriculum and school day consultation (all community)
- DHT and PT raising attainment roles (all community)
- Homework (all community)
- INSET / Collegiate evaluations (staff)
- PTC and PT evaluations (Leadership roles)

We also work closely with our Parent / Carer council and meet once per term. At each meeting, we listen to the concerns raised and share planning around our school improvement priorities and plans. We actively seek the views of the council and use these views to shape next steps.

All staff are involved in our school improvement planning process, working collegiately with each other in 1 of 4 School Improvement Groups based around our shared priorities. Each group helps to shape developments and lead on the implementation of these.

We also undertake a Validated Self-Evaluation (VSE) approach, which each faculty PTC leads on. This process allows staff and young people the opportunity to feedback on specific areas within each faculty. A report is written with areas of strengths and developments noted and actions for improvement agreed. Next steps are to ensure parent / carer voice is part of this process.

We have regular attainment and achievement meetings across the year with PTCs and faculty staff.

We have a range of formal and informal mechanisms for engaging with young people from surveys, focus groups and a range of formal groups through to HT 5-a-day programme, faculty VSE focus groups and a range of informal discussions.

This information is evaluated and discussed with our community to develop our improvement priorities and shape the future for young people in our school.

We will then share our SIP summary, SIP and seek the views of our community in June prior to final SIP deadline in September.

How is SQR, IP and PEF Plan shared with stakeholders?

In June 2023, we shared our SIP and SQR with all stakeholders following consultation on key areas. We asked for further feedback on this and used this to support updating our SIP.

In September SIP and SQR are shared with all parents/carers through our normal communication channels – Groupcall, Rector’s log, socials and website. A summary is shared to ensure that key priorities are clear.

The priorities are shared weekly with staff through the weekly update, progress is shared through SIGs, at staff meetings / INSET sessions and updated termly to parents through Parent / Carer Council, Rector’s log and end of term letters.

SLT / ELT review key areas of the SIP and use this to update the wider community on progress.

Parent / Carer council are updated on progress at each meeting. This is then available for all parents/carers through PC minutes.

Learners are updated through regular leadership groups and assemblies.

PEF Evaluation/Impact

Targeted Interventions

- Intervention 1 attendance of targeted group
- Intervention 2 reduction in ARAs for targeted group
- Intervention 3 improved literacy and numeracy outcomes for young people in SIMD 1 and 2 / FME
- ‘Closing the Gap’ - PT Attainment and PSO along with staff from across the school supporting those FFA, starting with literacy and numeracy.

Progress:

- Intervention 1 – Targeted group established and tracked over the course of the year, with robust and ongoing planning, and effective partnership working, improving outcomes for the majority (50%) of young people involved.
Of the remaining 50% of young people, whose attendance has not reached 90%, the majority have achieved improved attendance when compared to last session.
- Intervention 2 – The Inclusion Hub, improved communication amongst the support team, the role of the PSOs and increased opportunities for young people has led to a reduction in the number of ARAs and increased engagement with school
- Intervention 3 - Closing the Gap – continue to develop shared awareness, resources and next steps to support those FFA – almost all staff involved.

Intervention groups in S2/3 to be set up to prevent yp from disengaging with education.

Impact:

- Intervention 1 – the majority (50%) of young people within this targeted group have achieved over 90% attendance; the majority (50%) of young people have improved attendance when compared to that of last session
- Intervention 2 - Within the targeted group, the number of ARAs has decreased by 40% over the course of the session, from 57 to 34 in total. This means that the minority of young people are enjoying increased engagement in school
- Intervention 3 - As a result of the Closing the Gap intervention, we reduced the number of S4 learners who were at risk of not achieving 5 qualifications from 123 to 50. This intervention was successful in engaging young people who otherwise would not have achieved qualifications. Of the 50 who did not achieve 5 passes, almost all have at least one qualification; most have literacy and numeracy passes (11 mainstream YP do not have a literacy pass and 15 do not have numeracy). 91% of S4 young people in SIMD 1-2 achieved a literacy pass and numeracy pass.

School/Setting Name: Kirkcaldy High School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Satisfactory	Satisfactory	N/A
2.3 Learning, teaching and assessment	Good	Satisfactory	Satisfactory	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Satisfactory	Satisfactory	N/A
3.2 Raising attainment and achievement	Good	Satisfactory	Satisfactory	N/A

Headteacher: Chris McKay