



Kirkcaldy High School

# School Improvement Plan

2024-25 (Year 2)

## EQUITY

# Key Priorities 2024-25



**Learners will benefit from developed leadership, high aspiration and renewed KHS Vision, Values and Aims**

- ✓ *Children's rights embedded throughout our school and Learner Voice as the centre of decision-making*
- ✓ *Vision, Values and Aims that lead to a school of high aspiration for our learners*
- ✓ *Collaborative and distributed leadership approaches*

**Learners will increase engagement, participation and leadership in learning, leading to an increase in confidence, motivation and achievement**

- ✓ *Self-evaluation at the heart of improvement*
- ✓ *Development of new KHS Learning Standard*
- ✓ *Improved Learning, Teaching and Assessment*

**Learners will benefit from a balanced and cohesive curriculum that leads to increased attainment for all, supporting continued improved Positive Destinations**

- ✓ *'Transforming our curriculum...creating our future...improving life chances' implementation*
- ✓ *Improved real-time tracking and interventions*
- ✓ *Improved attainment in Literacy, Numeracy, 5 SCQF Level 5 awards and Positive destinations*

**Learners will benefit from universal, targeted and intensive supports, relevant to each learner and ensuring that we meet the needs of all**

- ✓ *Improved attendance*
- ✓ *Better understanding of equalities, inclusion and well-being by learners*
- ✓ *Clear transition planning (P7 – Leavers)*
- ✓ *Improved Positive Relationships for learners across our community, including clear anti-bullying guidance*

**Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement**

**Focused Priority:** Learners will benefit from developed leadership, high aspiration and renewed KHS Vision, Values and Aims

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and Management of staff 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Increasing creativity and employability	N/A

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<b>Most learners will benefit from the development of leadership and collaboration at all levels – Key focus around middle leadership and learner</b>	Continue to review and restructure leadership roles at all levels to develop an ethos of professional engagement and collegiate working.	S Young House Leaders	ELT / Staff roles and responsibilities Staff views More staff leading on strategic developments	October 2024
	Development and implementation of whole school remits for middle leaders, focussed on School Improvement Priorities	C McKay ELT PT Continuous Improvement	Renewed PTC / PT whole school remits based on SIP	August 2024
	Continued opportunities for leadership development (both formal and informal) through well-planned professional learning and development opportunities for middle leaders / wider staff groups.		Professional learning opportunities ELT meeting agenda and minutes INSET / Collegiate evaluations	Ongoing (by June 2025)
	Leadership opportunities for learners through the Learner Voice Forum will be developed across	S Young	Junior House Leadership Group House Leaders House Captains	December 2024

<p><b>All learners will benefit from reviewing and renewing our vision, values and aims leading to increased ambition, aspiration and engagement in learning</b></p>	Houses from S1-3. Junior house Leadership Group established			
	Development of KHS staff coaching programme.	P Morris S Hamilton	Staff Confidence, survey data, no. of staff undertaking leadership roles	Ongoing (by June 2025)
	Establish Short Life Working Group (SLWG) to take forward strategic development	C McKay S Young J Walsh SLWG	Establishment of SLWG group	August 2024
	Review current vision, values and aims with all stakeholders	ELT All Staff All Stakeholders	Survey data / focus group minutes	October 2024
	Work with all stakeholders to develop a renewed vision, underpinned by key values, with clear aims for our school and learning community leading to a clear sense of purpose, identity and high levels of aspiration and expectation		Established Vision / Values and Aims Stakeholder views Use through all school communications	August 2025
	Praise System to be introduced using House Points which will lead to end of year recognition.	O Spink Recognition and Reward Group Year Heads and Guidance	Policy to be introduced and embedded into daily routines for class teachers.	October 2024
	House Rewards Day, programme of rewards/activities provided depending on level of award.	Faculty Leaders Guidance Year Heads	Activities costed and promoted throughout session. Highlighted through launch Assembly.	June 2025
<p><b>All Learners will have a greater understanding of UNCRC- Children's Rights and how they impact on their</b></p>	Junior/BGE Recognition Awards afternoon using learner progress information and asking Faculties for nominations.	Year Heads PT1 Social Subjects and Ethos	Criteria for recognition to be determined.	May 2025

<p><b>lives, and particularly in school.</b></p>	<p>A new Assembly Programme established, linking to a UNCRC Focus. The Focus and similar related topics will be highlighted in the daily bulletin and indeed the Rectors Log.</p>	<p>S Young PT1 Social Subjects and Ethos</p>	<p>Assembly Programme established and then regularly re-enforced and evaluated via SE and Social Subjects</p>	<p>August 2024</p>
<p><b>Ongoing Evaluation</b></p>				
<p><b>This should be updated as part of on-going cycle of self-evaluation</b></p>				

<b>Education Directorate Improvement Plan: Equality &amp; Equity/Achievement/Health &amp; Wellbeing/Positive Destinations/Attendance &amp; Engagement</b>				
<b>Focused Priority:</b> Learners will increase engagement, participation and leadership in learning, leading to an increase in confidence, motivation and achievement				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement			N/A	
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<b>Increase engagement and participation in learning of our top 20% and 20% furthest from achievement learners in S1-4 by 15%</b>	Development of core strategic learning and teaching group to drive forward strategic direction and change	J Davidson (DHT L&T)	Involvement of all levels in group, including learners.	August 2024
	Development of core Learning, Teaching and assessment professional learning programme, including sessions to be delivered through collegiate, INSET and voluntary programme	P Morris J Davidson SIG PT Continuous Improvement	Learner, Family and staff feedback through focus groups, survey and VSE	October 2024
	Development of L, T & A SWAY to share excellent practice.	M Duckett	Feedback from learner, family and staff through review survey	By end of each learning period – June 2025
	Development of practitioner enquiry programme based around the impact of planning for learning, pupil engagement and motivation	P Morris SIG Group members	Staff involvement in programme. Increase in Staff confidence. Pupil and staff feedback through focus groups and survey	Ongoing (by June 2025)

<p><b>All 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</b></p>	<p>Development of KHS Learning Standard based on school vision, values and aims.</p>	SIG sub-group	Completed learning standard that reflects KHS and context	February 2025
	<p>Teacher Exchange Programme with Beath HS and St Columba's HS where staff can share good practice and engage in professional dialogue to improve learning and teaching experiences for learners.</p>	Staff volunteers	Review with other schools and staff involved via survey	Ongoing (by June 2025)
	<p>Develop a Home-Learning programme for S1 learners based on the needs of LEARNER and faculties</p>	K Black	Surveys/Forms completed by faculties and learners	Launch in August 2024 and reviewed in May 2025
	<p>Embed approaches to Self-evaluation (VSE) ensuring triangulation through direct observation, qualitative and quantitative data and information, including development of peer observation programme</p>	C McKay S Young PT Continuous Improvement PTCs House Leaders	Community feedback through focus groups and surveys	January 2025
	<p>Embed formal opportunities for learner, parent and staff voice through coordinated and well-planned opportunities</p>		Self-evaluation calendar Faculty VSE reviews Faculty VSE improvement action plans Survey data	Ongoing (by June 2025)
	<p>Further embed Learner Voice Forum with more regular opportunities to gather learner views and ideas.</p>	S Young House Leaders	Views of each stakeholder group through engagements / surveys You said / we did evaluations	Ongoing (by June 2025)
			Discussion with groups.	August 2024

<b>Ongoing Evaluation</b>
<b>This should be updated as part of on-going cycle of self-evaluation</b>



<b>Education Directorate Improvement Plan: Equality &amp; Equity/Achievement/Health &amp; Wellbeing/Positive Destinations/Attendance &amp; Engagement</b>				
<b>Focused Priority:</b> Learners will benefit from a balanced and cohesive curriculum that leads to increased attainment for all, supporting continued improved positive destinations				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability			N/A	
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<b>All S4-6 learners will have a better understanding of their next steps in improvement and greater accountability for tracking their own progress which will contribute to increased attainment</b>	Consistent learner conversation template produced  S4-6 learners participate in conversations and record evidence in all subject areas  Build into PTC QA calendar	K Hume SIG PTCs Teachers	Learner Tracking Booklets completed based on learner conversations.  PTCs monitoring conversations are taking place	Ongoing throughout the session, as per calendar (review June 2025)
<b>Our learners in the middle 60% of S4 will benefit from earlier, more targeted interventions to support attainment</b>	Session(s) for PTCs on how to extract and use data from Progress to support engagement/raising attainment  PTCs to use data to pinpoint those who need support to sustain and achieve at National 5 level.	N Ritchie SIG  K Hume PTCs	Evidence of engagement with Progress in Attainment reviews/prelim reviews/ final results analysis  Feedback from learner/parents/staff	All using letters (review June 2025)
<b>Our learners and parents/carers are informed in a more timely manner when there are issues with</b>	Create Standard letter options to inform parents early when learners need more support/are disengaging	K Hume		

<p><b>attendance and engagement. Early and improved communication to support RA.</b></p>	<p>All faculties using consistent means of communicating with parents.</p>			
<p><b>Our S1 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.</b></p>	<p>We will work with our new BGE planning documents in S1 to ensure that all learners are experiencing the same high-quality curriculum. There will be a particular focus on embedding rights, LfS and skills into all curricular areas.</p>	<p>All teaching staff</p>	<p>Lesson observations Staff feedback  Learner focus groups</p>	<p>As per VSE schedule Questionnaire Jan 2025  As per VSE schedule</p>
<p><b>Our learners in S5/6 will experience a curriculum with pathways ensuring appropriate progression for all</b></p>	<p>We will also develop similar planning documents for S2.</p> <p>We want to use our new BGE planning documents to identify opportunities for highlighting transferable skills and knowledge as well as recognizing any naturally occurring IDL opportunities.</p>	<p>S Hamilton/P Cobban/J Young SIG</p>	<p>Evidence within planning documents</p>	<p>June 2025</p>
<p><b>Our learners in S5/6 will experience a curriculum with pathways ensuring appropriate progression for all</b></p>	<p>We want to place an emphasis on improving understanding and use of the SCQF amongst our stakeholders to maximise the attainment of young people through offering appropriate SCQF awards. Working with SCQF framework and seeking our Gold Ambassador award</p>	<p>A Jones SIG</p>	<p>More vocational courses on offer in SP. Winter leavers options</p>	<p>Curriculum surveys to be issued to PTCs September 2024. Courses to be offered for mocks decided by end of October 2024. At course choice periods and learning fair</p>

<p><b>All our learners' employability skills will be developed in a progressive way across the curriculum. (With a focus on S1 and S5/6 for session 24-25)</b></p>	<p>Develop a timeline for when and where skills will be developed. Work on developing common language around skills development, so that learners can articulate their own strengths and qualities.</p>	<p>E McCowan (DYW coordinator), L Logue plus Skills Curriculum SIG</p>	<p>Feedback from learners/parents/carers</p> <p>Lesson observations/Learner Focus groups</p>	<p>S5/6 Employability course part A to be developed for Aug 2024 and part B to be developed for Jan 2025 As per VSE</p>
	<p>Develop a skills passport to be part of the learner tracking booklets. (Possibly linking in with MyWOW)</p>	<p>L Logue</p>	<p>Evidence within learner skills passport</p>	<p>Developed for Jan 2025</p>
	<p>Prioritise literacy, numeracy, health and wellbeing providing targeted and personalised support – new S1 Literacy/Numeracy periods/school of dance</p>	<p>H Thompson P Cobban H Low R Christie M Stewart/E Johnston</p>	<p>P7 attainment data vs end of S1 data</p> <p>Lesson observations</p>	<p>Data analysed June 2024, Jan 2025 and May 2025</p> <p>As per VSE schedules</p>
	<p>Increase more opportunities for developing wider skills and achievements – S3 short courses</p>	<p>S Hamilton Teachers of short courses</p>	<p>Qualifications/awards gained at end of S3</p> <p>Focus groups of S3 learners</p>	<p>Data gathered May 2025</p> <p>Check in with learners Oct 2024 Feedback re. courses Feb 2025 Ongoing (by June 2025)</p>
	<p>Increased numbers of learners accessing opportunities to develop skills for the World Of Work including alternative programmes and volunteering opportunities.</p>	<p>J Davidson J Preece J Walsh</p>	<p>Record of learners on work placement and on alternative programmes. Where possible, learners will gain additional qualifications.</p>	<p>Ongoing (by June 2025)</p>
<p><b>Almost all our learners will have increased positive destinations – stretch target 96.1% for 2024-25 (Stretch target for 2023-24 was 95.6%)</b></p>	<p>Community Trade Hub – our learners have more opportunity to learn in a different environment.</p>	<p>K Hume J Davidson J Preece C Kendrick</p>	<p>Record of learner achievement – regular communication between school and CTH.</p>	<p>Ongoing (by June 2025)</p>

	<p>Through increased of places, learners achieve additional qualifications after Stage 1 and Stage 2.</p> <p>WorkIt – introduction of new platform to offer/monitor/record work placement opportunities. Learners have increased opportunities and achieve accreditation for the placement.</p>	E McCowan	<p>Learners will complete surveys/give feedback after programmes/work placement.</p> <p>% of positive destinations will be tracked.</p>	Ongoing (by June 2025)
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**Ongoing Evaluation**

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

<b>Education Directorate Improvement Plan: Equality &amp; Equity/Achievement/Health &amp; Wellbeing/Positive Destinations/Attendance &amp; Engagement</b>				
<b>Focused Priority:</b> Learners will benefit from universal, targeted and intensive supports, relevant to each learner and ensuring that we meet the needs of all				
<b>HGIOS4 Quality Indicators</b>		<b>HGIOELC Quality Indicators</b>		
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		N/A		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<b>A target group of learners in S2/3 whose attendance, engagement and participation in school life is decreasing will be supported to re-engage through communication with home, appropriate supports and involvement in life of school.</b>	2 x year leads monitoring a group of 10 learners Target – S2/3 SIMD 1-3, declining attendance/engagement based on data from Power Bi and progress	M Law / M Steedman (2 periods per week each) working with STEPS team	Increased attendance Appropriate plans in place Contact established with all families  S2 – all involved in wider achievement opportunity  S3 – all achieve 3@3	Ongoing (by June 2025)
<b>Furthest from achievement (S4) to achieve 5 qualifications at National 3 or above (Stretch target 90% of year group)</b>	Monitor progress of S4 learners and intervene to support those who have low attendance/ engagement to achieve. Personalise support where required.	All faculties supporting this Guidance Staff K Hume L Little and SIG J Preece J Kerek  K. Gibb	Attendance and tracking data  Evidence of re-engagement/return to school  Evidence of passed assessments  Learner voice activities	Ongoing (by June 2025)

<p><b>Almost all learner to further develop their understanding of Equalities and Inclusion, as defined in legislation, based upon their own experiences and the needs of the school</b></p>	<p>Baseline information gathering to establish school context Workshop approach to S2, to highlight theme Assembly and PSE approach for all learner, based on prevalent themes Evaluative data captured and evaluated</p>	<p>PT with whole-school remit for Equalities Guidance team M Sanderson M Geissler All staff K. Gibb</p>	<p>Bullying/Equalities data Exit passes</p>	<p>January 2025-April 2026 (Term 3)</p>
<p><b>The Wellbeing of almost all learners, as defined in GIRFEC, to be assessed and addressed bi-annually, so they are given structured opportunities to evaluate their own Wellbeing and receive specific programmes to improve this</b></p>	<p>Establish a baseline understanding of Wellbeing amongst the learner body Assess Wellbeing across the BGE and SP, alternately 4-week cycle of assessment, evaluation and response, encompassing PSE and assembly inputs Communicate “now and next” data to all stakeholder, including the learner themselves</p>	<p>E Sim Guidance team Whole staff</p>	<p>Evaluative data (questionnaire) Learner feedback on interventions Unrepeated themes</p>	<p>August-October 2024 Ongoing (by June 2025)</p>
<p><b>Almost all S1 learners to benefit, Universally, from developing their resilience and coping strategies by participating in the Dot B programme, and a few learners in S2-S4 to benefit by means of a Targeted Intervention</b></p>	<p>Appropriate training for members of staff Planned delivery</p>	<p>M Geissler</p>	<p>Learner voice activities</p>	<p>June 2025</p>

<b>Almost all learners with ASN have their needs consistently met</b>	CPD programme for all staff across a range of ASN, appropriate to the school's demographic.	G. Broadway All staff Key Partners	Faculty VSEs ELP Staff feedback Learner Voice activities	June 2025
<b>A few learners to engage in targeted interventions aimed at improving engagement/self-esteem</b>	Ongoing development of in-school interventions to help improve outcomes for learners	K. Gibb G. Broadway Support team	Learner Voice activities Evaluative activities (Leuven Scale/Boxall profile) Improved attendance Reduced referrals	June 2025
<b>Almost all learners to benefit from a planned transition programme, based around Named Person to Named Person information-sharing.</b>	Review and embed this session's practice.	K. Gibb H Black Support Team Primary colleagues	Transition Plans Feedback from key staff Feedback from parents and learner	April 2025
<b>Almost all learners will benefit from an attendance policy that recognises the continuum of support across Universal, Additional and Intensive categories.</b>	Embed strategy for Universal tracking and response processes  Determine targeted groups, based on data, and develop targeted interventions  Develop use of Faculty meetings for departments to raise attendance concerns	K. Gibb  A Farquharson All staff	Power Bi  Ongoing tracking data	June 2025

<p><b>Almost all learners to benefit from a clear and consistent approach to relationships and behaviour</b></p>	<p>Complete self-evaluation document to develop an action plan</p> <p>Develop a Universal, Additional and Intensive approach to behaviour management processes.</p> <p>Develop/Reinforce visible consistencies</p> <p>Clarify roles and responsibilities in terms of behaviour management</p> <p>Continue to work with parent focus group on developing this policy/process.</p> <p>Develop the use of data to create a proactive, as well as a reactive approach to managing learner behaviours and developing relationships</p>	<p>K. Gibb</p> <p>E Cowie</p> <p>Behaviour SLWG</p> <p>All staff</p>	<p>SEEMiS</p> <p>Learner feedback</p> <p>Stakeholder feedback</p>	<p>December 2024</p>
<p><b>Ongoing Evaluation</b></p>				
<p><b>This should be updated as part of on-going cycle of self-evaluation</b></p>				