



Kirkcaldy High School

# Standards and Quality Report

Session 2024/25

# KIRKCALDY HIGH SCHOOL

## Context of the School

|  |  |               |                     |              |
|--|--|---------------|---------------------|--------------|
| <b>Demographic</b>                               | <b>School Roll</b> – 1477 (census Sept 2024)<br><b>FME %</b> - 24%<br><b>SIMD Profile</b> – SIMD 1 and 2 – 24.2%, SIMD 1-4 – 53.5%<br><b>ASN Profile</b> – 53.5%<br><b>EAL</b> – 5%<br><b>Care Ex</b> – 3%   |               |                     |              |
| <b>Vision, values and aims</b>                   | <b>Vision</b><br><br>A supportive learning community, working together to improve wellbeing and life chances<br><br><b>Values</b><br><br>Respect for Self<br>Respect for Others<br>Respect for Learning<br><br><b>Aims</b><br><br>Kindness<br>Honesty<br>Success   |               |                     |              |
| <b>Attendance</b>                                | <b>Authorised</b>  | <b>85.86%</b> | <b>Unauthorised</b> | <b>6.41%</b> |
| <b>Exclusions</b>                                | 0.03% or 2.2 per 1000  |               |                     |              |
| <b>Summary of consultation with stakeholders</b> | <p>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.</p> <p>In addition to this, surveys have been shared with stakeholders around the following areas:</p> <ul style="list-style-type: none"> <li>• Curriculum and school day consultation (all community)</li> <li>• DHT and PT raising attainment roles (all community)</li> <li>• Homework (all community)</li> <li>• Tracking Reports (all parents/carers)</li> <li>• INSET / Collegiate evaluations (staff)</li> <li>• PTC and PT evaluations (Leadership roles)</li> </ul> <p>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.</p> <p>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.</p> <p>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</p> |               |                     |              |

|  |   |
|--|---|
|  | <p>improvement agreed. Next steps are to ensure parent / carer voice is part of this process.</p> <p>We have regular attainment and achievement meetings across the year with PTCs and faculty staff.</p> <p>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.</p> <p>This information is evaluated and discussed with our community to develop our improvement priorities and shape the future for young people in our school.</p> <p>We then share our SIP summary, SIP and seek the views of our community in June prior to final SIP deadline in September.</p>   |
| <b>Attainment Scotland Fund Allocation (PEF)</b> | £227,850  |
| <b>Cost of the School Day statement</b>          | <p>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 ensure that our staff are familiar with the school's context and the impact that poverty can have on young people. We also offer a free breakfast club and free soup for all young people, as well as a full study support programme and access to ICT. We support families with the cost of the school day through signposting support to maximise income, providing equity bags at the P7 Information Evening, offering access to a uniform bank and working with the Big Hoose charity which aims to combat poverty in Fife. At parents' evenings and events, there is access to free toiletries, sanitary items, clothes and household goods. Parents are also invited into school on selected Friday afternoons to access these items and they can be ordered online and delivered to homes if required. There is an S6 group who support work on the cost of the school day and we are looking into providing equity boxes to support young people in faculties.</p> |

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Learners will increase engagement, participation and leadership in learning, leading to an increase in confidence, motivation and achievement

HGIOS 4/HGIOELC Quality Indicators:

|   |                |   |                    |  |                             |  |
|---|----------------|---|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
|---|----------------|---|--------------------|--|-----------------------------|--|

### Progress

#### Learning and engagement

- There is a positive ethos and climate of positive relationships across the school, which leads to a calm and productive learning environment.
- In a few lessons young people are actively leading their learning.
- In the majority of lessons there is a clear link to prior learning.
- Introduction of an S1 Home Learning programme.

#### Quality of Teaching

- The Learning and Teaching School Improvement Group (LTA SIG), in collaboration with almost all teaching staff, developed the KHS Learning standard.
- A core LTA Group was established in October 2024, comprising of key teaching staff to facilitate discussions, provide consultation, and drive the strategic vision for Learning, Teaching, and Assessment (LTA).
- Introduction of a LTA newsletter, which is distributed to all teaching staff. This newsletter serves to highlight ongoing work in this area, share best practices and innovative ideas, and foster increased professional dialogue on LTA.
- PT continuous improvement has worked closely with most faculties to support our VSE programme and professional learning in areas of LTA such as feedback to improve this for our young people. Most young people report this has improved their understanding of what they are learning.

#### Effective use of assessment

- Development of One stop shop to support learners needs, identify pupils who need more support, and have an easily accessible information point for all staff.
- ASN profiles are discussed at all faculty DM's. Most staff area aware of the needs of all young people in their classes.

#### Planning, Tracking and Monitoring

- All staff are using Progress/Didbook to track young people's progress from S1-S6.
- All PTC's quality assure the completed tracking and monitoring reports.
- All young people who are off track are highlighted to PTCs from Classroom teachers and required interventions highlighted to the staff leading the STEPS programme.
- To support the introduction of our attendance policy all staff should highlight attendance issues to their PTC/Guidance using attendance monitoring systems. (SEEMiS/Class teacher/Faculty tracker)
- A minority of teachers hold learner conversations with young people so that learners are aware of their strengths and next steps which will allow them to take responsibility for their learning.
- The majority of staff plan lessons in S1 using our newly developed planning documents.

#### Pupil Voice

- Strategy Paper introduced and implemented from September 2024
- Focus Group discussions directed by DHT termly focus
- Data/responses are collated and distributed to SLT for consideration
- Issues arising from responses are addressed and any changes are considered through SLT Meetings and then added to the SIP as appropriate

## **Impact**

### **Learning and Engagement**

- Almost all pupils feel safe (wellbeing survey).
- In almost all lessons young people feel cared for and treated with respect. (Focus groups, wellbeing survey, HT pupil groups)
- In almost all lessons there is a positive relationship between young people and staff. (VSE/ELP observations)
- A minority of young people returned their homework in Term 2.

### **Quality of Teaching**

- Most teaching staff actively participate in discussions on classroom practice and strategies for enhancing Learning, Teaching, and Assessment (LTA), as evidenced by PTC/Faculty DM minutes. This engagement is expected to contribute to improved outcomes for young people.
- Almost all lessons are well structured and include learning intentions, success criteria which are shared in the majority of lessons.
- In the majority of lessons explanations and instructions are clear.
- A few teaching staff are engaged in a Practitioner Enquiry programme to improve their practice.
- Introduction of PT Continuous Improvement role to drive improvements in LTA through our Validated Self Evaluation (VSE) cycles and digital technologies (2025), supporting teaching staff to do this.
- A minority of teachers are involved in a Teacher Exchange programme with two other High Schools in Fife (St Columba's and Beath) to benefit from opportunities to visit other schools, take part in moderation, and share ideas on how to improve practice in LTA.
- Almost all teaching staff have been observed teaching as part of the VSE or one of the three Local Authority Extended Learning Partnerships.

### **Effective use of assessment**

- Most teachers plan assessment arrangements for all young people in the senior phase.
- Almost all teaching staff attended a CAT session on using a Wow, Now, How feedback framework to improve our consistency of language and ensure pupils receive better quality feedback.
- Most staff engage in moderation of SQA standards in the senior phase.
- A minority of staff engage in moderation activities with colleagues across the local authority for SQA and senior phase pupils.
- A few pupils feel they receive appropriate feedback to identify their next steps in learning

### **Planning, tracking and monitoring**

- All Parents and Carers have access to an accurate tracking and monitoring report. (Data reports Didbook)
- Most young people at focus groups report having had a learning conversation with staff, and that most staff know their literacy and numeracy levels.
- Most faculties are creating their own learner profiles/logs to record progress and feedback. (Examples available)
- S1 BGE planning documents in place and used in most faculties. This includes S2 for session 2025/26
- A minority of learners feel they are actively involved in planning their learning.
- The majority of young people are not clear about their next steps in learning.
- The majority of faculties have developed S1 BGE planning documents (this will be extended to S2 in Term 4) which split learning programmes into 8 week blocks. Each block focusses on a specific skill, taken from our skills framework

### **Pupil Voice**

- Over 300 pupils participated in Pupil Focus Groups
- All information derived from data was considered by SLT
- Data has influenced both Faculty and whole school improvement planning

## **Next steps**

### **Learning and engagement**

- We are currently in the process of reviewing and updating our KHS Learning standard with input from all stakeholders. This initiative aims to enhance the quality of Learning, Teaching, and Assessment by adopting a shared, consistent approach to classroom practice to address the diverse needs of learners, while fostering learner autonomy and independence.

### **Quality of Teaching**

- As part of the Local Authority's Transforming Learning digital initiative, all staff and young people will receive a digital device. Our PT Continuous Improvement will lead the implementation at KHS, ensuring staff and students are effectively upskilled, and will continue to share good practice across the school.
- Pupil Voice plays a crucial role in enhancing Learning, Teaching, and Assessment (LTA). To strengthen this, additional opportunities to give feedback will be provided to actively engage pupils, their families, and the wider learning community in evaluating and understanding the impact of our LTA initiatives.

### **Effective use of assessment**

- Enhance the quality of feedback provided to learners, enabling them to effectively identify their next steps in learning. To support this, all faculties should implement the **Wow/Now/How** framework, ensuring a consistent approach and shared language across the school. This strategy aims to promote greater consistency in feedback while improving learners' understanding of their next steps and how to achieve them.

### **Planning, tracking and monitoring**

- Our area of improvement is to continue to strengthen our approaches to assessment, tracking and moderation across the BGE following a planned calendar of assessment and moderation activities.
- Staff will continue to embed (in S1) and develop (in S2) learning programmes with a focus on specific skills to help our young people articulate and track their skill development across the curriculum. These planning documents are designed in alignment with our skills framework.
- To continue to identify, track and target young people who require supported interventions to improve their outcomes.

### **Pupil Voice**

- Pupil voice to be expanded to include Pupil Leadership- PVPL
- House Leaders oversee House Captains and weekly focus group discussions
- Data will be used to influence SIP
- PVPL groups asked to consider/discuss aspects of SIP

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2: Learners will benefit from a balanced and cohesive curriculum that leads to increased attainment for all, supporting continued improved positive destinations

HGIOS 4/HGIOELC Quality Indicators:

|   |                |   |                    |  |                             |  |
|---|----------------|---|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
|---|----------------|---|--------------------|--|-----------------------------|--|

### Progress

#### Curriculum

- KHS Curriculum Principles for BGE planning were developed in April 2024 to help with consistency in the development of our S1 BGE Planning Documents.
- We have changed our curricular offering to provide pathways that are appropriate for our young people, collaborating with partners to offer subjects/courses relevant to our local labour market intelligence.
- We have developed our KHS Skills Framework and skills development is a key priority within our BGE Planning Documents. We have also launched the GlobalBridge skills profiling App with our S3s.
- Our newly transformed curriculum has increased learning time for all learners, which has enabled us to deliver the entitlement of PSE and other relevant core subjects to learners in S5/6. We have introduced a wider achievements period into S3, where young people can gain additional skills and qualifications. We are making sure that we can offer more flexible pathways, which help to develop personal attributes, skills, and experiences alongside the offering of the more 'traditional academia' pathways. Eg. More than 70 of our young people in S4-6 accessed a School College Partnership course this session and 9 learners in S5/6 enrolled on an FA through Fife Council.
- Raising awareness of and integrating IDL/PBL into the curriculum has been a focus for this session.
- We have tried to keep our staff up to date with progress on the Curriculum Improvement Cycle through presentations to the Curriculum SIG group at the Nov Inset and then also to our PTC group on 23<sup>rd</sup> Jan.

#### Positive Destinations and DYW

- Introduced comprehensive spreadsheet to track destinations for S4-6 with planned approach for support staff to review and update information. Destination Team and partners meetings arranged every 4 weeks approx.
- Increased referrals to access source from additional services for individuals to support positive destinations including Enable, Link Living and Fife Voluntary Action.
- Strengthened partnership with Community Trade Hub across three courses (Hospitality, Construction and Mechanics) with increased numbers of learners. Created progression for some learners who had completed a course at CTH in S3 then progressed to school college partnership course for S4.
- WorkIT – introduction of new system for work placements to enhance pupil experience and create opportunities re world of work.
- Range of activities arranged and tracked by DYW Coordinator including Careers Fayre, work place visits and events in school.
- Continuation of programmes to enhance pupil experiences – Set for Success, Career Ready, Lift Off, First Chances, Duke of Edinburgh, Forrest School Programme
- Most faculties are holding and recording learner conversations effectively before tracking reports are issued.

### Impact

#### Curriculum

- Most of the PTCs have reported that the BGE planning documents have been helpful in ensuring consistency in terms of progressive learning experiences.

- The views of the majority of young people during focus groups (n = 32) suggest that we offer a good variety of subjects and courses. We have been accredited the Gold SCQF Ambassador Award this session.
- The views of the majority of learners during focus groups suggest that there are isolated examples of strong practice in skills development, however learners lack awareness of our skills framework and there is limited focus on this within lessons.
- Our change to the curriculum has allowed us to deliver the entitlements of PSE and focus more on employability skills in S5/6. Through this work, 156 learners have completed the Successful Tenancy Unit and 80 learners have completed the Employability Award. Feedback from the majority of learners in S5/6 focus groups suggest that PSE lessons would benefit from more collaboration with outside agencies/partners and an element of choice (including PE) would enhance engagement in Core. 31 S3's have achieved an additional qualification through their wider achievements period and an additional 21 learners are expected to pass their Bronze Duke of Edinburgh Award. [Add in data from Fresh Start ]. The 13 S1's who have participated in our School of Dance have really improved their technical ability and 85% of them have achieved a grade A to C in their final assessment.
- Over 70 of our young people in S4-6 have enrolled in a school college partnership course. 28 young people in S4 have had a bespoke offer of either Hair & Beauty or Construction at college with an 93% success record. 9 of our S5/6 learners have worked on an FA with Fife Council with an estimated 89% success rate.
- PBL/IDL - Following an Inset PL session (12<sup>th</sup> Feb 2025) on IDL/PBL, 24 teachers completed a questionnaire and 100% reported that they feel that PBL/IDL is relevant to their role and 92% reported that the session demonstrated strategies of PBL effectively or very effectively.

#### **Positive Destinations and DYW**

- Limited success with destination spreadsheet due to other pressures for staff and some absence of partners throughout the year. 93.5% learners in positive destination from follow-up of 2023/24 – above national average. 95.5% initial leavers in positive destinations as of June 2025 for (2024/25 cohort)
- Few learners from S3-5 benefitted from strong partnership with Community Trade Hub. Numbers increased from 73 learners completing courses and achieving additional qualifications (Stage 1 and 2) to 96 learners including learners from Supported Learning.
- Few learners who attended CTH and school college partnership in S4 now in a better position to sustain their positive destination at college.
- 45 learners completed work placement with 20 of them achieving an additional qualification. (WorkIT data)
- Many S2-6 learners had the opportunity to be involved with numerous events and programmes including Career Ready, Lift off, First Chances which develop skills and improve outcomes for young people. (KHS Delivery Plan and DYW Return)
- 9 x S5 learners started their Career Ready journey, 7 x S6 learners completed Career Ready Programme.
- 37 x S4 learners and 12 x S5 learners involved in Lift Off. 25 Learners achieved Bronze DoE and 11 learners achieved Silver DoE.
- 4 learners completed the FOLA course with The Ecology Centre.
- 11 x S3 learners started their Set For Success programme and 11 x S4 learners completed the Set For Success Programme
- 46 learners completed Saltire Awards
- All young people in an S3 pupil focus group could articulate next steps required in their learning.
- DM minutes and VSE evidence show faculties engaging in discussion around learner conversations.



## **Next Steps**

### **Curriculum**

- S2 planning documents to be developed at least one term ahead for session 25-26.
- Earlier planning for our curricular offering for session 2026-27 and more opportunities for our young people to be involved in the planning process. Investigate further bundling of qualifications for session 26-27. Including more opportunities for outdoor learning, especially with our harder to reach young people and a curriculum with an additional level of support for young people in S1 who are working at Early/First level.
- Produce a strategy paper for launching Globalbridge with all year groups.
- Introduce an element of choice within S5/6 core, including PE session 25-26. Plan to re-introduce YPI into S5/6 core for session 26-27. Encourage more faculties to reach out to employers/partners to make learning more relevant.
- Work with Fife College to introduce a new bespoke course on Automotive for a group of S4 learners.
- Review the Sea Story PBL for S2 and make improvements where necessary to deliver to new S1 in session 2025-26. Plan the Marseum PBL experience for S2 in session 2025-26. Plan to introduce Powering Futures (meta skills/sustainability) to S6 for session 26-27. PT1 Num/Lit to do an audit of where we are with Numeracy/Literacy across the curriculum.
- We want all learners to experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.
- Continue to keep staff updated with any changes relating to educational reform.

### **Positive Destinations**

- Develop plan for monitoring destinations for S4-6 to ensure consistent approach. Strive for stability in school team and involve SDS partners at house team meetings. Review progress regularly.
- Continue strong partnership with Community Trade Hub and maximise numbers across all courses. Explore opportunity for more learners from Supported Learning to participate.
- Create a PT1 Employability post to oversee WorkIT platform and DYW activities across school.
- Continue to participate in programmes to enhance pupils experience and improve outcomes.
- Refine mechanisms for recording learner conversations and developing parents' awareness of the content of these.

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3: Learners will benefit from universal, targeted and intensive supports, relevant to each learner and ensuring that we meet the needs of all

HGIOS 4/HGIOELC Quality Indicators:

|   |                |   |                    |  |                             |  |
|---|----------------|---|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
|---|----------------|---|--------------------|--|-----------------------------|--|

### Progress

#### Wellbeing

Young people have been involved in a range of activities aimed at improving their knowledge of Wellbeing, to aid self-assessment:

- Wellbeing starter tasks/lessons in PSE
- Development of a shared understanding of Wellbeing
- Wellbeing visuals throughout the whole school environment
- Wellbeing workshops (S1) as part of a rolling programme
- Wellbeing tracking – to generate strategic data
- Wellbeing SIG
- Pupil Voice activities

The data generated was evaluated and common themes extracted. This information was:

- presented in a "You Said, We Did" format and shared with all stakeholders
- Informed strategic discussion/actions at designated partnership meeting
- Specific young people were targeted for interventions
- shared with young people during PSE lessons
- Shared with faculties, who discussed and/or actioned it within their own context

#### Fulfilment of Statutory Duties

- Attendance targeted groups established
- Process for reducing late-coming established
- Process for managing whole-school attendance embedded
- Process for managing period discrepancies embedded
- Data-informed review of the school's Positive Relationship's Policy
- Ongoing focus on bullying; how to report it and staged approach to managing bullying behaviour

#### Equalities & Inclusion

- Rationale document created to outline the key Equalities-based issues prevalent within the context of our school
- Rolling programme of workshops based around: Hidden Disabilities (S1); Race (S2); Sexual Orientation (S3)
- Establishment of a pupil Equalities Group, to help devise and deliver workshop content
- Cultural context of the school shared with all stakeholders. Work within Social Subjects and Humanities aimed around celebrating the diversity within the school.
- Establishment of Country of the Month and associated activities
- Pupil-led programme for remainder of this session, and for next session, shared with staff so they can implement in their planning when the opportunity arises
- Creation of an EAL library, with the school community and neighbouring businesses asked to donate a book
- Audit of faculties to determine where Equalities/Inclusion opportunities are underway
- S2 STEPS - use of referral/attendance data to target 22 S2 boys who were at risk of behaviour and attendance declining and engage them in sports and social skills course
- S3 STEPS – use of attendance and tracking data to target some of those FFA in S3 and ensure that they have evidence that could be used to support qualifications

- S4 STEPS – use of close tracking, monitoring and tailored interventions to engage those FFA in S4 and ensure that they achieve qualifications

## **Impact**

### **Wellbeing**

- Almost all young people in S1 noted an improvement in their understanding of the Wellbeing Indicators as a result of the Wellbeing workshops.
- Almost all young people in S1 were involved in the creation of visuals that represent the school's shared understanding of Wellbeing; a few young people across the BGE were involved in determining final phrases for shared understanding of Wellbeing
- The views of the majority of young people were captured during Wellbeing surveys, and their voice was integral in shaping the themes for focus and resultant next steps
- A few young people were targeted for appropriate interventions, including Punch Beyond and See Me See Change training.
- A few young people received a bespoke approach due to disclosures made
- Access to Guidance staff was made easier via a designated QR code
- Almost all young people have access to the Padlet, containing appropriate signposting across the

### **Fulfilment of Statutory Duties**

- Improvement in attendance from 82% Feb 2023 to 86% May 2025 at the end of the session.
- Significant reduction in latecoming
- Young people who have period discrepancies are identified and coding updated
- Increase in communication with parents/carers during trial period
- Number of bullying referrals confirmed at the end of term

### **Equalities & Inclusion**

- Views of almost all stakeholders sought and included in the school's response to equalities and inclusion
- A few young people (Equalities group) participated in the creation of the workshops and facilitated their delivery
- Almost all young people in S1 have an awareness of the multicultural context of the school, and (a) developed an information profile on a country that is represented within our pupil population and (b) created a flag for display centrally
- Almost all young people have the opportunity to borrow a book in a language that is represented within our school's context
- A few young people (Equalities group) generated the idea of a Country of the Month and various activities to celebrate these countries.
- S2 STEPS – all boys had engaged in a positive experience at school; 14/22 boys' attendance improved between November (before intervention) and March; the total number of referrals went down for the class over the same period; 7 of the boys had no referrals
- S3 STEPS – 10/14 of those furthest from achievement have had support to achieve at least National 3 English and maths and National 4 literacy. Most have started work on a third qualification.
- S4 STEPS - 98% of S4 on track to gain at least one qualification (5 YP not achieved any); 93.5% have SCQF 5@3 or above (stretch target 90%); qualitative data gathered through a feedback form and displayed in classroom suggest learners' confidence and attainment have improved as a result of attendance at STEPS

**Next Steps:****Wellbeing:**

- Development of Pupil Wellbeing group to help evaluate the data and input on relevant next steps, and to further raise the profile across the school.
- Embed strategic tracking within school calendar so that it is scheduled
- Individualised tracking of Wellbeing, with pupil-generated target-setting and tracking
- Ongoing partnership support to help address key themes relevant to our context
- Development of a Mental Health strategy for the school, which encompasses Universal, Additional and Intensive options/interventions
- Develop a KHS-specific strategy to raise awareness of mental health strategies within the school
- Develop Universal Wellbeing interventions

**Fulfilment of Statutory Duties:**

- Use current session's data to determine targeted groups, and develop a strategy for addressing attendance within said groups
- Embed new ARA/Flexi-schooling processes

**Equalities & Inclusion:**

- Development of a whole-school strategy to address misogyny, encompassing Pupil Equalities group, MVP mentors, partners and key members of staff
- Include features of Equality and Inclusion into the Assembly programme, to raise awareness of the topic amongst the entire pupil cohort
- Embed rolling programme of equalities-based workshops throughout the session via school calendar
- Review bullying policy, including the school-specific approach to tackling equalities-based bullying
- Development of curriculum and interventions for class 1AA, whose learning is within Level 1 across the curriculum
- S2-4 Steps - continue with similar models for S2-4 STEPS, using data to intervene for those furthest from achievement, improving engagement and attainment.

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 4: Learners will benefit from developed leadership, high aspiration and renewed KHS Vision, Values and Aims

HGIOS 4/HGIOELC Quality Indicators:

|   |                |   |                    |  |                             |  |
|---|----------------|---|--------------------|--|-----------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved | X | Partially achieved |  | Continued into next session |  |
|---|----------------|---|--------------------|--|-----------------------------|--|

**Progress**

- 10 PTCs and 2 DHTs took part in leadership development course led by Mark Brown focused on a values-based approach to leadership
- All middle leader roles re-developed to ensure ongoing school improvement through collaborative and distributed leadership
- Development of 7 additional leadership roles to focus on key areas of development
- Development of house captains leading focus groups for YP in S1-3, focused on key school priorities
- Development of learner leadership groups including SCQF ambassadors, S3 learning ambassadors, rights group, equalities group and more.
- KHS Coaching programme underway with a minority of staff taking part
- All Middle and Senior leaders undertook coaching development using GROW model delivered through CLPL

- School Ethos strategy group developed and met once per term
- Review of school Vision, Values and Aims led to discussion and collaboration on renewed VVA
- House Reward system introduced
- Staff use merits/de-merits to identify positive behaviours / performances / attitudes
- Pupils rewarded by school trip and communication to parents
- New assembly programme in place from October 2024, based around child's rights

## Impact

- All staff have a shared awareness of the social, economic and cultural context in which young people and their families live. Staff are sensitive to the needs of our young people and families.
- Recent staff surveys, 1 to 1s with middle leaders and clear SLT remits show that colleagues value the input of Senior Leaders across a range of improvement areas, led through SIGs. Clear progress is monitored through our school improvement plan.
- All Staff are involved in creation, development, implementation and evaluation of whole school policy and school improvement through SIGs and other formal mechanisms e.g. Curriculum and School Day changes, Curriculum Rationale, SIP priorities, Raising Attainment policy and Positive relationship policy. Furthermore, staff are also invited to contribute to groups taking forward school improvement e.g. Learning, Teaching and Assessment, School VVA and Ethos, Staff Focus group, Wellbeing, Nurture.
- All DIPs align with the SIP and are regularly monitored by PTCs. Line management structures allow for SLT to support and monitor implementation of improvement priorities and in turn monitoring of whole school priorities.
- All ELT have GROWTH coaching training to support the PRD process. This is leading to almost all staff feeling supported in their professional development
- Almost all PTCs (10/11) took part in the Mark Brown Leadership Course in November. All PTCs who took part feel better able to lead change and develop capacity within their faculty because of this training.
- Most young people report that the changes to the assembly programme mean they feel more aware of their rights and are able to articulate this.
- Over 1000 responses to our programme of engagement on renewed vision, values and aims. This has led to the following agreed VVA:

### Kirkcaldy High School – Vision, Values and Aims (Draft)

#### Vision

At Kirkcaldy High School, our vision is to support every learner to reach their full potential—academically, emotionally, and socially—through high expectations, strong relationships, and shared success. Founded in respect, inspired by ambition, and united in community, we live our motto: *Usque Conabor* — 'I will strive to the utmost.'

***Dream big. Work hard. Stay kind.***

#### Values

Respect, Ambition, Community

#### Aims

We aim to:

- Ensure that every young person's rights and needs are met
- Support every young person to improve wellbeing and health
- Engage every young person in learning, regardless of barriers faced
- Maximise every young person's potential and talent through improved attainment and achievement, including in literacy and numeracy.
- Support every young person to gain the skills and qualifications needed to succeed in a positive destination after school.

## Next Steps

- Implement and embed with all stakeholders renewed our Vision, Values and Aims to ensure that these are lived, linked to well-being and reflected within our school community.
- Development of whole school celebrating success policy for young people to ensure success is celebrated and young people feel valued.
- Continued improvement of staff leadership at all levels by increasing collaborative approaches and leadership opportunities through amended management structures e.g. Support Structure and ensure there is a common language for leadership.
- Further develop leadership and improvement capacity within the ELT and Staff groups using ELT meetings, Collegiate sessions and PEF opportunities.
- Ensure that Rights continues to be central to our school ethos
- Establish Pupil School Improvement Groups to support ongoing improvements and ensure young people become stronger agents of change, including development of Pupil Leadership opportunities across S1-S6
- Continue to reflect on ways to involve young people and parents more fully in the work of the school and ensure that their views are central to our work and ensure that they are aware of all improvements within KHS.
- Annual Prizegiving expanded to include Bright Stars BGE Awards ceremony
- Strategy Paper (RACS) introduced to provide advice on formal and informal recognition to pupils across all Faculties
- A consistent approach adopted which both staff and pupils understand and can clearly identify

## Improving Outcomes

### Attainment

| S3 CfE Declarations |                       |         |         |          |
|---------------------|-----------------------|---------|---------|----------|
| Stage               | Listening and Talking | Reading | Writing | Numeracy |
| <b>S3 (Level 3)</b> | 87.5%                 | 86.8%   | 83.3%   | 88.7%    |
| <b>S3 (Level 4)</b> | 56.8%                 | 58.4%   | 67.5%   | 58.4%    |

| S4 Literacy & Numeracy |                |        |                |        |
|------------------------|----------------|--------|----------------|--------|
| Level/ Measure         | Literacy       |        | Numeracy       |        |
|                        | Stretch Target | Actual | Stretch Target | Actual |
| <b>Level 3</b>         | 97%            | 96.73% | 97%            | 96.73% |
| <b>Level 4</b>         | 95%            | 94.2%  | 95%            | 95.64% |
| <b>Level 5</b>         | 80%            | 79.3%  | 70%            | 78.55% |

By the end of S3 most young people achieve third level in reading, writing, talking and listening and numeracy. As a result of improved planning and consistency, most of these areas has increased since last session (writing has decreased by 2%). By the end of S3 a majority of young people achieve fourth level in listening and talking, reading and numeracy. In all areas of literacy, the % achieving fourth level has dropped whilst numeracy has continued to improve and has increased by 16%.

Almost all young people in S4 achieve at least National 3 literacy and numeracy. In addition, a few young people from our Supported Learning Department and with EAL achieved National 2. Almost all young people in S4 have achieved National 4 Literacy and National 4 Numeracy. National 5 Literacy and Numeracy passes have improved on last year and most in S4 achieve these. Interventions such as October holiday support, STEPS classes and small group, targeted support throughout the year have supported these improvements. Literacy and Numeracy in S4 are above the VC.

PEF funding spent on PSO has contributed to improvements in the senior phase. The PSO has made home visits to get to know families and build relationships; worked with young people in external locations such as the YM and worked with small groups in school and after school. She has also worked with young people to support college and trade hub sessions and to ensure a high pass rate in these areas. She has supported a minority of young people with college applications, visits and interviews to ensure positive destinations.

PEF funding spent on the trade hub has led to 100 qualifications at level 4 being gained by our young people. This contributes to our 5@4 figures whilst also developing skills for life and work.

### Achievements

- S3 Set for Success – 16 x S3
- 13/15 S4 yp achieved Level 4 Hair and Beauty at Fife College and a few were offered a place on the full time course next session
- 11/13 S4 young people achieved Level 4 Construction at Fife College
- 100 young people in S3-5 completed 10 week courses at the Community Trade Hub, developing valuable skills for work as well as Level 4 Personal Development (Level 1) and Level 4 Wellbeing (Level 2)
- Duke of Edinburgh – 6 yp achieved silver this session; 19 young people achieved bronze this year and 16 of these are progressing to silver.
- 70 S5-6 YP achieved SCQF Level 6 First Aid at Work

- 156 S5/6 yp achieved units from NPA Level 4 Tenancy Qualification, supporting the development of skills for life
- Saltire Awards – 46 YP achieved
- Work experience and awards – 45 YP have completed work experience of 20 of thee have completed a work experience award
- Employability Award – 80 YP achieved
- Foundation Apprenticeships – 5 YP achieved Social Services and Healthcare; 2 achieved Childcare and Young People

Achievements are celebrated in the Rector's Log, through social media, blogs on our website. Most faculties have weekly recognition boards and we have house points.

| Evaluations (School)                         |              |              |              |   |
|--|--------------|--------------|--------------|---|
|  | 2022-23      | 2023-24      | 2024-25      | Inspection Evaluations<br>(since August 2024) |
| 1.3 Leadership of Change                     | Satisfactory | Satisfactory | Good         |   |
| 2.3 Learning, teaching and assessment        | Satisfactory | Satisfactory | Satisfactory |   |
| 3.1 Ensuring wellbeing, equity and inclusion | Satisfactory | Satisfactory | Satisfactory |   |
| 3.2 Raising attainment and achievement       | Satisfactory | Satisfactory | Satisfactory |   |



