|  |
| --- |
| *badge(b-w)****KIRKCALDY HIGH SCHOOL*****Standards and Quality Report (SQR) for Session 2020-2021** |

|  |
| --- |
| **Context of our School**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. This contributes to a sharply rising roll, which was recorded at 1375 in the Sept 2020 census and is expected to be around 1460 for August 2021.A large part of our catchment comprises neighbourhoods which are identified as being areas of multiple deprivation in SIMD surveys. For example, 29% of learners come from SIMD 1 or 2 and 58% live in SIMDs 1-4. Our FME is 21.7% and the % of children under 16 living in poverty is typically 3% or 4% higher than the Fife average. As a result, KHS has been awarded a significant amount of “Pupil Equity Funding” (£185985 for session 2021/2022, including the additional 15% “recovery” premium) which has been used to address gaps in literacy, numeracy, health and wellbeing (including mental wellness), attendance and positive destinations with target groups and across the school.Data analysis (as of 30 April 2021) shows attendance at 91.8% for the session to date, which is 2.4% above the Fife average. Authorised absence is at 4.6% and unauthorised stands at 3.5% of all absence. Exclusions are 0.15%. For several sessions, our exclusion rate has been significantly lower than the Fife average. For example in 2018 we reported 25 exclusions per thousand against 64 for Fife and in 2019, we had only 9 per thousand, whereas Fife had 22 per thousand. |

**Improvement Work: Review of Progress – Session 2020/21**

|  |
| --- |
| **Improvement for Recovery Priority 1**: *Attainment and Achievement* |
| **NIF Priorities***Improvement in attainment, particularly in literacy and numeracy***NIF Drivers***Teacher Professionalism, Assessment of progress, Performance Information* | **HGIOS 4 Quality Indicator***3.2 Raising attainment and achievement* |
| **Progress:** Our learners benefit from teaching staff engaging well with the “benchmarks”, which are being used for moderation activities. We have increased targeted primary transition visits in Literacy and Numeracy, although these have been restricted since the spring of 2020 due to Covid. Our learners have had an extended provision of DYW related activities and work placements and increased opportunities for wider achievement awards, although again, these have been limited due to Covid. Prior to the pandemic, we had an increased number of learners experiencing work placements and completing additional qualifications (SQA work placement or volunteering unit). There continues to be a rising number of learners on Foundation Apprenticeships (currently 15) and others studying towards NPAs.**Impact:** Increased staff confidence with regard to making professional judgements of CFE levels achieved in Numeracy & Literacy is helping inform curricular progression in the BGE. SNSA results for S3 show improvement, with the top 3 bands for Numeracy and Literacy having increased by around 10% in 2019 and this was reflected in the strong results of the S4 cohort in the 2020 SQA awards. Staff involvement in the “Alternative Certification Model” (ACM) in 2021 has greatly increased confidence in understanding of SQA standards. A more consistent experience for learners is being offered, evidenced by classroom visits, learner feedback and supported by our Teaching and Learning group.**Next Steps:** We need to build on the good practice in Numeracy and Literacy by ensuring that all staff across the school continue to become ever more skilled in moderation and making judgments about the progress of our learners, especially in the BGE. The ACM has proved a helpful model in this respect. We will continue to increase the number of Senior Phase students undertaking alternative qualifications including the SQA Leadership Award, completing work placements and related qualifications. We have increased the number of learners completing Foundation Apprenticeships, and we are involved in a greater range of frameworks. We can introduce additional qualifications for learners at college (Tues/Thurs pm) eg Steps to Work, and improve learners' journeys by completing related work placements where appropriate. We will also explore additional qualification options for S6 (eg Open University YAS Awards).All of this is underpinned by continuing to develop our Positive Relationships framework, based on the “Pivotal” model. We made a positive start to this in 2019 and will have a renewed focus starting with Inset in August 2021. |
|  |
| **Improvement for Recovery Priority 2:** *Wellbeing, Equity and Inclusion* |
| **NIF Priority***Improvements in Health and Wellbeing***NIF Drivers***School Leadership, Teacher Professionalism, Parental Engagement; Assessment of Progress* | **HGIOS 4 Quality Indicator***3.1 Ensuring wellbeing, equality and inclusion* |
| **Progress:** There is considerable evidence that the school is widely regarded as being highly inclusive and health promoting (see Pupilwise and Parentwise Surveys). We were recipients of the COSLA “Excellence Award” 2018 for “Reducing Inequality and Improving Health” and our LGBT+ equalities group was named Most Influential Fifers of the year, placed at number 1 in the top forty Fifers by the Fife Free Press. We are also recent recipients of the UNICEF Rights Respecting School “Gold” Award and the LGBTYS “Gold Charter”. Targeted groups of learners (supported by PEF funding) have benefited from a focus on improving engagement and outcomes within Literacy and Numeracy and Health and Wellbeing (especially in relation to their Physical, Mental, Emotional or Social Health through the use of various interventions). Our learners most at risk of not attending school have been supported through our Family Link worker and the Pupil Support Officers. This support includes home visits and being proactive in bringing learners into school attendance through: following routines to better wellbeing behaviour; trying to reduce barriers to academic progress (such as offering access to alternative educational provision such as the YMCA in the Valley or access to education outwith school times) as well as communicating with the hardest to reach parents/carers using alternatives such as home visits/texts to update.Our focus on mental health has resulted in the production of an online “Toolkit” which was especially useful during the period of remote learning in “lockdown”. Extensive planning is undertaken with our associated primary schools to ensure that all staff in KHS are aware of young people who require additional support. Supported Learning staff attend planning meetings from primary 6 and meet with staff from the primary schools a number of times during P7. In addition to attending meetings and sharing information, Supported Learning teachers and PSAs run a bespoke enhanced transition programme, tailored to meet the individual needs of the child. However, this programme was disrupted and largely replaced by online activities.**Impact:** Our learners are responding positively to these targeted interventions. Insight shows a steadily improving trend in Literacy and Numeracy. For example, in 2020, 66% of all leavers attained L5 Literacy and Numeracy compared to our comparator at 61.8%. The attendance rates for learners in the (PEF) target caseload have generally improved. Learners previously disengaged with learning are making better academic progress, for example by managing to complete Literacy and Numeracy qualifications at National 4. The sharing of good practice; communication of support priorities for individuals; ongoing quality assurance discussions (our regular Attainment Liaison Meetings) and cohesive planning (whereby professionals are engaged with each individual pupil) are all recorded in our “Equity Spreadsheet” which makes tracking more transparent, in terms of interventions and outcomes and ensures more cohesive intervention strategies are employed.Our learners have a smooth and positive transition to Kirkcaldy High School and are given the opportunities to forge positive relationships with peers from other primary schools, Supported Learning teachers and PSAs based at Kirkcaldy High School. Given the close relationship of secondary and primary staff support strategies can be shared with all teachers in KHS giving the learners the most positive experience possible.  **Next Steps:** We need to make our “Equity” spreadsheet more widely available and extensively used. We have improved parental engagement by providing opportunities for online dialogue. We want to ensure our school community has a shared understanding of wellbeing, by promoting wider understanding of the “indicators”. The aims and measurement methodology of our PEF related work needs to be more specific, allowing for any necessary interventions. We will use in service training to develop understanding and how wellbeing indicators can/should influence improvement planning. Also, will continue to extend our involvement in promoting children’s rights and extending multicultural awareness across the school.  |

|  |
| --- |
| **Outcomes for Young People (Attainment and Destinations)**The latest available “Insight” data shows that 90% of leavers attain Level 4 in Literacy and Numeracy against 87% for our “virtual comparator”. At Level 5, the figure is 66% against 62% for our comparator. 2020 was a strong year for S4 attainment in particular, with a significant rise in the % of SQA candidates gaining 5 or more awards at Level 5. However, comparisons are difficult due to the change in assessment methodology used by the SQA. It is also the case that for many of our S4, there was the opportunity to take a new additional Level 5 qualification in “Applications of Mathematics”. We can report an improving trend in almost all indicators, except for a decline in S6 attainment in 2020 – there is strong evidence that this was a “blip” year/cohort. Over time, the % attaining 3 or more Highers in S5 has risen from 19% in 2014 to 27% by 2020. The most significant attainment gap against our virtual comparator remains in terms of tariff points eg in 2020 our leavers gained, on average, about 100 points fewer than our comparator. That said, the lowest attaining cohort was in line and our S5 cohort matched or bettered our comparator at all levels. As above (see Priority 1), improving attainment for all will continue to be one of our main targets, including continuing to expand the range of qulaifications we offer to maximise opportunity.Also, we were disappointed to report a decline in leavers achieving a positive destination in 2020, down from 92% in 2019 to 88.3% in 2020. The “destinations” gap, as you might expect, was most marked in SIMDs 1-3. However, we are already seeing positive results from our decision to deploy “PEF” funding to employ a Pupils Support Officer with a specific focus on securing positive destinations. |

|  |
| --- |
| **Evidence of Significant Wider Achievements**As recipients of the COSLA Excellence Awards (Reducing Inequality and Improving Health) 2018 and Fife Free Press “Top Forty Fifers” – Number 1 in 2018 for our work in tackling homophobia, we have a very strong reputation as a welcoming and highly inclusive school. We were also one of the very first state schools to be awarded LGBTYS “Gold Charter” status in 2020. This work (over several years) has had a significant impact on relationships and ethos, which are widely recognised as being very strong (see Pupilwise and Parentwise Surveys on KHS new website [www.kirkcaldyhighschool.com](http://www.kirkcaldyhighschool.com)). Other evidence which supports this view includes our recognition as the Kingdom FM “Best School” in 2019 and our achievement of UNICEF Rights Respecting School “Gold” status, the first secondary school in Fife to achieve this and one of only a handful in Scotland.  |
| **Successes and Challenges During Closure**Like all schools, KHS was not well prepared for “lockdown” in March 2020. However, our learners and staff quickly adapted and we re-established ourselves as a virtual school, “KHS In The Hoose”. Our communication and community engagement was widely regarded as being of very high quality (see website) and engagement in remote learning was maintained at around 70% on average. We repurposed and distributed almost 100 IT devices and set up schoolwork/resources delivery and distribution services based in several local shops. Our PSO team conducted an extensive and very valuable series of doorstep visits and ultimately socially distanced outdoor engagement with scores of vulnerable learners. During the period January to March 2021, we were able to engage far more effectively, having spent the previous two terms building skills in remote learning and ensuring that digital resources would be available. Our in-school “hub” was a particular success, and some of our most vulnerable learners probably had their most successful time in education; having the school to themselves with extra staff on hand worked well for them. Once again, our four PSOs were crucial in keeping up engagement with our most vulnerable learners. In terms of “mainstream” learning, engagement was, on average, reported at around 80% during the period. Contact level was at 100% as the Guidance team were instrumental in ensuring that all our young people kept connected via a personal phone number provided. Our ongoing emphasis on mental health, was especially apt and well received by parents/carers and young people. Please see our own “toolkit” <https://padlet.com/KHSTeacher20/KHSMentalHealthToolkit>  |
| **Impact of National/Local Resources to Support Recovery**We were able to recruit an additional 2FTE and were allocated 87 Chromebooks for distribution to digitally disadvantaged families.The additional staffing proved invaluable in providing “catch up” learning after hours for a target group and also given the ongoing impact of Covid and resultant staff absence. During late November and early December, we were forced to adopt a partial “blended learning” arrangement as a result of absence. At one point we had an average of 15 FTE absent daily over a four week spell.Pupil engagement from January to March 2021 was significantly higher than it was between March and June 2020 and this was, in part, down to greater access to IT. The recent allocation of an additional 212 Chromebooks is very welcome and will go a long way to addressing digital inequality. |
| **PEF Evaluation**The main focus of our PEF spending is the staffing cost of our PSO team. We have four dedicated staff, working with our most disadvantaged families to enhance our ability to include all who are entitled to be part of the KHS community. The team supports home visits, school uniform, registration for free school meals etc. Two of the team undertake therapy and small group sessions, including Seasons for Growth and they oversee our memorial garden with a group of volunteer pupils, several of whom had been “school refusers”. As well as our Family Link Worker, we also have a PSO with a destinations focus. The success of these initiatives is evident in our attendance and inclusion statistics, Pupilwise and Parentwise etc “Insight” data for 2020 shows that the gap (in our favour) between KHS and virtual comparator is 3% for Level 4 Literacy and Numeracy and 2% at Level 5 for all leavers. For leavers from SIMD 1 and 2, the gaps are 22% and 15% respectively. The “Attainment for All” measure shows also shows a less pronounced gap (to comparator) for the most deprived quintile as opposed to the least deprived. Also, in the National Benchmarking Measure: Attainment versus Deprivation, the gap (between KHS and the national average) is slightly narrower for those in SIMD 1 and 2 than for SIMD 9 and 10. Closing the attainment gap (and the social development gap) associated with poverty remains at the heart of our work, and it is a work in progress. |

|  |
| --- |
| **Improvement Planning Priorities for the Session Ahead****Priority 1: Health & Wellbeing *Supporting and improving health and wellbeing within our school community**** We will be even more alert and sensitive to young people’s mental health needs
* We will support our more vulnerable young people and those with additional support needs to reconnect
* We will continue to develop a shared understanding of children’s rights (Including multicultural awareness and racial equity issues).

**Priority 2: Learning, Teaching & Assessment *Improving consistency of learning, teaching and managing relationships ensuring a high-quality learning experience for all**** We will develop a shared understanding of what great learning & teaching looks like
* We will embed our new Managing Relationships Policy
* We will improve the use of digital technologies across the school
* We will develop greater staff leadership opportunities.

**Priority 3: Attainment *Improving attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity**** We will continue to improve our attainment tracking
* We will develop our strategies for learners to take responsibility for their own learning and progress
* We will update our Curriculum Rationale to define learner pathways more clearly.
 |
|  |
| **Our Capacity for Continuous Improvement**This is considered to be “very good” as evidenced by the recent “Staffwise” surveys. For example 89% of staff agree that there is a positive ethos in KHS (sector average 60%), 68% of staff report that change is well managed in KHS (47% across the sector) and 66% consider that communication is effective (against 48% across Fife secondaries). |
| **HMIe Quality Indicators: School Self Assessment** |
| **Quality Indicator** | **School Self Evaluation 18/19** | **School Self Evaluation 19/20** | **School Self Evaluation 20/21** |
| 1.3 Leadership of Change | Good/Very Good (see “Staffwise”) | Good/Very Good  | Good/Very Good |
| 2.3 Learning, teaching and assessment | Good | Good | Good/Very Good (see Pupilwise etc) |
| 3.1 Ensuring wellbeing, equity and inclusion | Good  | Very Good | Very Good |
| 3.2 Raising attainment and achievement | Good | Good | Good |

