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East Dunbartonshire Council

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Kirkintilloch High School



Standards and Quality Report
2021/22

Context of the School

Kirkintilloch High School is a non-denominational state secondary school that serves the communities of Kirkintilloch, Milton of Campsie and Twechar in East Dunbartonshire. Our school roll continues to rise and was at 660 pupils at the start of the session with a projected roll of 740 next session, a significant rise from around 500 pupils in 2016. Our purpose-built school environment was completed under the PPP Programme in 2009 and consequently, the school community benefits from outstanding facilities and a bespoke learning environment that is conducive to maximising the potential of our young people, ably maintained by an excellent team of support staff. We presently have a teaching staff complement of 64.17FTE and 11.3FTE support staff.

Kirkintilloch High School is an effective comprehensive school which serves young people from all backgrounds and across the full range of SIMD indicators with 19.25% of our young people joining us from SIMD Deciles 1-4. 21% of our young people are in receipt of free school meals and we have a significant number of care-experienced young people (6%). As such, we have been in receipt of substantial Pupil Equity Funding which enabled us to focus wholeheartedly on raising attainment and closing the equity gap. In addition, we received care-experienced funding that led to the appointment a Teacher of Care Experienced Young People and a fantastic CLD Youth Worker as we look to deliver our commitment to 'The Promise'. Our drive towards equity was complemented by the work of our staff-led Cost of the School Day Committee, which made very good progress this session. Our exclusions have seen a sustained reduction over the past sessions with alternatives to exclusions in place to support our young people.

Kirkintilloch High School is proud of our culture of nurture and support which encourages and expects our young people to participate. We continue to actively seek and embed opportunities for all stakeholders within our community to have a voice and to feel empowered in delivering a strategic approach that is to the benefit of our young people and the school.

Our aim is to improve outcomes for all learners and in doing so, to change lives for the better. Our vision is that all members of the school community 'dream big, work hard and show kindness.' This vision underpins our Positive Relationship Policy and forms our core expectations for all staff and pupils. Key appointments in staffing this session have led to significant improvements in attainment, as evidenced in strong prelim performances that led to robustly evidenced predicted grades/SQA Performance. In addition, significant changes to curricular provision in both the BGE and Senior Phase have led to improved attainment. Last session, our work included additional Senior Phase accreditation such as National Progression Awards, a Foundation Apprenticeship Hub delivered in our school and the delivery of bespoke curricular pathways for young people.

Our key priorities for improvement planning 2022-23 will focus on School Leadership, Curriculum and Assessment (including creative pedagogy) and Health and Wellbeing (including GIRFEC and Child Protection)

We were delighted to be featured in second place in the Times Scotland's list of most improved schools in Scotland and continue to strive to relentlessly improve our provision for young people.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Health and Wellbeing including Nurture		
<p>NIF Priority young people's health and wellbeing NIF Driver</p>	<p>•Improvement in children and young people's health and wellbeing •Closing the attainment gap school leadership parental engagement</p>	<p>HGIOS 4 QIs QI 3.1 Wellbeing, equality & inclusion QI 2.1 Safeguarding and child protection</p>
<p>Progress and Impact: Very good progress was made in health and wellbeing including nurture.</p> <p>Support for pupils sitting SQA Examinations for the first time in several sessions was extensive with a robust programme of interventions. We delivered whole school support via. registration input, targeted support and our school counsellor services. The Study Skills/Examination Stress Working Group implemented immersion days and an exam stress management resource was designed by our Wellbeing Support Team.</p> <p>We extended pupil agency through continued strategic implementation of pupil participation opportunities. A successful pupil parliament launch event took place attended by 60 pupils from S1-S6 and culminating in a pupil led plan for improvement. Pupil led focus groups for the learning and teaching committee were delivered to support self-evaluation across the school. Pupils involved created an input for the launch of the L&T policy in August. Our pupils are involved in visits and interviews as part of staff recruitment. We launched a new pupil-led Cultural Equality Team who raised £100 for a local charity. Almost all S6 students earned a 10-hour Saltire Award. We began working towards achieving Rights Respecting School accreditation to develop our understanding of children's rights. Registration and assembly inputs were delivered highlighting thematic areas that reinforce human rights/UNCRC. Departments were audited; a Rights Respecting School Club was established; lessons were delivered, and all staff training took place on in-service days. Our LGBTQ+ group continues to work pro-actively towards achieving the charter.</p> <p>In outdoor learning, we supported departments to develop skills including horticulture, organic growth within the garden, and additional curriculum development. Our Outdoor Learning Team surveyed staff. Our KHS Garden is well established, and we have a successful and popular gardening club. The Dandelion project secured participation from around 20% of BGE Pupils and many staff. Outdoor education groups were planned as a targeted intervention and were successful in developing fitness, character and values. Next session, we have planned for a National Progression award in Horticulture. We embedded time into every period 1 lesson to explore our school values in action, children's rights, mindfulness and the wellbeing of all within our community. Weekly thematic presentations were embedded into daily practice and reinforced the school vision and values. A Celebration of KHS Week was delivered to end our term, to build ethos and consolidate the excellent work of our registration team.</p> <p>We employed targeted interventions to intensively support identified groups of young people such as our care experienced young people. We improved our provision for our nurture groups and extended our pastoral care team through the introduction of our extended Guidance Team. A Teacher of Care Experienced Young People was appointed, and the impact of this work evaluated positively. Our team around the child use data effectively and understood key background factors to deploy effective resource and bespoke strategy for every young person.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to identify and provide targeted wellbeing supports for pupils sitting SQA Qualifications. • Continue to strategically embed pupil participation and the strategic promotion of Children's Rights, • Act on feedback for care experienced pupils from our DHT on EDC group for 'The Promise'. • Further promote curricular innovation such as outdoor learning and thematic registration input. • Continue to deploy highly effective targeted interventions for all young people. 		

School priority 2: Family Engagement

<p>NIF Priority •Improvement in children and young people's health and wellbeing</p> <p>NIF Driver •Closing the attainment gap</p> <p> parental engagement</p> <p> school leadership</p>	<p>HGIOS 4 QIs</p> <p> QI 2.5 Family Learning</p> <p> QI 2.7 Partnerships</p>
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Progress and Impact: Very good progress was made around family engagement.

We actively developed opportunities for targeted and universal family support with the establishment of a specific Family Learning School Improvement Group. Targeted support from this team scaffolded parental engagement in preparation for the digital parents' evening platform. Our subsequent digital parents evening was a great success with highly positive evaluative feedback and percentage of engagement. Our Parent Council continued to actively contribute to the strategic direction of our school, supporting with key appointments such as our deputy head teachers. Two of our family learning teamed undertook training to deliver the Triple P Parenting Programme. This will be rolled out to targeted families in August with further training to be taken forward by the team. Several colleagues participated in the West Partnership Family Learning professional development opportunity.

We sought to secure equity of opportunity by continuing the positive work of 'Cost of School Day' committee. A range of positive strategies were discussed and launched by this team. Pupils participated in the committee. Our Care Experienced Teacher pro-actively established cross-sectoral links to provide free tuition across the senior phase. He linked with Money Talks at Citizen's Advice Bureau, publicising this service to our families. Projects that the committee successfully undertook included the expansion of our preparation station; the launch of our digital attainment programme providing free tuition; care packages for young people; removal of all curricular costs; provision of free uniform items; our Christmas raffle; period poverty packs; UCAS and Reach fees paid for targeted pupils and numerous educational resources distributed to young people to support attendance and engagement.

A full homework consultation was delivered to all stakeholders across the school and analysed for action points. The findings of this will be taken forward in the coming session. Plans for a Broad General Education Digital Attainment Programme are underway for next session to support families with their child's learning. We also plan to build on our work in subject specific family learning through the launch of our Friday Family Funday as our family learning activities were restricted by the parameters of the Pandemic guidance.

Next Steps:

Roll out of the Triple P Parenting Programme with additional staff training delivered.
 Produce a confidential Glow form providing discrete access to resources for families.
 Launch Friday Family Funday events to allow parents and carers to engage in specific activities in school.
 Develop a homework policy in response to the findings of our consultation.
 Develop a digital attainment programme for pupils in S1-S3.

School priority 3: Transitions and Curricular Pathways.

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
• Closing the attainment gap
NIF Driver school leadership
assessment of children's progress

HGIOS 4 QIs

QI 2.6 Transitions

QI 2.7 Partnerships

Progress and Impact: Very good progress was made in the area of transitions and curricular pathways.

A new Depute Head Teacher was appointed with responsibility for Pupil Support and Transitions, alongside a Pupil Equity Funded Principal Teacher of Transitions. We developed high quality resources for our current P7 groups to experience a successful transition to Kirkintilloch High School. All primary schools received a visit from key staff. Furthermore, all primary pupils had an initial transition afternoon on a school-by-school basis. Our PT Transitions, with great success, delivered a Primary 7 Team Building Day as well as delivering virtual learning events via Teams. All primary school pupils participated in a sports morning and engaged positively in our transitions days. Three parental information sessions were and were well attended and supported. A new cluster calendar is underway to secure effective transition support for next session.

We looked to re-develop a whole-school policy for digital personal learning profiles for key transitions at S2/3 and for S3 profiles. High quality resources were developed to engage young people with meaningful profiling and reflection on next steps. An excellent digital prototype was prepared and a pilot delivered to current S2 pupils with positive evaluation. The new S3 profiles will be rolled out in August.

This session, we were fortunate to establish an in-house community learning development youth worker service within our school community. We secured accreditation for wider achievement opportunities for a number of young people as a consequence. Excellent progress was made here. Our Youth Worker is settled as a key member of staff, forging positive relationships with staff and pupils. Planned curriculum input such as The Princes Trust Aspire programme is well underway for targeted group in addition to excellent support for individuals. The school represented East Dunbartonshire Council in the West Partnership Review of Youth Work in schools. Next session, timetabled classes will feature as part of provision. Personal Development Award planning is well underway with S3, S4 and S5 classes now in place.

This session we set up a committee to pursue SCQF Ambassador School status to reflect the breadth of accreditation across the school. The committee lead met formally with the SCQF link for our school and engaged in visits to centres who are already accredited. Thus far, we have overtaken most of the requirements for the bronze award and are busy training pupils to achieve the last requirement. The committee is helping to facilitate informed choices for pupils' progression pathways and learner journeys.

Next Steps:

- Deliver cluster calendar.
- Roll out S3 Profiles.
- Evaluate impact of formally timetabled and accredited youth work sessions.
- Continue to pursue SCQF Ambassador School Status at Bronze and Silver level.

School priority 4: Continuing to ensure equity, excellence and educational continuity

NIF Priority •Closing the attainment gap
•Improvement in employability skills and sustained, positive school leaver destinations for all young people
NIF Driver assessment of children's progress
performance information

HGIOS4 QIs
QI 3.2 Raising attainment and achievement
QI 3.3 Increasing creativity and employability

Progress and Impact: We made very good progress in continuing to ensure equity, excellence and educational continuity.

Mitigating against the impact of learning loss was a key priority this session. Subject teams were active in identifying and plugging gaps and we appointed a primary teacher with expertise in early level to work as part of our support for learning team, targeting support at young people who needed scaffolding to progress. This has been highly successful and has secured progression and pace in literacy and numeracy for those involved.

In terms of learning and teaching, we continued to actively develop a professional learning culture. Our learning and teaching committee ran pupil led pupil voice sessions with our captaincy team leading groups of s1-S4 pupils. Feedback was then provided from this work to colleagues. An Inset Day was delivered on pedagogical strategies with an invitation to colleagues to share resources to aid the development of our learning and teaching toolkit. In May, our learning and teaching festival was delivered to staff by members of the committee and our newly qualified teachers. With a focus on Higher Order Thinking Skills and questioning techniques, staff took away Blooms Taxonomy fans to aid their pedagogy moving forward.

A key priority for our team was meeting individual needs. We worked collegiately to develop pupil management plans and to fully implement the 'Including Every Learner' policy. All staff training in this area was a priority at our August Inset Day for all staff, jointly facilitated by our educational psychologist. Detailed Pupil Management Plans have been shared with all staff and these have been moderated and quality assured in line with our self-improvement process. Our Pupil Support Group has been re-designed to be more GIRFEC and solution oriented.

Our raising attainment strategy saw us launch new approaches to tracking, monitoring and assessment of pupils' progress using Seemis applications. The Risk Matrix was launched with all staff to look at mitigating against risk of underachievement. An in-house Mentoring Scheme was implemented and raising attainment sessions ran throughout the session in addition to a full Easter School. Subject masterclasses were introduced throughout the SQA Examination diet, and a supervised library study hub was staffed for the duration of study leave. We launched an innovative Digital Attainment Programme which saw 42 students tutored online by subject specialist student teachers from numerous universities. An attainment hub was established in our conference room and bespoke support was coordinated within this resource for pupils 'on the cusp'. We tracked attainment data from the Prelim diet through to SQA estimates and evidenced incremental progress.

Next Steps:

- Learning & Teaching Toolkit to be launched in session 2022/2023 with support from our newly appointed Principal Teacher of Creative Pedagogy.
- Draft Learning & Teaching Strategy will be ratified and rolled out this session.
- Further staff training in de-escalation and restorative conversations to be delivered.
- New online tracker to be introduced with associated training.
- Review of subject masterclasses to inform future provision to be taken forward.
- Continue and extend the good work of digital attainment programme.

Progress in National Improvement Framework (NIF) priorities

- We have improved attainment, particularly in literacy and numeracy; our performance continues to be much greater than our Insight virtual comparator at SCQF Levels 4 and 5.
- We are closing the attainment gap between the most and least disadvantaged children and young people; our Insight performance is greater than the national establishment and in deciles 2, 7 and 8 is much greater.
- We are keenly focused on delivering improvement in children and young people's health and wellbeing; our improvement agenda remains keenly focused on this priority.
- We continue to effect significant improvement in employability skills and sustained, positive school-leaver destinations with 98.10% of young people sustaining a positive destination.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Third level by end of S3	almost all	most	almost all	almost all

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

We utilised our Pupil Equity Funding to implement systemic curricular innovation that will positively impact the experiences of young people in a sustainable manner for future sessions. In addition, we targeted resource at those most in need of financial support to ensure that no young person missed out in educational opportunities or equity of experience.

Self-evaluation of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	not applicable

Summary of School Improvement priorities for Session 2022/23

- 1. School Leadership: Our school leadership will be developed to build capacity across the school community in staff, pupils and parents.
- 2. Curriculum and Assessment: Our curriculum and assessment will be designed and tracked to secure opportunities for all to experience pace, challenge and high attainment in an appropriate and engaging learning journey.
- 3. Health and Wellbeing: We will continue to develop systems and strategies that actively promote and foster positive health and wellbeing for young people, staff and families.

What is our capacity for continuous improvement?

We are confident that our school has the capacity to continue to improve.