

Parent Council Question for Response

Strike Action:

Really concerned that pupils in exam years are missing the same subjects each time. Is there an ability to change the date of any future intended strike action so that the disruption is not to the same day of the week each time?

We are sorry that the strikes are impacting on young people at Kinross High School.

These strikes are as the result of a dispute between the employer (COSLA) and teacher's unions. The dates of each strike are set by the unions. Individual schools have no influence on the date of a strike. On each strike day the Local Authority assesses if schools can open. This is based on the pupil-teacher ratio. There must be a minimum number of teachers for school to open safely.

While we cannot influence the date of strikes, where we can, we have rescheduled activities due to take place on strike days e.g. parents evenings and prelims.

Clubs:

The Duke of Edinburgh: Bronze Award is not being offered this year due to retirements and lack of staff availability. Will S3's get a chance to join the scheme at Bronze level next year, if they have missed out this year ?

We are very lucky to have both staff and parents who volunteer to take the Duke of Edinburgh award. We are offering both silver and gold awards this year. Unfortunately, our staff have limited capacity and cannot currently offer a bronze award.

The staff volunteers are actively trying to recruit new staff members so that more levels can be offered in the future. The levels which are offered next year will depend on the number of volunteer staff and parents and the interest of young people.

Winter preparedness

During the winter when it is icy/frosty/snow, all the paths around the campus are salted but the path leading to the Support dept is never done until parents ask the staff to inform the janitorial staff to deal with this.

This door is accessed by our most vulnerable young people and yet despite several requests this is consistently not done.

Thank you letting us know about this; we will raise this as an issue with the building contractor. If you have a concern in the future, please report this to campus reception so that the issue can be rectified.

School Cafe “Folly”

1. Can I ask if / when the school cafe, Folly, will open up to the public again?

This was a good, regular link between the school, the community and was a great work experience for ASN students that allowed them to improve / practice many skills.

This is still operating under the restrictions that were imposed due to Covid, so only the teachers benefit from it and the students are not getting any experience with interaction with the public. It could even be expanded to support and develop other groups to teach students about promoting and advertising the cafe.

We are sorry that we have not yet been able to open up Folly Café to members of the public yet – we know how much it was enjoyed.

Folly Café is initiative that has been run by the Inclusion Faculty for a number of years. Selected young people prepare and serve food and find it a valuable way of building life skills.

Post Covid, we restarted this initiative as soon as restrictions allowed. The restrictions at that time meant that it was not possible to have members of the public into school nor Folly Café. To allow members of the public into Folly Café we would need to timetable another member of staff and we did not want to do this mid-year as this would have meant another initiative did not run

We are committed to opening up Folly Café to members of the public and hope to do this when timetables change in May.

School Improvement Plan:

2. When will the completed action plan on School improvements be shared with the parent council? I am requesting sharing of the outcomes against targets set along with sharing of the relevant data used.

Good progress has been with our school improvement plan.

An evaluation of progress has been shared with the Parent Council as agenda item 6. Our progress is being reported to all parents in the next *My Kinect*. In September, we produce an annual standards and quality report. This report provides a detailed evaluation of progress against the school

improvement plan.

We are happy to report back progress more regularly at the Parent Council. The agenda would have to be adjusted to provide time for this to happen.

3. This year's SQR noted that less than half pupils at BGE level understood their progress and it was explained at the last meeting that this was written into the Improvement plan. When is it planned to ask pupils again, can the full cohort of S1-S3 be asked and can these details be shared at the first Parent council meeting following the data being gathered?

It is important that young people are aware of their progress, strengths and next steps. We are committed to help them understand this as part of their day-to-day learning.

Focus groups in term 3 are being asked about their understanding of progress and feedback from teachers. All teachers discuss progress and next steps with young people during each reporting period. Our next step is to support young people in being able to discuss this progress with others.

We will review and can share this information in preparation for next year's School Improvement Plan.

Prelim Exam results:

5. We are led to believe that a national 5 maths class achieved an average of 25% in the recent prelim, is this fact? If so, does the school implement any additional measures to either support the teacher or adjust the presentation level of the class? Is this outwith the normal of expectation?

All classes in S4 National 5 maths performed better than the stated 25%. There will always be variation of performance between classes. This is because classes in maths are set. We have a positive presentation policy and almost all young people have the opportunity to take the National 5 prelim.

We will continue to work hard to push up standards of attainment across all subjects. Tracking data is reviewed by the Senior Leadership Team. Regular remit meetings with principal teachers explore if there are any areas of concern and appropriate interventions are then put in place. For example, this may include contacting home, suggesting supported study, re-visiting areas of improvement, attainment mentoring. At this time of year, some S4 pupils find there are areas that to address and there is time to do this.

7. Are there any learnings that can be taken from the prelim exams which have been disrupted by noise, so this does not happen for the final exams?

One pupil raised a concern about external noise during the Advanced Higher English prelim. Young people were enthusiastically participating in a lesson in a classroom adjacent to the exam hall. The invigilator acted promptly, and the class changed what they were doing.

To keep noise level at a minimum during exam times, we:

- Ensure signage is in place asking for quiet
- Issue reminders about exams in the weekly pupil bulletin
- Remind pupils through assemblies about exam diets
- Supervise the area outside the assembly hall at break and lunchtime

If an issue arises during SQA assessments that leaves a young person feeling like they have been affected by noise, they are encouraged to report it immediately so that action can be taken.