

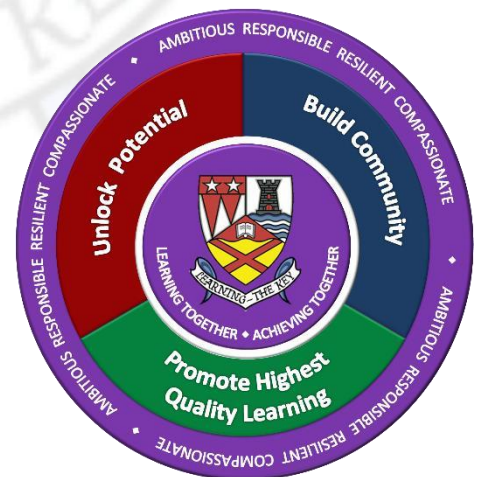


KINROSS HIGH SCHOOL

LEARNING TOGETHER; ACHIEVING TOGETHER

Standards and Quality Report

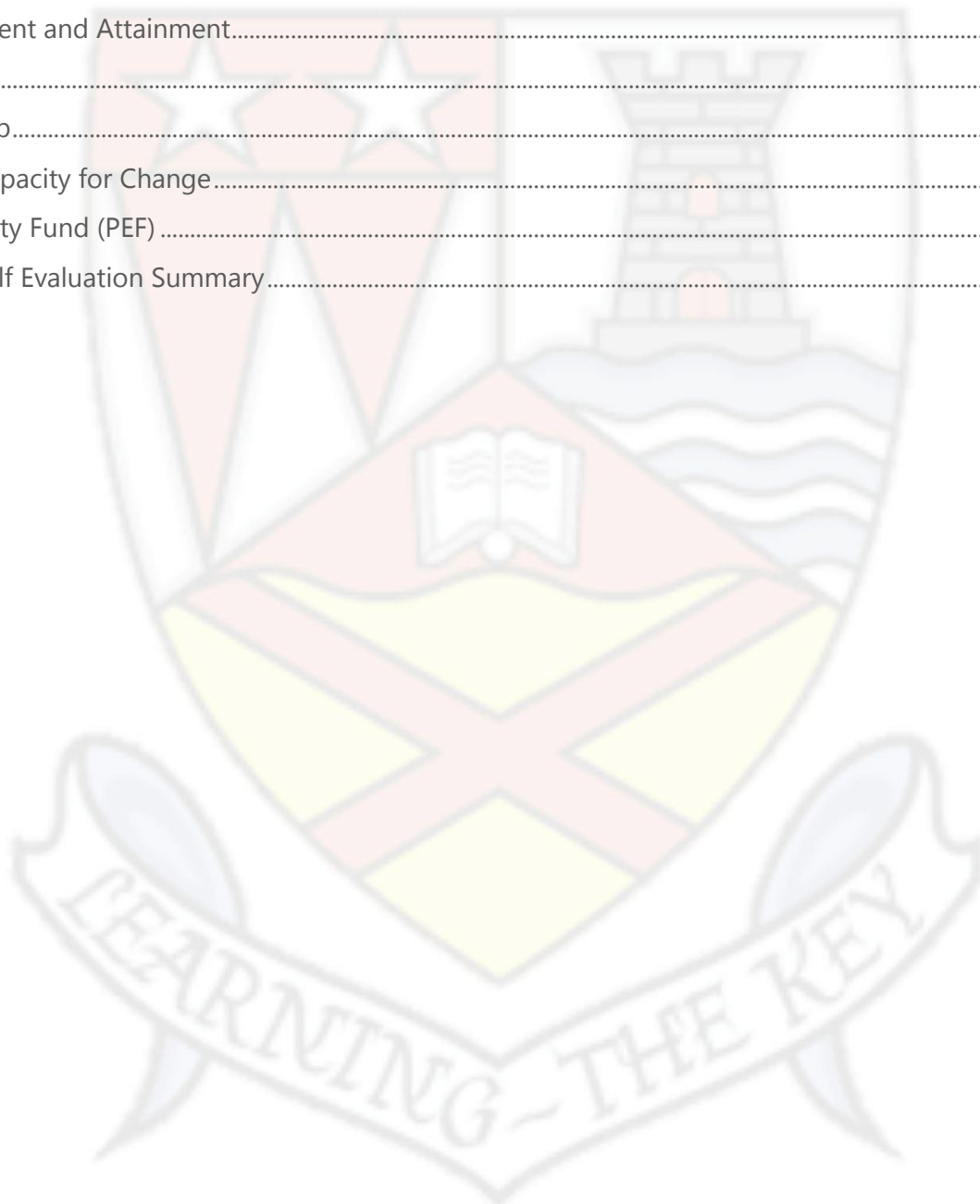
September 2024



AMBITIOUS ♦ RESILIENT ♦ RESPONSIBLE ♦ COMPASSIONATE

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Our School in Context

Learning Together, Achieving Together

Our Learning Community

By promoting our shared values of being ambitious, responsible, resilient and compassionate all young people at Kinross High School are supported to learn and succeed.

Our school is located within Loch Leven Community Campus and benefits from purpose-built facilities for secondary education.

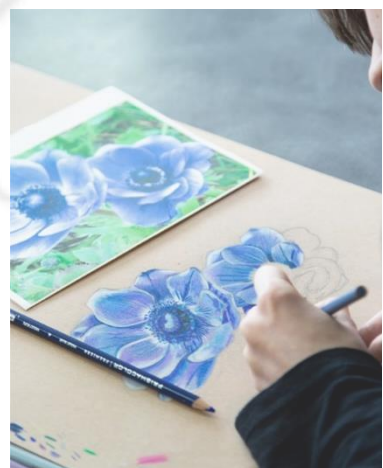
The Senior Leadership Team (SLT) comprises the Headteacher, three Depute Headteachers and a Business Manager. We have approximately 64 Full Time Equivalent (FTE) teachers. There are 13 (FTE) support staff who provide business support to the school and campus. There are approximately 8 Pupil Support Assistants (PSAs).

Leadership of academic subjects is organised in faculties aligned to the learning areas of Curriculum for Excellence (CfE). Depute Headteachers, supported by Principal Teachers, maintain an overview of the progress and achievement of young people in year groups.

Young people are supported in Houses led by a Principal Teacher of Guidance. This ensures that all young people are known as individuals and have access to high quality universal and targeted support throughout their learner journey.

Our learning community includes 883 young people. The majority come from within the catchment with around 320 pupils using school transport.

Approximately 37% of our young people have identified support needs. Most young people with identified support needs have a Young Person's Plan (YPP). We have a specialist classroom to cater for young people who require more intensive support.



Around 4% of young people at Kinross High School are registered for free school meals. A similar percentage receive clothing grants and a local charity Broke not Broken provides a School Uniform Bank. A few young people, who have reached school leaving age, receive financial support via Education Maintenance Allowance (EMA). The school receives an allocation of Pupil Equity Funding (PEF) directly from the government which is targeted to close the poverty related attainment gap.

A new Parent Council, with a new constitution, was established in August 2023.

National Awards

We are very proud to have been credited with the following national awards:

- Eco Schools Green Flag Award
- General Teaching Council Scotland (GTCS) - Excellence In Professional Learning
- Rights Respecting Schools (Bronze Award)
- Reading Schools (Core Award)



Consultation Process

The Senior Leadership Team (SLT), Middle Leadership Team (MLT) and all staff are involved in gathering evidence for self-evaluation which informs change and improvement. The evidence gathered includes data, people's views, and direct observation.

Our school runs a programme of Validated Self-Evaluation (VSE) which involves external scrutiny and provides a comprehensive evaluation against national standards. This session we conducted two VSEs, one focusing on Leadership of Change and the other on Literacy and Numeracy.

Pupil views are regularly gathered through surveys, focus groups and dialogue. School Captains attend monthly SLT meetings and there are pupil led improvement groups. To enhance pupil participation, we have established a Pupil Parliament.

Parent views are gathered by the school using our parent survey, sentiment survey, telephone surveys, our coffee and chat sessions as well as individual feedback. Parents attended a focus group as part of our VSE programme and were consulted during the development of our anti-bullying policy.

Parent views are also gathered by the Parent Council and discussed at regular meetings. A Parent Council survey about school communication has been shared with the school.

To ensure all stakeholders understand how their views are used, we have introduced "You said; We did" communication.

Termly visits from the Quality Improvement Officer (QIO) validate and enhance the school's processes for school improvement. The QIO scrutinises the schools' self-evaluation, improvement plan progress and attainment data.

Progress and Impact

Attendance

| Attendance, Authorised and Unauthorised Absences | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|------------|----------------|----------------|----------------|----------------|----------------|
| Kinross High School | Attendance | 90% | 91% | 89% | 88% | 90% |
| Perth & Kinross Council | Attendance | 90% | 91% | 88% | 87% | 87% |

We have secured attendance improvements across our school. In particular, for the first time in three years, our attendance is now at 90%. There has been an improvement in attendance each term when compared to the previous term.

We have shared with our learning community the importance of attendance and the link with attainment. Furthermore, we have shared our policy and procedures with our staff team, parents and carers and young people.

We have also focused on ensuring young people are in the 'Right Place, Right Time' by attending school on time. We are seeing improvements in timekeeping as a result.

Attendance and timekeeping will remain a key priority for us going forward as we know that attendance and attainment are closely linked.

Achievement and Attainment

Confidence in literacy, including competence in grammar, spelling and the spoken word are essential for progress in all areas of the curriculum. Numeracy is not only a subset of mathematics, but also a life skill which supports all areas of learning. Consequently, all teachers have a responsibility to promote the development of literacy and numeracy skills. The development of these skills is tracked.

- Our S1 pupils continue to perform very well in literacy and numeracy. Almost all pupils exceed Curriculum for Excellence (CfE) level 2 in literacy by the end of S1. Most pupils exceed level 2 in numeracy. Both attainment measures are above the Perth and Kinross Council (PKC) average.
- Our S2 pupils exceed the level 2 PKC average in literacy skills. In numeracy, performance is slightly below the PKC average. Improving attainment in numeracy is this year's improvement priority.
- Almost all young people achieved level 3 in both literacy and numeracy by the end of S3. The majority of young people achieved level 4 in literacy and numeracy by the end of S3.
- Almost all young people in S4 achieved Scottish Qualifications Framework (SCQF) level 4 or better in literacy. Most young people achieved SCQF level 5 or better in literacy in S4. Leavers' performance in literacy continues to be highly successful.
- Most young people achieved SCQF level 4 or better in numeracy in S4. The majority of young people achieved SCQF level 5 or better in numeracy in S4. Leavers' performance in numeracy is a focus in this year's improvement plan.

In our senior phase (S4-6) young people complete courses provided by the Scottish Qualification Agency (SQA). Passes at A-C and A-D were consistent with last year's performance and reflect a strong trend of success at all levels. Young people are benefitting from the chance to sit qualifications at the highest possible level, including:

- S4 pupils performed very well, with a slight predicted decline from the previous year in those achieving a minimum of five qualifications at level 5.
- S5 performance improved from the previous year, with a significant increase in S5s achieving at least three level 6 qualifications. Those achieving five level 6 qualifications also increased.
- S6 pupils performed very well, with almost all adding significantly to their attainment profile by remaining in school.

Tracking for intervention was a strong focus, and the introduction of year teams strengthened our drive to raise attainment and increased our capacity to scrutinise data. Robust systems for maximising attainment through tracking are embedded. Further development of new qualifications to widen the opportunities for success at levels 5 and 6 further supported attainment.

A system for recognising, celebrating and promoting achievements was developed and piloted. This will be further developed and embedded in session 2024-25.

Young people benefitted from the Universal Excursion offer, with almost all young people participating. Highly popular and successful residential excursions in S3 allowed young people the chance to further build skills and resilience in settings beyond the classroom.

Extra-curricular activities featured strongly this session and continue to enhance the learning of young people. Participation is being more closely tracked in the coming session to ensure that all young people have the opportunity, and are encouraged, to benefit from this offer.

Improvement Priorities for session 2024-25

- By May 2025, our tracking data for S4 and S5 will show an improvement in 5@5 and 5@6 to exceed the average of the previous 3 years.
- By August 2025, S4 attainment in Numeracy will be above the Virtual Comparator.

Learning

Improving learning experiences for young people is a key feature of our school improvement journey. Central to this is our teaching and learning framework *The Kinross Way*. In the 2023/24 session, an expanded version of this framework was developed and shared by staff alongside consultation with our Pupil Parliament.

To support the implementation and embedding of this framework, *The Kinross Way* planning document was created to support the planning of high-quality learning experiences. A recent VSE found that this document was 'very useful' in supporting planning and professional dialogue.

The 2023/24 session saw the launch of our in-school career-long professional learning (CLPL) Menu offer. This is a staff-led programme for staff to share effective practice. These sessions

were well-attended, with staff attesting positively to their impact through surveys. A CLPL Menu has been developed and will be delivered over the course of the 2024/25 session.

Our self-evaluation framework has identified several areas of *The Kinross Way* which are strengths and some areas which require further developments. Lesson starters and positive relationships, for example, are two identified strengths of our learning environments. In term one, we will place particular emphasis on questioning, plenary and collaborative learning. This emphasis will be facilitated by our refreshed approach to learning observations. The 2024/25 session will see the start of coaching observations, which will see all members of teaching staff sharing practice across the school.

In the upcoming academic session, we hope to explore additional ways in which we can engage young people with *The Kinross Way*. Plans are in place for the Pupil Parliament to take a leading role in gathering and sharing pupil voice on teaching and learning experiences. This will inform further implementation of the framework.

Our self-evaluation calendar for 2024-25 includes the introduction of Moderation Cycles. These activities will further enhance teacher knowledge of curriculum and assessment, promoting assessment consistency in line with national standards.

In essence, *The Kinross Way* is supporting learning experiences for young people across the school. This year, we aim to further embed our framework, promoting both the quality and consistency of learning experiences in the process.

Improvement Priorities for session 2024-25

- By November 2024, the four elements of the Kinross Way will be used by all teachers to plan, implement and deliver highly effective learning. Our robust self-evaluation will be used to plan improvements towards excellence.
- By March 2025, our refreshed BGE curriculum will be implemented for S1 and planned for S2.

Leadership

The positive and welcoming learning environment and positive relationships across the school continue to be identified as key strengths as part of our VSE programme. Almost all young people feel that staff treat them fairly and with respect.

The school vision of “learning together and achieving together” reflects the willingness of the learning community to support each other and work as a team.

The school values of being ambitious, responsible, resilient and compassionate are promoted and recognised through our merit awards. Most young people agree that the school encourages them to do their best and to understand and respect others.

The approach to the school improvement plan has been revised to reflect methodology which promotes change. Improvement targets are more data informed and outcome focused. The Middle Leadership Team report that the pace of change is manageable, with clear plans agreed annually. Almost all young people in focus groups were able to articulate positive impacts of the school improvement plan. These include:

- ✓ Attendance has improved each term when compared to last session. We have the highest attendance rate within PKC (Secondary). However, we are ambitious and will continue to work to improve the attendance of young people, so that all learners can maximise their educational opportunities.
- ✓ We have refreshed our curriculum in S1 and launched our skills framework to help young people in S1-3 understand how their skills are developing.
- ✓ All teachers have collaborated to develop highly effective approaches to learning and teaching. These approaches have been ratified by our Pupil Parliament. We will continue this work to ensure that all pupils benefit from the highest quality learning in all lessons.
- ✓ Staff have been supported to further develop their approaches to teaching the core skills of literacy and numeracy. Performance in reading and writing, and numeracy at level 3 or above showed a significant increase this session.
- ✓ We have provided more regular opportunities for parents to engage with the school. These opportunities have included an additional S1 parents' night, Open Doors event and regular Coffee and Chat sessions with the Headteacher. In partnership with primary schools, we have provided Digital Safety and Market Place family learning events. We have had a range of curricular events for parents including S1 Burns poetry, family cookery and maths challenge. We have appointed a Parental Engagement Officer to further embed opportunities for parental participation.
- ✓ Staff sickness absence levels have continued to fall and staff satisfaction is higher than the PKC average.

Our School Improvement Plan 2024/25 reflects the current priorities for Scottish Education and the local context of the school. There is a continued focus on developing our approaches to highly effective learning and teaching. We want to continue to improve the attendance and attainment of young people. We will enhance our communication and promote our achievements through social media. We are ensuring that we are supporting the needs and rights of our learners.

Our plan is ambitious. It is organised to reflect the school aims of unlocking potential, building community, and promoting the highest quality learning and teaching.

In addition to the school improvement plan, school leaders focus on continual improvement of practice relating to quality indicators from How Good is Our School? 4 (HGIOS?4).

Improvement is considered against the social, economic, and cultural context of the local community. Senior Leaders are taking steps to ensure school operations take account of current cost of living issues, the reduction and realignment of staffing and school budgets. Some improvement priorities are phased over two school sessions to ensure that the ambitious pace of change is manageable.

All staff within the school are committed to career-long professional learning. There is a programme of professional learning available including an annual professional learning conference. Professional Review and Development (PRD), where staff discuss their professional learning and next steps, is well established. This has been updated in line with the new standards. The school has received the General Teaching Council (GTCS) Excellence in Professional learning award. This GTC Scotland Award recognises the central role that leadership at all levels plays in creating and sustaining professional learning environments where teacher professionalism can flourish and bring about sustained impact on learning and learners.

The school is continuing to embed priorities associated with the national focus of Developing the Young Workforce (DYW) and Career Education Standards (CES). There have been a range of activities including targeted work experience, increased engagement with local (and national) employer partners, destinations events, and a tailored programme (APEX) for those whose qualifications mean less examinations.

Our new careers coach from Skills Development Scotland (SDS) has further developed a strong partnership with the school. Our approach to targeting support for those at risk of leaving without a positive destination has been strengthened. The majority of leavers continue their education at SCQF Level 7 and above. Leavers' destination data continues to shape our focus. The school's DYW co-ordinator has embedded a system and programme of events to support teaching staff to bring the world of work into everyday learning.

A new Kinross High School Skill Framework has been launched to support young people to better articulate their strengths and to make stronger connections in their learning. A skills tracker has been developed and launched to ensure targeted interventions will help better equip young people for their next steps.

Improvement Priorities for session 2024-25

- By June 2025, our whole school community will be included and involved in promoting the achievements of Kinross High School.
- By June 2026, the human rights and needs of all young people will be at the centre of our learners' experiences.

School Capacity for Change

Through our School Improvement plan we had demonstrated the ability to implement change and improvement. With our culture of ambition and focus on continual improvement we are confident that we have the capacity to continue our improvement journey to enrich the experience of young people.

Pupil Equity Fund (PEF)

The profile of Kinross High School is that most young people reside in SIMD 6-10. Young people from all backgrounds achieve in line with or above the virtual comparator. To close attainment gaps, the school has increased the tracking of target groups of pupils. Interventions and support have focused on attainment, attendance and positive destinations.

Our Pupil Equity Fund (PEF) £28,175 provides funding towards an additional 31.5 hours of Pupil Care and Welfare Officers (PCWOs), increasing our total to 72 hours per week (3 staff). Our three PCWOs work alongside our house teams to support the attendance, timekeeping, participation, and wellbeing of our young people. They work with young people directly to support positive choices and act as a point of contact for parent/carer(s) and support with attendance interventions, particularly those impacted by poverty (SIMD 1-3) or care experienced young people.

Our Pupil Care & Welfare Officers (PCWOs) also support young people with their wellbeing, attendance and navigating peer relationships. The PCWOs support young people during social times and are highly visible across the school. PCWOs attend house meetings and provide effective support.

In addition, we use some of our Devolved School Fund (DSM) to support the employment of an attainment officer at key points during the year. This has provided support to young people in S4/5 with organisation, exam preparation and technique. Attainment mentors work 1:1 with young people, focusing on those that need the most support to reach their academic goals. Individuals were identified through House Teams and whole school tracking data. The quantitative and qualitative data indicated a highly successful programme that we hope to replicate in the coming session.

Key highlights:

- ✓ The approach to attainment mentoring has had a positive impact on the attainment of young people in S4. 40 young people were identified as at risk of not achieving their potential at either SCQF level 5 or 6, and 88% saw an exponential improvement in the actual results awarded in August 2024.

Next Steps to support Equity:

- Continue to provide attainment mentoring for a new cohort of pupils.
- Provide an event for parents of targeted pupils, so that they can support their child.
- Continue to use PEF to increase our PCWO capacity.

School Self Evaluation Summary

| Quality Indicator (QI) | 2021/22 | 2022/23 | 2023 /2024 |
|--|-----------|-----------|------------|
| QI 1.3 Leadership of Change | Very Good | Good | Very Good |
| QI 2.3 Learning, teaching and assessment | Good | Good | Good |
| QI 3.1 Improving wellbeing, equality and inclusion | Good | Good | Good |
| QI 3.2 Raising attainment achievement | Very Good | Very Good | Very Good |

