

## 2023 Standards and Quality Report

### The School In Context

#### *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 at the heart of 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 65 Full Time Equivalent (FTE) teachers. There are 14 (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 allocated to a House led by a Principal Teacher of Guidance.
- Our learning community includes 917 young people. The majority come from within the catchment with around 340 pupils using school transport.
- Our House Teams ensure that all young people are known as individuals and have access to high quality universal and targeted support throughout their learner journey. In October 2022, we increased our capacity to support by appointing an additional Principal Teacher of Guidance. There has been a phased introduction of a fourth House.
- Approximately 36% of our young people have identified support needs. We have introduced 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. The school receives an allocation of Pupil Equity Funding (PEF) directly from the government which is targeted to close the poverty related attainment gap. The ACORN consumer classification indicates that 13% of young people live in households considered financially stretched or in adversity.
- In 2023 the elected members of the Parent Council stood down and new Parent Council established.
- In 2022/23, there were reduced openings due to additional public holidays and national strikes.

#### *National Awards*

- Eco schools Green flag award
- General Teaching Council Scotland Excellence in professional learning
- Rights respecting schools Bronze Award
- Reading Schools Core Award

- SCQF Ambassador School

### Consultation Process

- The 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.
- The school runs a programme of internal Validated Self-Evaluation (VSE) which involves external scrutiny and provides a comprehensive evaluation against national standards. This session we conducted VSEs focusing on Health and Wellbeing and learning, teaching and assessment.
- Pupil views are regularly gathered through surveys, focus groups and dialogue. School Captains attend monthly SLT meeting and there are pupil led improvement groups.
- Parent views have been gathered through the Parent Council, individual dialogue and surveys. Parent focus groups have reviewed the curriculum, approaches to inclusive practice, attendance, consultation on the development of the 4<sup>th</sup> House and the PKC anti-bullying strategy.
- 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.
- Perth and Kinross Council has introduced a Validated Self Evaluation process (VSE). This is led by the local authority and involves a range of external staff. This session, the PKC used the VSE process to evaluate inclusive practice in all secondary schools. Kinross High School, our staff, pupils and parents were involved in the process.

### Progress and Impact

#### Attendance

Attendance, Authorised and Unauthorised Absences		2018/19	2019/20	2020/21	2021/22	2022/23
Kinross High School	Attendance	91.5%	90.4%	91.0%	88.6%	<b>87.7%</b>
	Authorised Absence	6.0%	6.0%	4.6%	6.4%	6.3%
	Unauthorised Absence	2.4%	3.6%	4.4%	5.0%	6.0%
Perth & Kinross Council	Attendance	90.5%	90.0%	91.2%	87.7%	<b>86.9%</b>
	Authorised Absence	5.7%	6.2%	5.1%	7.5%	7.7%
	Unauthorised Absence	3.7%	3.7%	3.7%	4.7%	5.4%

- The overall pupil attendance for session 2022-23 was 87.7%. This is lower than our attendance pattern in pre-COVID years. This is a picture replicated in the overall Perth and Kinross data.
- The PKC stretch target for attendance remains at 93%. In 2022/23 during term 4, our young people achieved 93% attendance. We are keen to ensure that this is achieved cumulatively for all young people during session 2023-24. Attendance therefore continues to be a focus of our improvement plan.
- We have reviewed our attendance policy and procedures. Attendance data is now shared regularly at assemblies. We have communicated the link between attainment and attendance with pupils and parents. Our Pupil Care & Welfare Officers (PCWO’s) follow up any pupils who are missing from class. Teachers receive daily attendance data so that they can discuss any attendance concerns with individual pupils. Tutor Support Group (TSG) teachers also follow up attendance with young people.
- We review the attendance and interventions for all young people at our house team meetings. There is a particular focus on young people in SIMD 1, 2 and 3 as well as care experienced young people.

## **Achievement and Attainment**

- 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. Achievement in Numeracy is in line with the picture across Perth and Kinross Council (PKC).
- S2 pupils exceed the PKC average in literacy and numeracy skills except writing. This year's improvement plan will support improvements in writing skills across the curriculum.
- S3 pupils perform significantly above the PKC average at level 4 in both Literacy and Numeracy. They perform in line with the PKC average at level 3.
- The Scottish Credit and Qualifications Framework (SCQF) level 5 Literacy and Numeracy are above national average. Leavers' attainment SCQF level 5 Literacy is a major strength.
- Overall passes at level A-C and A-D increased and are highest on record (except for 2020 and 2021 where Scottish Qualification Agency (SQA) exams were cancelled).
- S4 pupils performed very well, with the highest 5 @5 rate on record (with the exception of 2020).
- S5 statistics were lower than in some previous years. However, there are more pupils undertaking SCQF level 6 qualifications that do not feature in the initial SQA results. The outcomes of these qualifications will be included in the online benchmarking tool *Insight*. Once this is updated, it will allow an equal comparison of performance with previous years.
- S6 pupils performed very well, with almost all adding significantly to their attainment profile by remaining in school.
- We worked hard at tracking for intervention in order to support and challenge all learners. We increased the scrutiny regarding change of level and appropriate coursing. New 'alternative' qualifications were added to support raising attainment.
- The attainment improvement priority proved impossible to measure. However, increased attainment in S4 demonstrated success in raising aspirations and earlier intervention.
- Almost all young people recognise that they can take part in activities beyond the classroom and school day.
- We have introduced a programme of excursions for all in the Broad General Education (BGE). These excursions are designed to develop young people's skills, resilience and independence e.g. an outdoor education experience is offered to all pupils in S1 and a residential experience to all young people in S3. Almost all pupils in S1 and the majority of young people in S3 benefited from this programme.
- We are continuing to develop a broader range of curricular excursions for S2. This will ensure that all young people are offered at least one excursion, each year, during their Broad General Education (BGE).

## **Improvement Priorities for session 2023-24**

- By October 2023, all members of the school community will be supported to maximise the attendance of young people.
- By October 2023, each faculty will develop a transformational plan, to be implemented in June 2024, which supports the delivery of agreed curriculum principles.
- By February 2024, there will be a consistent approach to improving BGE literacy and numeracy skills.

## **Learning**

Improving learning and teaching is central to our School Improvement Plan. In session 2022-23, to provide consistency of best practice, a learning and teaching framework the *Kinross Way* was introduced.

Evaluations of learning and teaching demonstrate that the *Kinross Way* is being embedded and leading to improvement. All teachers have developed their skills through professional enquiry focusing on an aspect of

the *Kinross Way*. Our Professional Learning Conference, which focused on learning and teaching, provided opportunities engage with colleagues involved in teacher education.

Learning and teaching is considered to be of a high quality by most young people. The following features were observed in our summative VSE:

- There are very positive relationships between young people and staff in almost all lessons.
- In almost all lessons staff know young people well.
- A starter activity that reviews prior knowledge is observed in most lessons.
- In almost all lessons clear routines to support learning are observed.
- In most lessons young people understand the purpose of the learning and where the learning is leading.
- In most lessons a mix of styles of questioning is observed.
- A variety of learning approaches are used in most lessons e.g. practical activities, group work, modelling, mini white boards, and class reporter.
- In almost all lessons ICT is used to support learning. There were good examples of where it was being used to effectively to enrich learning.
- In almost all lessons there are regular check-ins with young people.
- In the majority of lessons there is creative use of resources to support learning. This includes the use of assignments, interactive board tasks, punch cards, feedback tools, real world examples and supported group discussions.
- In the majority of lessons young people benefit from supportive feedback to highlight next steps. This can include the use of Assessment is for Learning (AFL) techniques.
- Home learning includes the use of Google Classroom, formal homework, supported revision and incentivised activities.
- In the majority of lessons, young people are aware of the level they were working at and the next steps for success.

### **Improvement Priorities for session 2023-24**

- By March 2024, all young people will consistently experience Very Good learning, teaching and assessment.

### **Leadership**

- The positive and welcoming learning environment and positive relationships across the school were identified as key strengths during the local authority Validated Self-Evaluation (VSE). 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. 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 managed, with clear plans agreed annually. Almost all young people were able to articulate positive impacts of the school improvement plan. These include:
  - By December 2022, there was an increase in young people demonstrating responsible behaviour as defined in our relationships policy.
  - By February 2023, a transformational plan for our curriculum was researched, developed and agreed with all stakeholders.

- By February 2023, there was increased staff resilience.
  - By May 2023, attainment was maximised by earlier interventions and raised aspirations.
  - By June 2023, the average pupil attendance during in term 4 was 93%.
  - By June 2023, there was evidence of progress towards ensuring that learning and teaching was consistently very good.
- The School Improvement Plan 2023/24 reflects the current priorities for Scottish Education and the local context of the school. There is a focus on building resilience and improving attendance. Supporting the learning and attainment of all young people and responding to the context of the reintroduction of SQA examinations is considered. Our ongoing curriculum planning is mindful of the national curriculum and assessment review.
  - The plan is streamlined to ensure that there is capacity to effectively manage change. Supporting staff to manage this change is a feature of the plan. The plan is organised to reflect the school aims of unlocking potential, building community, and promoting the highest quality learning and teaching.
  - During COVID there was limited physical contact between parents and school staff. This has disrupted some of the parent-school relationships. In 2023-24 we plan to provide and communicate more opportunities for parents to participate in the school. We will also support the work of the new Parent Council.
  - 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 realignment of staffing and school budgets. The improvement plan is phased over the school session 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 to staff which includes an annual professional learning conference. Employee Review and Development (ERD), where staff discuss their professional learning and next steps, is well established. This has been updated in line with the new standards and all teaching staff have up-to-date ERD discussion. 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 implement 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, takeover days (eg S2 Hospitality), and a tailored programme for those not undertaking SQA exams in S4/5. The school has strong links with Skills Development Scotland (SDS), who target individuals through the well-developed 16+ structure. Labour market information and leaver destinations are shared regularly with staff. The majority of leavers continue their education at SCQF Level 7 and above. Leavers destination data continues to shape our focus on targeting those at risk of leaving to a negative destination. The school's DYW co-ordinator continues to work closely with all departments to increase employer engagement. Skills for life and work feature strongly in the curriculum review planning.

### **Improvement Priorities for session 2022-23**

- By June 2024, parents will have experienced an enhanced suit of opportunities to participate in, contribute to and understand their child's learning.

- By June 2024, our staff will be supported in line with HSE principles to lead positive change which delivers improved outcomes for learners.

## **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 and young people from all backgrounds achieve in line with or above their virtual comparator. In order to close the attainment gap, the school has increased the tracking of pupils at risk of leaving with no qualifications. Interventions and support have focused on attainment, attendance and positive destinations.

Our Pupil Equity Fund (PEF) has been used to target academic support to those young people in S4/5 that struggled with organisation, exam preparation and technique. Attainment mentors worked 1:1 with young people in term 3, focusing on those that needed 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.

A further investment of £27,020 from our PEF and monies from our Devolved School Management (DSM) budget provides Pupil Care and Welfare Officers (PCWOs). 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) to support with attendance interventions. Particularly those impacted by poverty (SIMD 1-3) or care experienced young people.

We carried out a review of the impact of this team in Term 4 and the overwhelming feedback was positive. They add value to the existing house pupil support teams, know young people well and support them with interventions. Those young people also at risk of exclusion enjoy a very positive relationship with our PCWO team.

During session 2022-23, our PCWO team changed their role slightly to work more closely with year groups due to the addition of another house.

### **Key highlights:**

- Young people at risk of exclusion enjoy a positive relationship with our PCWO team which supports positive choices for attendance, behaviour and their future
- The Caseload Overview tracker has been embedded within House Pupil Support Teams to review attendance, engagement and positive destinations.
- Targeted pastoral support and the removal of financial barriers have improved equity our universal excursion offer.

### **Next Steps to support Equity:**

- Evaluated mentoring programme
- Recruiting mentors and include funding from PEF
- Achieve national and local authority stretch aims:
  - Numeracy

- Literacy
- Attendance
- Average total tariff points
- Exclusions
- Attainment for LAC pupils

*How Good is Our School 4 – Quality Indicators*

QI	School Evaluation 2018	School Evaluation 2019	School Evaluation 2020	School Evaluation 2021	School Evaluation 2022	School Evaluation 2023
<b>1.3 : Leadership of Change</b>	Good	Good	Good	Good	Very Good	<b>To be evaluated in Term 1</b>
<b>2.3: Learning, Teaching and Assessment</b>	Good	Good	Good	Good	Good	<b>Good</b>
<b>3.1: Ensuring Wellbeing, Equity and Inclusion</b>	Good	Good	Good	Good	Good	<b>Good</b>
<b>3.2: Raising Attainment and Achievement</b>	Very Good	<b>Very Good</b>				