

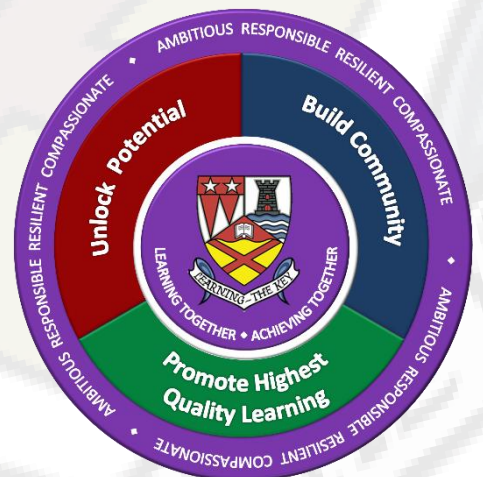


# KINROSS HIGH SCHOOL

LEARNING TOGETHER ♦ ACHIEVING TOGETHER

# STANDARDS AND QUALITY REPORT

September 2020



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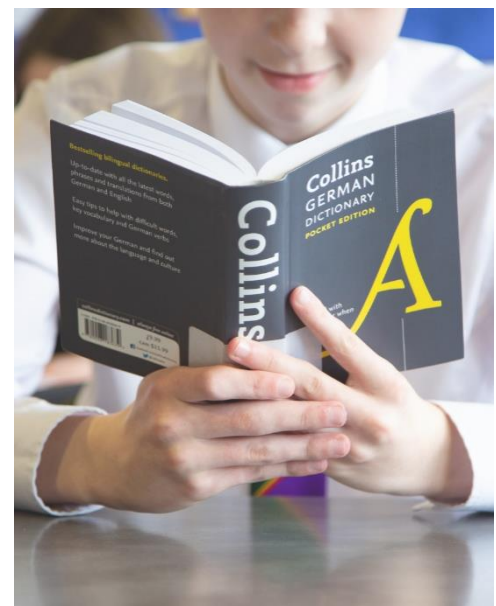
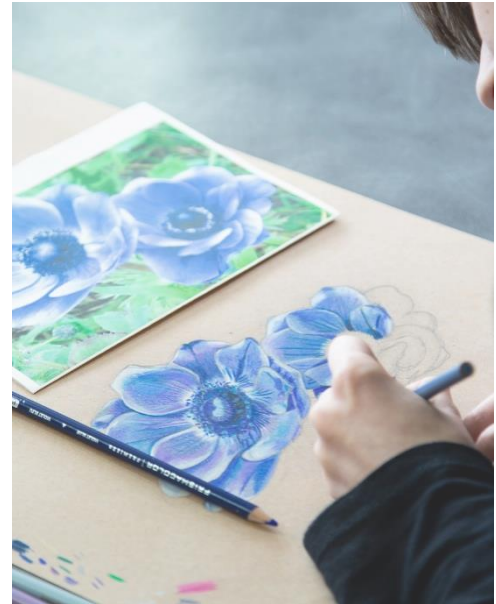
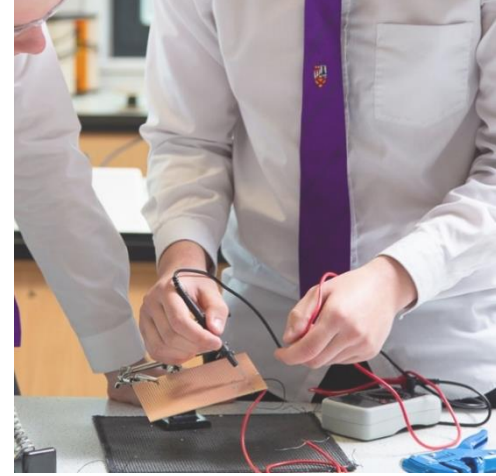
# School Context

## *Learning Together; Achieving Together*

Kinross High School is at the heart of Loch Leven Community Campus. We benefit from purpose-built facilities for secondary education which are equipped to the highest standards. Our shared values of ambition and responsibility mean that our pupils have pride in their school. We have high expectations of the standards of behaviour both in school and when young people represent us in the community. Our young people grow through challenge to develop their resilience and learn to be compassionate for others and treat everyone with respect.

In March 2020, the COVID-19 pandemic caused us to close our doors to young people. When in-person learning stopped, we formed a Virtual School. This ensured that all young people continued to learn, were supported and maintained a connection with our school. Learning together, our staff and young people developed their digital skills in more than 200 online classrooms. Young people continued to progress through their Broad General Education and Senior Phase courses. SQA awards were based on teacher judgement, informed by evidence and rigorous moderation. This ensured that no young person was disadvantaged by the closure of the school and cancellation of the exam diet.

At Kinross, we recognise how important our school is to a young person's development, wellbeing and education. We were therefore delighted when we were able to open full time for all young people in August 2020. We have made a number of changes to our school routines to ensure that the return to school is safe, that there is a focus on wellbeing and that all young people reconnect with their learning. To minimise the risks of COVID-19 infection and transmission, the school will continue to follow national guidance to ensure the safety of all children, young people and staff.



# Consultation Process

## Self-Evaluation for Self-Improvement: *Our processes*

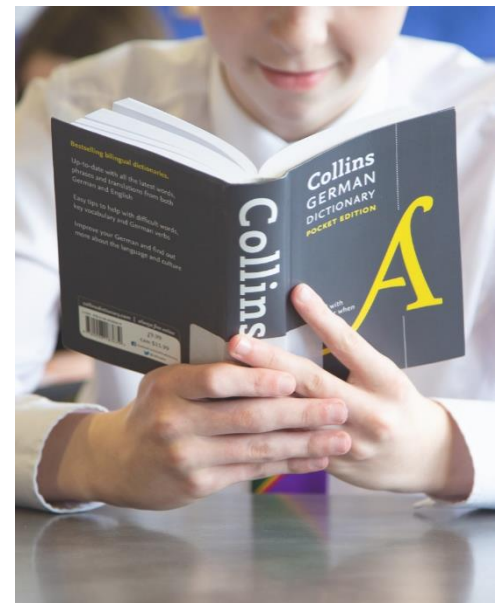
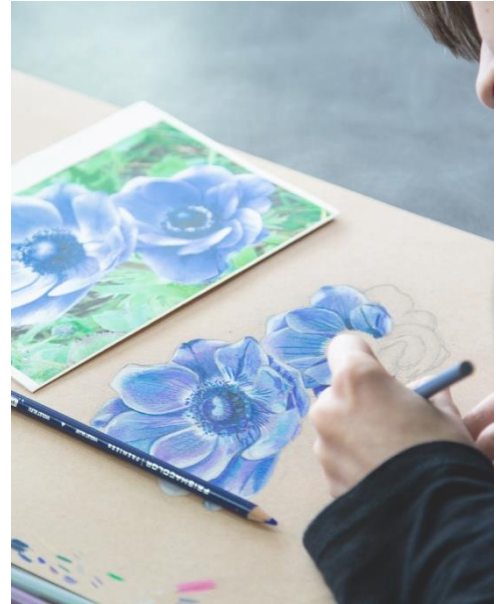
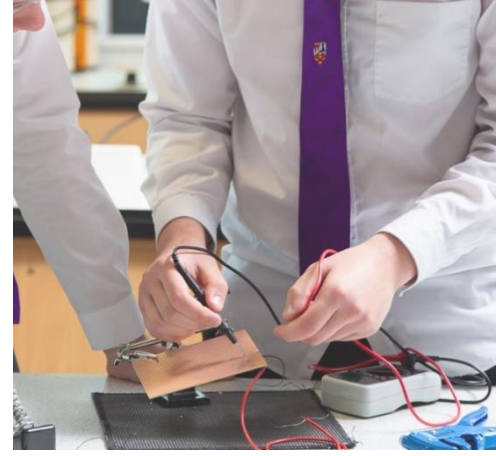
In planning for continuous improvement, the school has developed its self-evaluation process to involve pupils, parents/carers and staff. Evidence has been collected using focus groups, surveys, lesson visits, learning walks, and analysis of achievement and attainment data. Our self-evaluation is benchmarked against Education Scotland's framework *How good is our school?*

In our annual cycle of self-evaluation we evaluate our work against quality indicators. This session our Standards and Quality Report is a record of progress made to meeting our improvement priorities up until the period when the school was closed in March 2020.

Our school improvement priorities for 2018 - 2020 are:

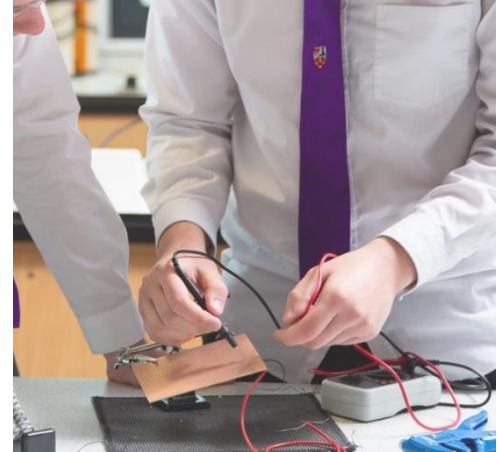
- *Unlocking Potential*
- *Building Community*
- *Promoting Highest Quality Learning.*

In the school session starting 2020, our planning focuses on recovery and the continuity of education provision during the pandemic. There will continue to be an emphasis on supporting wellbeing, transitions at all levels, identifying gaps in learning and a renewed focus on closing the poverty-related attainment gap.





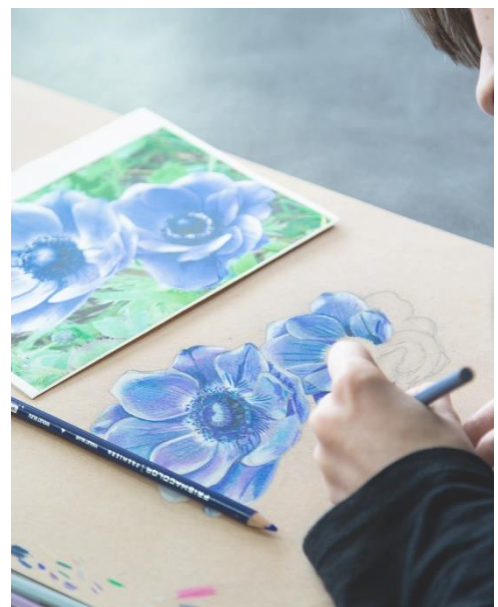
# Review of Progress for Session 2019-2020



## **Progress and Impact:** *Attendance, Achievement and Attainment*

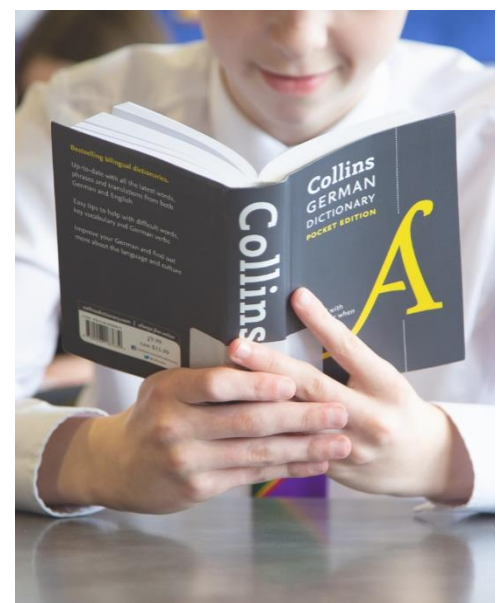
Kinross High School pupils continue to excel academically and outperform comparators in most areas. There has been a significant improvement in National 5 pass rates and Higher results continue to impress. At National 5 there has been an increase in pupils achieving A-D passes, reflecting the school's focus on positive presentation and ensuring best chances for success.

Prior to March 2020, pupils continued to be involved in a wide range of extra-curricular activities including a vast number of sports, concerts and were preparing for a School Musical. Sporting success is abound across a range of team and individual pursuits. Beyond this, we gained success in Crest Awards, Outward Bound, Rock Challenge and many more. A number of pupils engaged with the Duke of Edinburgh Award again this session: 35 Bronze, 15 Silver and 18 Gold. These pupils are currently completing remaining parts within Covid-19 restrictions.



Attainment in literacy and numeracy has increased significantly in recent years and is consistently above or in line with Virtual Comparator (VC).

- 92% of leavers' have achieved SCQF Level 4 in Literacy and Numeracy. This is above the PKC and Tayside Regional Improvement Collaborative and is in line with our Virtual Comparator.
- 68% of leavers' have achieved SCQF Level 5 in Literacy and Numeracy. This is above the PKC and Tayside Regional Improvement Collaborative and is below our Virtual Comparator.



## *Broad General Education (BGE) Progress*

When the school building closed in March 2020, the data to support the evaluation of pupil progress within the BGE had not been collated.



## Senior Phase Progress

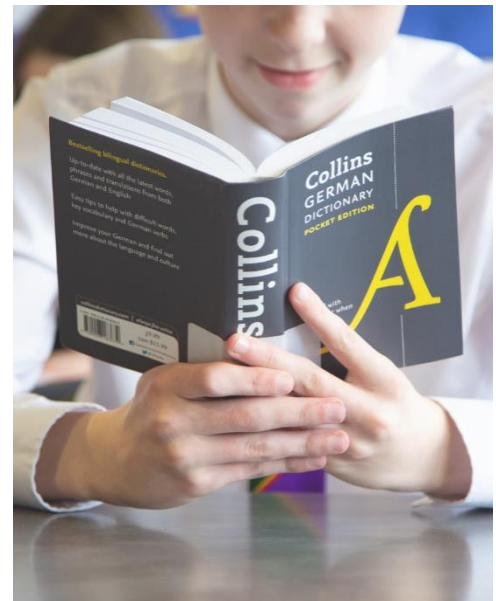
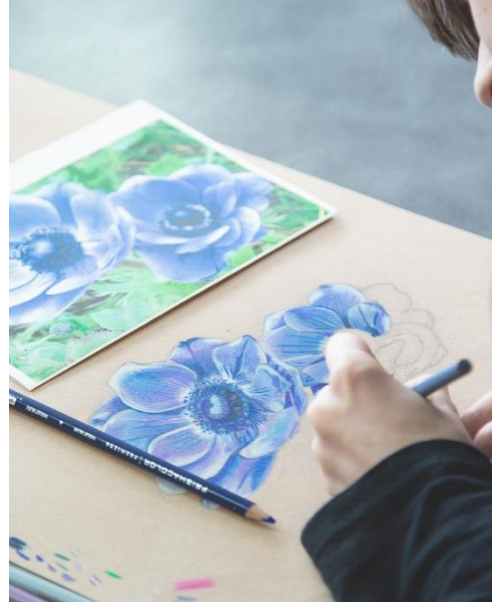
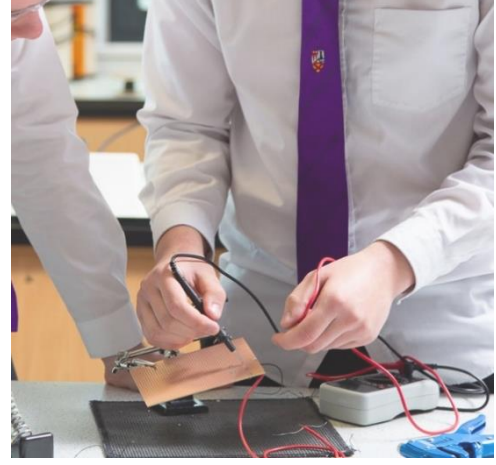
- Over 2000 SQA awards were achieved across S4-6.
- Pupils are sitting a wider range of qualifications than ever before, with an increase in the number of non-SQA certification, reflecting our ambition to implement a range of wider achievement opportunities in the Senior Phase.
- Pupils achieving 5 or more National 5 awards in S4 increased this session. This figure is above the national average and over 10% greater than the PKC average.
- Pupils obtaining 3 or more qualifications at SCQF Level 6 in S5 continued to follow a four year upward trend, at 51% for 3 and 29% for 5.
- Pupils' attainment in S6 remained consistently strong at SCQF Level 6 but fell slightly at SCQF Level 7 compared to the previous two years.

## Other highlights:

- 18 S4 pupils achieved 7 A grades at National 5. 26 pupils in S5/6 could not have achieved more highly in the SQA diet, including 10 achieving 5 A grades at Higher level.
- Within STEM, 8 pupils gained an SCQF Level 7 Science Baccalaureate, 15 pupils gained an SCQF Level 5 NPA in Practical Science and 2 pupils completed the new SCQF Level 6 Young STEM Leader qualification.
- Leavers attaining a positive destination has increased to over 98.7%. 53% of our young people progressed on to Higher Education, 21% into Further Education and 18% into Employment. Training, voluntary opportunities and personal skills development made up the remainder of our leaver's destinations. As a school we remain committed to promoting all available destinations.

## Next Steps to Share our Success and to Build Community:

- *Continue to have high quality, frequent and responsive communication with parents/carers and the wider community.*
- *Ensure appropriate and specialist wellbeing support for staff and young people to reconnect.*
- *Embed our Relationships Policy.*





## Progress and Impact: *Learning*

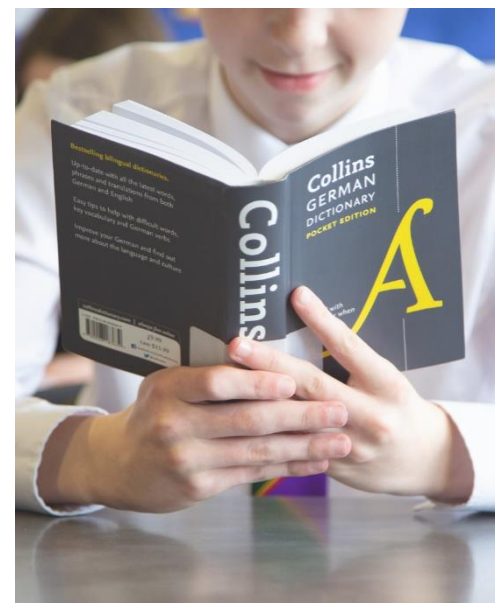
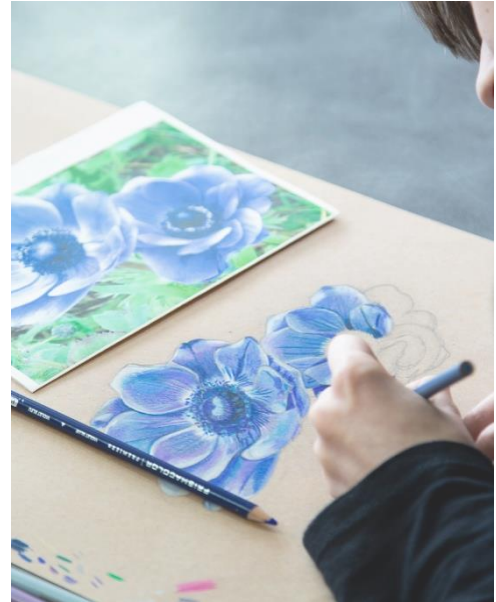
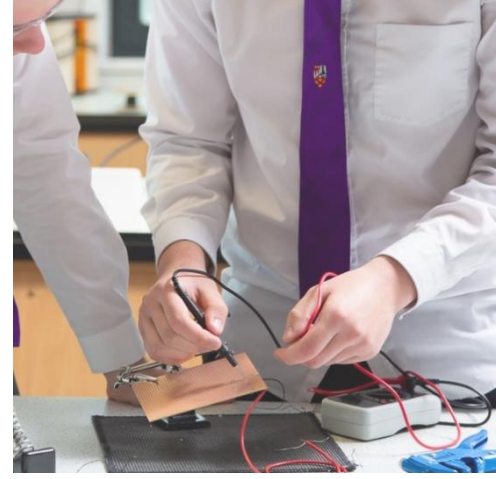
Promoting the highest quality learning and teaching remained firmly a focus of our improvement planning throughout this session. Quality feedback to enable pupils to effectively improve in their learning was our main driver of improvement during this session. Professional learning opportunities throughout the session ensured that good practice was shared across all faculties. A group of teachers undertook Osiris training to develop even more strategies for independent learning in the classroom.

Whole school learning observations, weekly SLT walk-throughs and Middle Leadership critical evaluation of our learning & teaching have enabled us to monitor rigorously progress in this area. During pupil discussions, most pupils expressed a view that learning had improved because its purpose was clearer and feedback strategies enabled them to plan their next steps in learning.

Our focus on adopting a consistent approach to digital learning through Google Classroom enabled us to create our Virtual School which allowed learning to continue during the Covid-19 lockdown. Significant advances were made in our approaches to digital learning and feedback during this time.

### *Next Steps to promote the highest quality learning:*

- *Evaluate and adopt consistent approaches to digital learning.*
- *Further develop our approaches to Tracking & Monitoring.*
- *Promote greater independence and awareness in pupil learning.*



## Progress and Impact: Leadership

The Senior Leadership Team (SLT) promote a culture of continuous improvement. Staff show a commitment to providing a high-quality learning experience for young people across the four contexts of learning. Work has been completed to refresh the vision, values and aims to that they are more relevant to the school and its community.

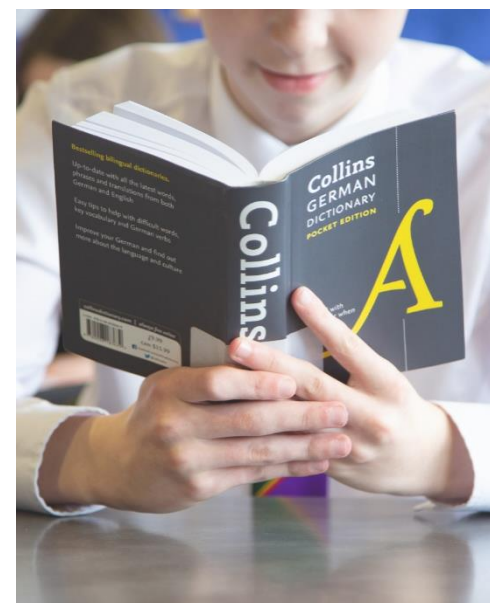
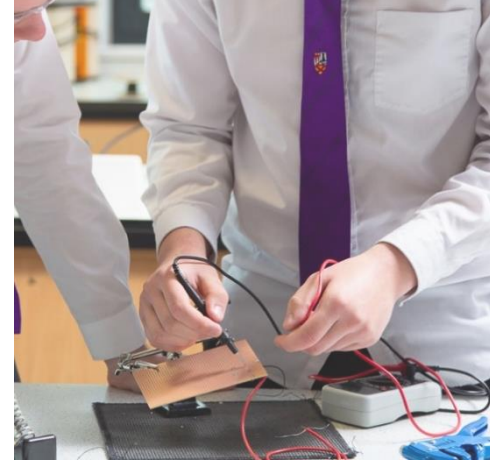
As part of the school's regular self-evaluation processes, stakeholders have the opportunity to shape improvement priorities. The school knows its young people and the community that it serves well. Data and intelligence are used to inform challenge assumptions and prioritise.

The school improvement plan is developed annually from systematic and rigorous self-evaluation involving staff, pupils and parents. There are three priorities which reflect the local priorities and national agendas. These have been shared with staff, pupils and the school community. The school has well embedded processes for self-evaluation which are being used to evaluate the impact of its focus on learning, teaching and assessment.

There is a high level of engagement by almost all staff in Career Long Profession Learning. This is promoted by the school and includes an annual Professional Learning Conference, engagement with ERD, in-house professional learning and a Professional Learning hub. The school invests in professional learning and engages with Education Scotland, Osiris, Tree of Knowledge, GTCS, HMLE to ensure that this is of high quality and relevant. This is having a positive impact on the capacity of staff to take forward the leadership and there are formal development posts that can be taken forward on an annual basis. Middle Leaders meet regularly and have a whole school responsibility for aspects of strategic priorities. The Middle Leadership Team (MLT) have completed SCEL training and are an effective forum for discussion of school priorities. All teaching staff contribute to a collegiate group which is linked to the school improvement plan.

### *Next Steps to unlock potential:*

- *Continually review and prioritise arrangements for Campus and School Recovery in light of Covid-19.*
- *Improve attendance to ensure all young people have the opportunity to attain their potential.*
- *Continue to develop collaborative leadership at all levels and develop a shared vision for change and improvement.*





## Progress and Impact: Pupil Equity Funding (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. This has involved the investment of £29,160 from our Pupil Equity Fund (PEF) with additional budget topped up from our devolved school management (DSM) budget to supplement the recruitment of three dedicated Pupil Care and Welfare Officers (PCWOs).

### Highlights:

Introduction of a caseload overview tracker that allows PCWOs to review attendance data and positive destinations. This tool is used to good effect by the wider House Pupil Support Teams.

Young people in SIMD 1 and 2 were tracked for their attendance, positive destinations and additional support needs to ensure that they are receiving appropriate support and nurture to achieve their potential.

Young people in SIMD 1 and 2 continue to benefit from specific support around applications, interviews to secure a positive destination.

Young people in SIMD 1 and 2 benefit from increased contact from PCWOs to provide reassurance, nurture and support.

### Next Steps to support Equity:

- *Embed the use of our caseload overview tool to maximise each young person's potential.*
- *Review the role of PCWOs to ensure sustainability into the future.*

