LEARNING TOGETHER ◆ *ACHIEVING TOGETHER*

Kinross High School

Standards and Quality Report 2025/26

Head Teacher: Mrs J Shaw

Published: 28/08/2026

Table of Contents

1. Context of the school 3

2. Vision, values and aims 6

3. Attendance, attainment and achievement 7

4. Learning 15

5. Leadership 16

6. Partnerships 18

7. Consultation process (statutory requirement) 20

8. Overall evaluation of capacity for continuous improvement 20

9. Improvement priorities for Session 2026 to 2027 21

1. Context of the school

Kinross High School serves the Kinross-shire community and has a strong reputation for delivering high-quality learning experiences and positive outcomes for young people. The school places a strong emphasis on its values of Ambition, Compassion, Responsibility and Resilience, which underpin all aspects of school life.

Young people benefit from a flexible curriculum that supports a wide range of pathways and destinations. A comprehensive system of personal support is provided through House structures, pupil support teams and effective partnerships with external agencies. The school also offers an extensive programme of extracurricular activities, excursions and opportunities for leadership and achievement.

Most learners reside within Scottish Index of Multiple Deprivation deciles 7 to 10, although the school remains committed to ensuring equity and removing barriers to participation and attainment for all learners. During session 2025-26, continued work focused on closing attainment gaps, improving attendance, enhancing learning and teaching and strengthening inclusion.

Our School Context

878 pupils attend Kinross High School

70% of pupils live in lesser deprived areas (Acorn 1-3)

30% of pupils live in more deprived areas (Acorn 4-6)

43% of our learners have 1 or more additional support needs - dyslexia is the most common need

39% of our learners have had a planning meeting to support them at school (YPP)

5% Less than 5% of learners have a co-ordinated support plan (multi agency CSP)

5% less than 5% of our role are entitled to

- free school meals
- clothing grants
- education maintenance allowance (S5/6 only)

less than 5% of our role are young carers or care experienced

94% of school leavers have achieved a level 5 literacy qualification at level 5 or higher

89% of school leavers have achieved a level 5 numeracy qualification at level 5 or higher

48% of learners plan to move on to higher education after school

3 the top 3 career choices for young people are

- Animals and Healthcare
- Engineering
- Performing Arts and Media

Key Achievements 2025/26

Increased Attainment in S4 and S5

Almost all leavers achieved a positive destination

97%

37%

The number of exclusion incidents fell by 37%

We achieved Rights Respecting Schools SILVER accreditation

We were awarded the ECO Schools Green Flag

We achieved the Education Scotland Stem Nation award

2. Vision, values and aims

Kinross High School's vision of "Learning Together, Achieving Together" remains central to its improvement journey. The school community is united by the values of:

- Ambition
- Compassion
- Responsibility
- Resilience

These values inform decision-making, relationships and approaches to learning across the school. Improvement activity during session 2025-26 focused on unlocking learner potential, delivering the highest quality learning and teaching, and building a supportive and inclusive community.

A renewed focus on attainment has been a key priority throughout session 2025-2026, underpinned by the introduction of a culture of Rigour, Aspiration and Perseverance for staff and pupils. By consistently applying these principles, we are raising expectations, promoting academic excellence, and ensuring that every young person is supported to achieve their full potential through attainment of the widest range of qualifications at the highest appropriate level.

The school's improvement priorities are aligned to national and local priorities and support the development of confident, successful and compassionate young people who are prepared for lifelong learning, work and citizenship.

3. Attendance, attainment and achievement

Attendance

At Kinross High School, we are committed to ensuring all our young people are able to attend school. Our overall attendance data remains above both Perth and Kinross and national averages, reflecting the positive impact that our whole-school focus on attendance and learner engagement has had. Through regular communication with pupils, parents and staff, we have strengthened understanding of the importance of attendance and its direct link to attainment, wellbeing and positive outcomes. Almost all young people can explain the school's attendance expectations, including our 93% attendance target, and recognise the benefits of regular attendance.

A strong universal approach has been developed through consistent attendance messaging and the promotion of our "Why Attendance Matters" campaign. Attendance data is monitored closely through monthly analysis, Integrated Team Meetings and House Meetings, enabling staff to identify concerns early and plan targeted interventions. Whilst attendance remained above local and national averages, we noted a decline during Term 4. As a result, we are undertaking further analysis to better understand the factors contributing to this decrease, including trends across individual year groups and identified learner groups. This work will inform targeted interventions and support our ongoing efforts to improve attendance and engagement for all young people.

Wellbeing, Equity and Inclusion

During session 2025/26, we made significant progress in promoting wellbeing, equity and inclusion across our school community. Positive, respectful and nurturing relationships continue to be a key strength, with learners reporting increasing levels of safety, belonging and support. Our commitment to children's rights was recognised through the achievement of the Silver Rights Respecting School Award, reflecting the growing impact of rights-based approaches across learning and school life. We also strengthened learner participation by responding directly to pupil voice, including the introduction of multi-faith assemblies and the establishment of a prayer room to ensure all learners feel respected, valued and able to express their identity.

A wide range of universal and targeted supports ensured learners could access their education successfully. Through learner profiles, Young Person Planning, inclusive classroom practice and personalised support pathways, we continued to remove barriers to learning and improve outcomes for young people. Curriculum developments, including a broader range of qualifications and awards, strengthened equity by providing learners with flexible pathways to success. Partnerships with organisations including PKAVS, Lighthouse, Active Schools, RASAC and NHS Health Drama enriched learners' experiences and extended support beyond the classroom.

Our work to promote equality and inclusion has contributed to measurable improvements. Learner survey data showed increased confidence that their views are listened to and taken into account, and as a result exclusion incidents reduced by 37% compared to the previous session. We maintained a strong focus on reducing the cost of the school day through financial supports, inclusive school trips and equitable access to extracurricular opportunities. Together, these actions have strengthened our inclusive culture and ensured that wellbeing, equity and inclusion remain central to improving outcomes for all learners.

Attainment

Through **rigour**, **aspiration** and **perseverance**, we continue to build upon strong attainment outcomes across the Broad General Education and Senior Phase. Analysis of attainment data evidences that learners achieve well across all stages, including those from the lowest SIMD deciles who are attaining above the Virtual Comparator. This session there have been notable improvements in the key performance indicators in S4 and S5, including record levels of attainment in S4.

Targeted interventions support learners who require additional help with literacy, numeracy, organisation and examination preparation. Study Boosters and Exam Immersion Days continue to have a positive impact, with evidence from attainment data and participant evaluations demonstrating improved learner outcomes.

The school has maintained a strong focus on identifying and addressing attainment gaps through robust tracking, monitoring and intervention systems. Staff training sessions throughout session 25/26 are leading to improved understanding of attainment data and key gaps.

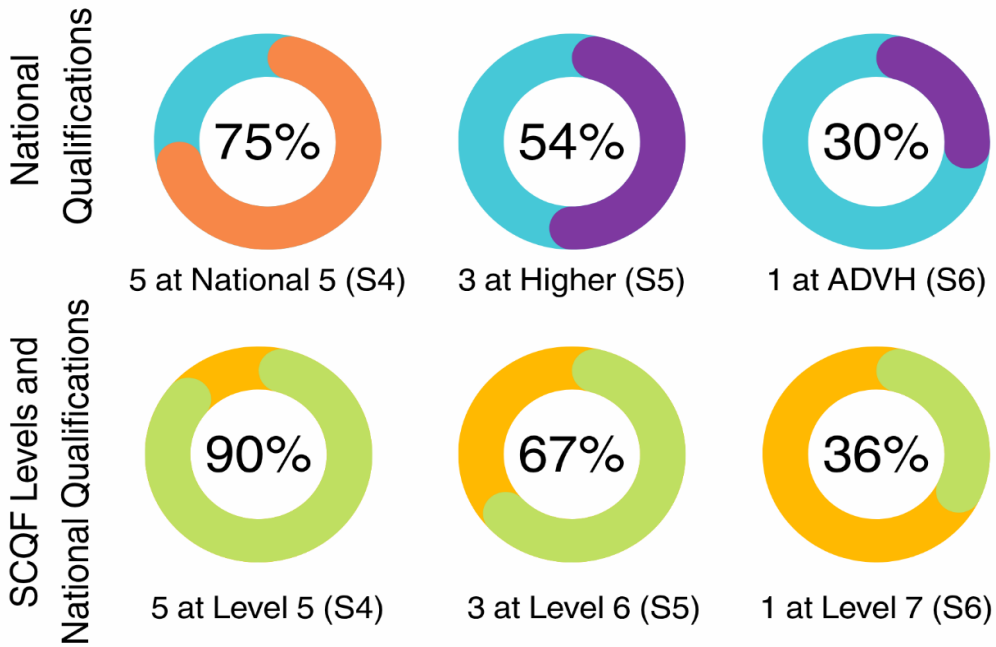
To further support raising attainment, our curriculum offering for 2026-27 has been improved which will result in all S4 pupils being presented for L5 Mental Health Award and in S5 L6 Employability Award. Furthermore, we are piloting an Enhanced Languages offering to young people skilled in languages. Our review of courses has promoted courses which can be bundled to maximise learners' attainment including in Maths and Applications of Maths for targeted cohorts of learners. We have adapted our approach to course choice to support improved options and to maximise attainment opportunities. For young people in S4 moving into S5, pupils prioritised options to maximise the number of L6 qualifications they can achieve. This will lead to further improved outcomes for learners next session.

S1-S3 Broad General Education

At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level or are working within 4th level. This session almost all young people have secured 4th level in literacy and numeracy with improvements in all measures.

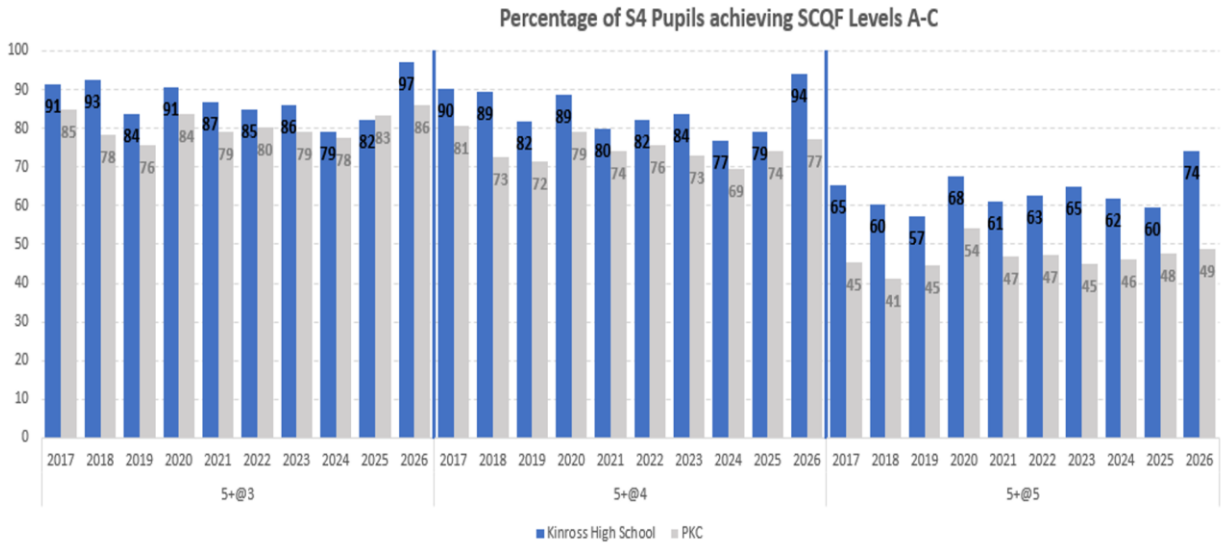
STAGE	%Achieved L3 or above **LITERACY**	% Achieved L3 or above **NUMERACY**	% Achieved L4 or above **LITERACY**	% Achieved L4 or above **NUMERACY**
S3 - 2026	96.6%	95.2%	91.2%	91.0%
S3 - 2025	96.4%	96.4%	81.7%	87.0%

S4-S6 Senior Phase Attainment

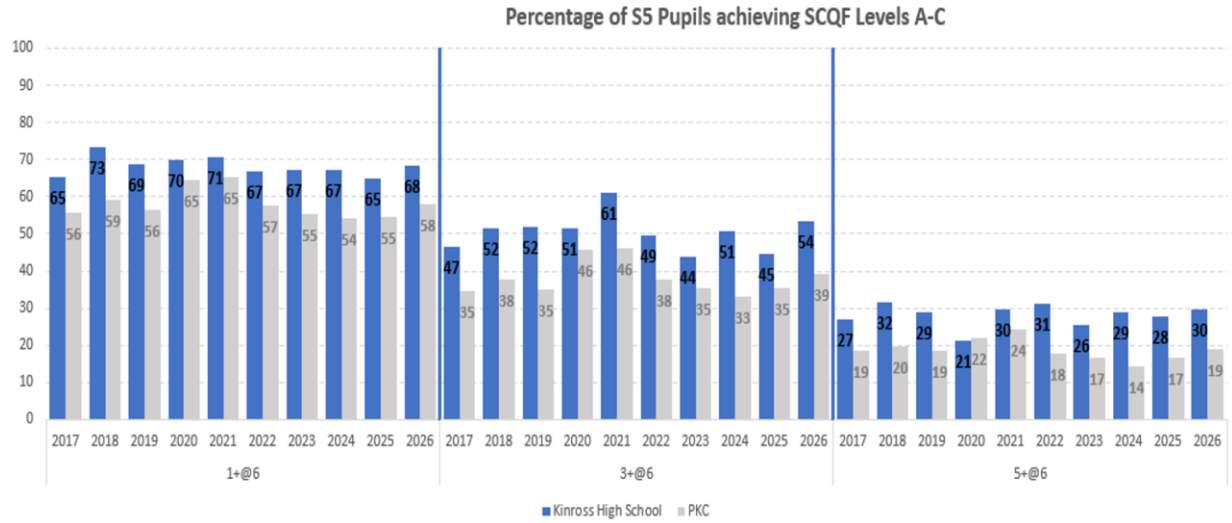


Our focus on **Rigour, Aspiration** and **Perseverance** has led to key improvements across all measures in S4 and S5. This session will see an ongoing and relentless focus on ensuring all young people achieve at least 5 qualifications in S4, further reducing the attainment gap from previous years.

Key Performance Indicators – S4



Key Performance Indicators – S5



Achievement

Young people continue to participate in a wide range of achievements both within and beyond the classroom. Opportunities include leadership roles, pupil parliament participation, peer mediation, extracurricular clubs, sports, excursions and community engagement activities. During session 2025/26 our pupils travelled to London, Paris, Barcelona, Belgium and Eswatini as part of the excursions on offer.

The school tracks wider achievement through dedicated monitoring systems, helping learners recognise and articulate their developing skills. Participation in excursions and enrichment opportunities continues to support personal development, confidence and learner engagement.

Positive destinations remain a significant strength. Following recovery from pandemic-related challenges, over 97% of school leavers moved into sustained positive destinations during 2025. This success reflects effective collaboration between school staff, Skills Development Scotland and Developing the Young Workforce partners.

As a school, we are proud of our many wider achievements including securing our STEM Nation Award, Our Eco-Schools Green Flag and our Silver Rights Respecting School Award.

We hosted two very successful award ceremonies in June to capture and celebrate the achievements of our young people, including our first Wider Achievement and Sports Awards to ensure as many young people were being recognised as possible.

Celebrating Success and Accredited Awards

Stem Nation Award

We were delighted to achieve the **Education Scotland STEM Nation Award**, recognising the school's commitment to delivering high-quality STEM (Science, Technology, Engineering and Mathematics) education. The award acknowledges effective practice across five key areas: leadership in STEM, family and community learning, employability and partnership working, curriculum pathways and progression routes, and equity and equality in STEM

Click to play the video

Eco Schools Green Flag

Our commitment towards sustainability was underpinned by the receipt of the **Eco-Schools Green Flag Award**, an internationally recognised accreditation that celebrates excellence in environmental action and sustainability. The award recognises the commitment of pupils and staff to promoting environmental responsibility and embedding sustainability across school life.

Rights Respecting Schools – Silver Award

In June 2026, we were delighted to achieve the **UNICEF Rights Respecting Schools Silver: Rights Aware Award**, recognising the significant progress made in embedding children's rights throughout the life and work of the school. This award acknowledges the commitment of pupils and staff to creating a positive, inclusive and respectful learning environment where the rights of every child are understood, valued and promoted. Our Pupil Parliament continues to play a key role in providing young people with a voice in supporting school improvement.

Through learning, teaching and leadership opportunities, young people have developed a strong understanding of their rights and responsibilities and have been empowered to play an active role in school improvement and decision-making. The award reflects the school's commitment to ensuring that children's rights are at the heart of policies, practice and relationships across the school community.

Achieving Silver accreditation demonstrates that Kinross High School is fostering a culture of respect, participation and inclusion, where learners feel valued, supported and able to contribute meaningfully to school life. The award supports our commitment to developing responsible citizens who understand and uphold the rights of others both locally and globally.

4. Learning

Learning and teaching continue to improve through a strong focus on self-evaluation, professional dialogue and evidence-informed practice. The school has prioritised the delivery of high-quality learning experiences aligned with its improvement agenda and the expectations of the Kinross Way.

Learners benefit from supportive relationships, clear expectations and a curriculum designed to meet a range of needs and aspirations. Staff make effective use of learner data, including innovative systems such as the school's caseload overview, to identify needs and provide timely support and interventions.

This academic year has seen numerous developments aimed at supporting learner engagement. We have undertaken, during the 2025/26 session, a wide-ranging consultation on the use of smartphones in our school community. This resulted Lock-in and Learn, our smartphone policy for our school community, launched with our community in March 2026 and implemented from August 2026 onwards. It is our aim that this policy supports more focused classrooms by minimising distractions and, consequently, supporting learning opportunities for young people.

Our self-evaluation processes from 2024/25 identified 'pupil-led learning' as an area that we wanted to focus on in terms of staff development. There have been numerous ways in which we have sought to do this, for example through staff CLPL. A highlight of this was the delivery of a session from our Learning and Teaching Ambassadors, comprised of pupils from various year groups, who worked alongside staff as we discussed ways in which we can enhance collaborative learning experiences for young people.

During the 2025/26 session, we developed our approach to written comments in parental report cards. This has led to improvements regarding the quality of information sharing regarding curricular development. Moreover, we have introduced an extra parents evening for S5 and S6 parents and carers. This has been practice that has continued into the 2026/27 academic session.

Learners benefit from supportive relationships, clear expectations and a curriculum designed to meet a range of needs and aspirations. Staff make effective use of learner data, including innovative systems such as the school's caseload overview, to identify needs and provide timely support and interventions.

Evidence from learner voice activities, focus groups and wellbeing surveys indicates that most young people feel supported, included and able to make progress in their learning. Targeted literacy and numeracy interventions, alongside support for learners with additional needs, continue to contribute positively to learner outcomes.

Further work is planned to embed consistently high-quality learning experiences across all areas of the school and strengthen the use of skills-based learning and learner reflection.

5. Leadership

Leadership at all levels is a notable strength of the school. Staff work collaboratively to drive improvement and make effective use of evidence to inform decision-making. Robust systems for data analysis and learner tracking ensure that leaders have a clear understanding of strengths, areas for development and emerging needs.

The school's leadership culture promotes shared responsibility and encourages staff participation in improvement activity. House teams, faculty leaders and pastoral staff work effectively together to support learners and improve outcomes.

Young people also contribute meaningfully to leadership through pupil parliament, peer mediation and senior leadership opportunities. These experiences help learners develop confidence, responsibility and citizenship skills.

In partnership with the Parent Council, a series of parent led focus groups took place to support improvement plan priorities. Further work for this coming session plans to focus on improvements for our curriculum. The Parent Council have successfully delivered a programme of S6 masterclasses in partnership with the school to enhance the opportunities for young people.

During session 2025/26, the S5 Vice Captains led a significant review of the school uniform, with a particular focus on increasing the number of pupils choosing to wear a blazer. They gathered feedback from their peers to better understand barriers to uptake and identify the features that young people wanted in a redesigned blazer.

The pupils then worked collaboratively with suppliers to design and develop a new black blazer that reflected this feedback. They took ownership of the project from initial consultation through to design, procurement and ordering. The Vice Captains also led the promotion of the new blazer through assemblies and social media, ensuring that pupils, parents and carers were informed and engaged throughout the process.

As part of the wider review of the senior phase identity, pupils also proposed extending the purple senior tie to S4 pupils. This change was designed to help S4 learners see themselves as part of the Senior Phase from the outset, strengthening their sense of identity, responsibility and belonging. By aligning S4 pupils more closely with their S5 and S6 peers, rather than with those in S1 to S3, the initiative aimed to raise aspirations and reinforce expectations around leadership, achievement and participation in school life.

This project provided an excellent example of meaningful pupil leadership, with young people influencing significant aspects of school life and delivering tangible change. The Vice Captains demonstrated strong consultation, collaboration and communication skills throughout the process.

Feedback from both pupils and parents has been overwhelmingly positive, with the redesigned blazer and the introduction of the purple tie for S4 pupils being well received across the school community.

The school will continue to strengthen leadership opportunities and further develop the recognition and accreditation of learner leadership achievements.

6. Partnerships

At Kinross High School, we recognise that partnership working is integral to building the necessary skills, abilities and capabilities of all our young people and we are committed towards collaborating with a range of partners to further improve outcomes for our pupils.

As a school community, we work in collaboration with the following partners:

Parents and Carers:

- Parent Council (self-evaluation; policy shaping; partnership with pupil council)
- Community Council (self-evaluation, community development work)
- Curriculum information evenings (understanding pupil pathways and course choice processes)
- Careers events
- P7 Transition
- Family Learning events

Teaching & Learning

- Perth UHI College
- Sports Scotland
- STEM – Education Scotland, SDS
- John Muir Award, DofE, SportsScotland
- Librarian

Developing the Young Workforce

- Police Scotland
- Fire and Rescue Scotland
- Scottish Prison Service
- Royal Navy, Royal Air Force and British Army
- e-sgoil DYW live

Multi-agency partnership working:

- Educational Psychology
- Social Work
- Skills Development Scotland
- The Lighthouse
- Bernardos
- Police Scotland
- SACRO
- RRSA

Community:

- The Rotary
- Giacopazzis
- Sainsburys
- Community Councils

KINROSS HIGH SCHOOL PARENT COUNCIL

Our active Parent Council has provided significant support to the school's ongoing strategic development in a range of ways. Among the pupil groups, the Parent Council have engaged with this session are:

- The Rotary Club
- Pupil Parliament
- School Captains
- RRSA Ambassadors

The Parent Council have also led, participated and provided advice on:

- HMIE Focus Groups
- S3/4 Curriculum structure
- School Improvement Planning
- Our new S6 Masterclasses
- Support with the creation and analysis of our mobile phone consultation
- Our Healthy Eating Strategy
- Submission of a range of grants
- Fundraising Quiz Night

7. Consultation process (statutory requirement)

This report is informed by a comprehensive programme of self-evaluation involving learners, parents, carers, staff and partner organisations. Evidence has been gathered from:

- Learner focus groups
- Pupil Parliament consultations
- Parent communications and feedback
- Partner questionnaires
- Wellbeing surveys
- Attendance and attainment data
- House Pupil Support Team discussions
- Professional dialogue and school self-evaluation activities

Feedback from stakeholders has informed both the evaluations contained within this report and the priorities identified for future improvement.

8. Overall evaluation of capacity for continuous improvement

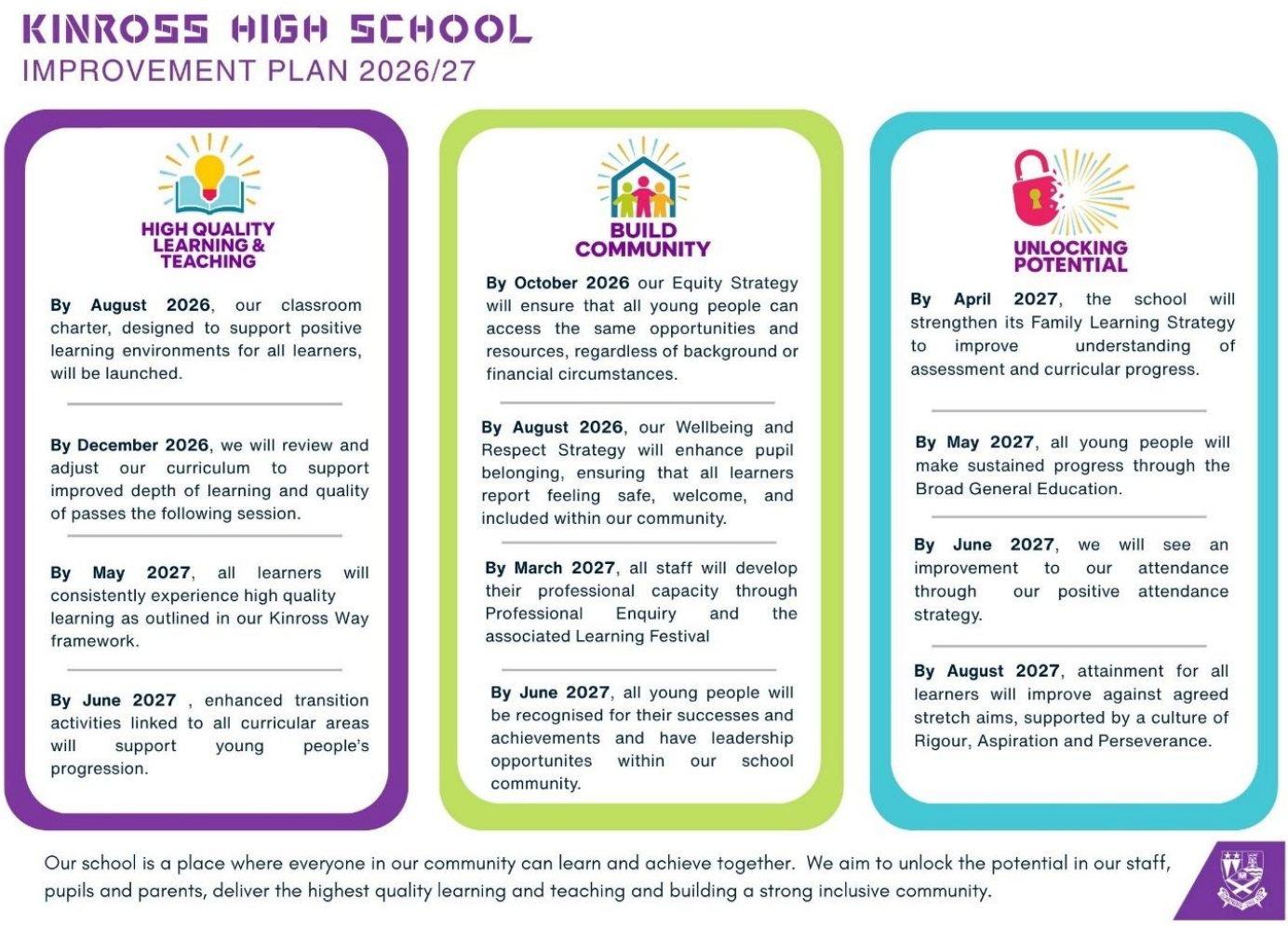
Kinross High School has a strong capacity for continuous improvement.

The school demonstrates clear leadership, effective use of self-evaluation, robust data analysis and a strong commitment to equity and inclusion. Positive attendance levels, strong attainment outcomes, high rates of positive destinations and extensive opportunities for wider achievement provide evidence of sustained improvement and positive impact for learners.

Strong partnerships, highly effective learner support systems and a culture rooted in the school's shared values position Kinross High School well to continue improving outcomes for all young people.

9. Improvement priorities for Session 2026 to 2027

Our school is committed to continued improvement through our rigorous self-evaluation processes and building on next steps identified from our inspection in 2025. Our school improvement priorities for the 2026/27 session shown in the graphic.



Click here to access the school improvement plan on our website.