

Kinross High School

Standards and Quality Report

2019



Context of the school:

Learning together; achieving together

Our learning community is founded on compassion and kindness where all young people are encouraged to contribute. We aim to unlock the potential in all by promoting the highest quality learning which inspires everyone to achieve their personal goals and develop as lifelong learners. 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 and learn to care for others and treat everyone with respect.

Kinross High School has been at the heart of Loch Leven Community Campus since 2009. We benefit from purpose built facilities for secondary education which are equipped to the highest standards. We provide a curriculum which is flexible and enables all young people to achieve success. 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. An extensive programme of extra-curricular activities, educational excursions and school events enhance learning and develop the skills and self-confidence of our young people.

In planning for continuous improvement, the school has developed its improvement priorities through self-evaluation. This has included feedback from staff, pupils and parents. The improvement priorities for 2018-20 are:

- Unlocking potential
- Promoting the highest quality learning
- Building community

Review of progress for session 2019-20:

Progress and Impact : Attendance, Attainment and Achievement

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

Pupils continue to be involved in a very wide range of extra-curricular activities including a vast number of sports, concerts and a School Musical. Sporting success is abound across a range of team and individual pursuits. Beyond this, there was success in Crest Awards, Outward Bound, Rock Challenge and many more. Over 60 pupils achieved Duke of Edinburgh Awards, with 5 of those achieving at Gold level. In partnership with *Aerospace Kinross* young people built and flew a light aircraft.

Literacy & Numeracy in BGE:

- Increase in achievement in Literacy & Numeracy at 3rd level, reflecting confidence in, and moderation of, teacher assessment.
- The line for the graph of Literacy & Numeracy at 3rd level versus ACORN is almost completely flat, reflecting our focus on ensuring opportunities for all to succeed. This is an improvement from previous years.

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 push to widen opportunities beyond traditional qualifications.
- Pupils achieving 5 or more National 5 awards in S4 fell slightly but remains above the national average and over 10% above the PKC average.
- Pupils achieving 3 or more Highers in S5 rose to 52% (a three-year upward trend). Those achieving 3 or more Highers and 5 or more Highers in S5 continues an upward trend over recent years.
- Pupils' attainment in S6 has increased in all key performance indicators with 42% achieving at least 1 Advanced Higher being a particular highlight.

Other highlights:

- 20 S4 pupils achieved 7 As at National 5 (or 6 As and 1 A at Higher level).
- 24 pupils in S5/6 could not have done better in their SQA exams.
- All Scottish Baccalaureate candidates passed, with over half achieving a distinction.
- 1 S4 pupil achieved 7 As at National 5 *and* 1 Higher A.
- Leavers attaining a positive destination has increased to over 97%.
- Around 50% of our pupils progressed to Higher Education, with another 20% going on to Further Education.

Next Steps to share our success and to build community:

- Use data effectively to realise attainment potential of each young person
- Further support parents to be actively involved in their child's learning
- Support young people to develop career management and employability skills

Progress and Impact : Learning

Promoting the highest quality learning and teaching remained firmly a focus of our improvement planning. Pupil engagement in their own learning and appropriate pace and challenge were our two main drivers of improvement. Professional learning opportunities throughout the session ensured that good practice was shared across all faculties.

Whole school learning observations, weekly SLT walk-throughs and a follow-up authority visit resulted in a very positive evaluation of the learning process. All lessons observed were rated as good or above and indeed a few lessons were deemed by external observers to have been excellent. Almost all colleagues felt more confident about areas of pedagogical improvement and enjoyed the opportunities for improved collegial discussion and sharing of ideas and resources. During pupil discussions, most pupils expressed a view that learning had improved because its purpose was clearer and this afforded them greater responsibility and independence.

Next Steps to promote the highest quality learning:

- involving pupils more in creation of success criteria
- ensuring that our feedback allows pupils to effectively improve

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 and teaching.

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, increasing engagement with ERD, in-house professional learning and a newly launched learning hub. The school invests in professional learning and engages with SCEL, GTCS, HMIE 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 school priorities. All staff contribute to a collegiate group which is linked to the school improvement plan.

Next Steps to unlock potential:

- Embed the vision, values and aims in our school community
- Develop and implement a clear strategy for meaningful learner participation
- Develop an ethos of empowerment and collaboration

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 in on attainment, behaviour, attendance and positive destinations.

Young people benefit from an increased House Pupil Support Team with those in need of targeted support receiving this from our Pupil Care and Welfare Officers (PCWOs). Our three PCWOs provide daily support to young people in order to access their learning. Families and pupils benefit from increased communication to ensure that needs are met timeously.

Highlights:

- Total tariff score for pupils in SIMD 1 or 2 are in line with or above the Perth and Kinross average.
- 83% leaver initial destinations for young people in SIMD 1 and 2.
- Exclusions are continuing to reduce for young people in SIMD 1 and 2.
- Attendance for young people in SIMD 1 and 2 is above the Perth and Kinross average.

Young people continue to benefit from a wide range of work experience opportunities to support with developing their skills for the world of work. An enhanced positive destinations advice service is provided by one of our Pupil Care and Welfare Officers with a specific focus on applications advice for a targeted group of young people. Furthermore, our new approach to 16+ Positive Destinations tracking as facilitated a wide range of partners from our College partners, Skills Development Scotland colleagues and our voluntary sector to work together to ensure young people benefit from a wide range of positive destination opportunities.

Next Steps to improve outcomes in literacy, numeracy and health and wellbeing:

- Use data effectively to realise attainment potential of each young person.
- Enable staff to consistently deliver high quality experiences which develop the literacy and numeracy skills of young people.
- Continue to embed our approaches to health and wellbeing for all focusing on emotional wellbeing and *better eating better learning*.