



KINROSS HIGH SCHOOL

LEARNING TOGETHER ♦ ACHIEVING TOGETHER

Standards and Quality Report

SEPTEMBER 2021



SCHOOL CONTEXT

Learning together; Achieving together

At Kinross High School, our staff, pupils, parents and carers have lived our vision during the COVID-19 pandemic. This has ensured that young people have continued to learn together and achieve together. Our shared values of being resilient, ambitious, compassionate and responsible have helped our community to navigate the pandemic which continues to shape school life.

In August 2020, we were delighted to return to in-person learning for all young people. While we had to make changes to our school routines, we maintained a focus on wellbeing and reconnection. Our young people were resilient and adapted quickly to the new structures of our school. Despite a non-traditional transition, our new S1 pupils settled well, and we are proud to have them as part of our school community.

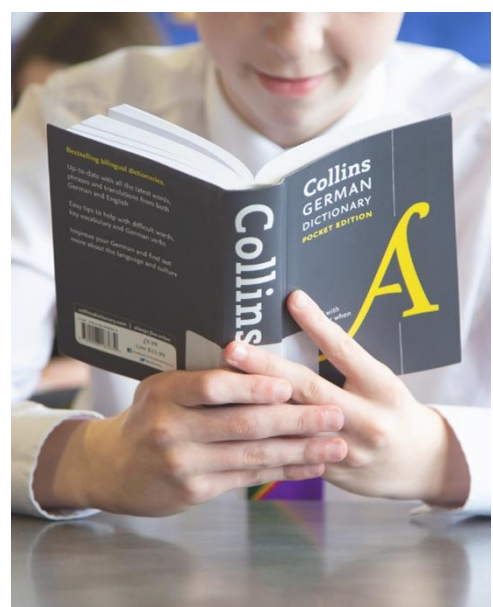
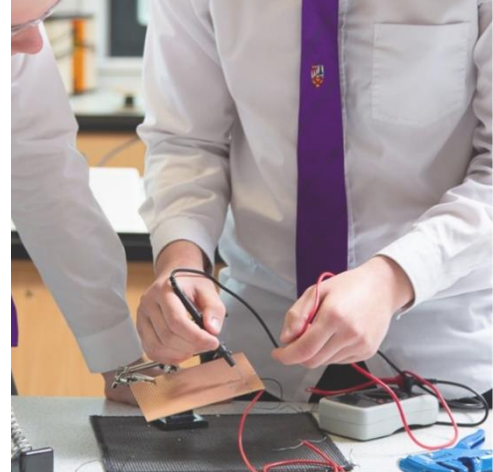
In November 2020, we received notification that the SQA exam diet was cancelled for a second time and that an Alternative Certificate Model (ACM) was to be used by the SQA. Our staff and pupils were ambitious and the quality of the awards that young people in S4-6 have achieved is a credit to their hard work, the dedication of our teachers and the support of the learning community.

In January 2021, there was a second national lockdown and schools were closed to most young people therefore we moved our learning to Google Classrooms. Our home learning worked far better in this second lockdown as staff, pupils and families were better prepared for remote learning. Our value of being compassionate was evident as we supported young people to overcome any issues with access to IT. We provided in-person support for children of key workers and young people who would benefit most. Also, regular wellbeing contact was maintained with all learners.

As Term 3 progressed, we were able to return to more in-person learning. Young people working towards SQA qualifications returned to complete practical work. Before the Easter break all pupils benefited from a blended learning which provided the opportunity for some in-person learning.

In April 2021, we were able to reopen with full time education for all learners. We have enjoyed having our young people back in the building. Our learners have been responsible and have re-engaged with our health and safety routines, even when this means periods of self-isolation and home learning for some young people.

As we return for our new school session and we focus on our recovery, we remain mindful of the impact that the pandemic has on our school community over the last 18 months.



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.

While the pandemic has meant that there has been less capacity to gather evidence, we have used pupil focus groups, surveys, lesson visits, learning walks, and analysis of wellbeing, engagement and attainment data. We launched a series of Virtual Parent/Carer events to receive regular feedback on the work of our Virtual School.

Our self-evaluation is benchmarked against Education Scotland's framework *How good is our school?*

REVIEW AND PROGRESS FOR SESSION 2020-21

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.

Despite our Covid-restrictions and lockdown period in January – March 2021, pupils at Kinross High School have continued to take part in a range of wider achievement initiatives. For the Duke of Edinburgh Award 14 pupils completed their Bronze Award, 7 completed their Silver Award and 8 are working to finalise their Gold Award. Our link with the Youth Philanthropy Initiative also continued virtually this year and S2 pupils worked with a wide range of charities and presented their projects at a school event in June. Throughout the January – March lockdown period pupils also worked on a series of sporting activities as part of a Virtual P.E. group on the app Strava to work on a theme of Olympic Ambition. Our Top of the Bench Team from Chemistry won the Tayside Regional Competition and represented the region in the UK Final. 5 pupils achieved an SCQF Level 6 Young STEM Leader Award and an S3 pupil won a National STEM Challenge called 'Code vs Climate'.

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.
- 77% of leavers' have achieved SCQF Level 5 in Literacy and Numeracy. This is above the PKC and Tayside Regional Improvement Collaborative and is above our Virtual Comparator.

Broad General Education (BGE) Progress

A new tool called Progress & Achievement was launched this session which are using to track and monitor pupil progress within S1 – S3.

Senior Phase Progress

Over 2000 SQA awards were achieved across S4-6 *via* the Alternative Certification Model.

- Pupils at Kinross High School continue to sit wide 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 remained consistently strong. 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 five year upward trend, at 63% for 3 awards and 31% for 5 awards at this level.
- Pupils' attainment in S6 remains consistently high at SCQF Levels 6 and 7 and this year's results are in line with the previous two years.

Key highlights:

- 35 S4 pupils achieved 7 A grades at National 5 (compared to 20 10 2019 – 2020). 27 pupils in S5/6 could not have achieved more highly in the SQA diet, including 13 achieving 5 A grades at Higher level.
- 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 re-connect our community:

- *Further develop our commitment to our shared vision, values and aims.*
- *Prioritise ethos and wellbeing of our community and to develop the skill and resilience of our learners*
- *Continue to recover from the pandemic by evolving our Covid response and re-connecting with Campus Partners.*



Learning, Teaching and Assessment

Promoting the highest quality learning and teaching remained firmly a focus of our improvement planning throughout this session for both in-person learning and online learning. Our main areas of focus were to develop learning and teaching strategies for the revised Covid timetable structure and to ensure that our approaches to online learning and teaching were the best they could be during January – March 2021. Significant advances were made in our approaches to digital learning, particularly relating to how we give feedback to pupils on Google Classroom during this time.

Professional learning opportunities took place throughout the year to develop and share pedagogical approaches for longer learning blocks and for giving feedback to pupils through Google Classroom. Whole staff meetings, Principal Teacher meetings and Parent/Carer Live Events took place to share our best practice and to ensure that our pupils continued to learn throughout the lockdown period.

Whole school learning observations, weekly SLT walk-throughs and Middle Leadership critical evaluation of our learning & teaching have enabled us to rigorously monitor progress in this area. Staff have worked together in a collaborative manner to lead and develop significant changes in this area due to the mix of in-person learning and online learning we had in place throughout the session.

Pupil focus groups led by the Senior Leadership Team and School Captains enabled us to review our online learning and teaching and put in place any changes required. A key example of this was pupil feedback on verbal feedback using a system called Mote. Pupils found this helped them move forward in their learning online and it was subsequently implemented across the school.

Next Steps to re-engage with high quality learning:

- *Develop pedagogical practice to support our new timetable and use of digital technologies*
- *Further develop our approaches to tracking for interventions*
- *Further develop our wider achievement offer to equip young people with skills for learning, life and work.*



Leadership

Leadership and potential remained a key focus throughout the last session. The Senior Leadership Team (SLT) and Middle Leadership Team (MLT) worked collaboratively in an ever-changing educational landscape to deliver support, learning, teaching and assessment to ensure that young people were well supported to achieve their potential.

All colleagues continued to engage in their own professional learning to ensure that the needs of young people were met and that there is a consistently high-quality experience as part of the curriculum. The most significant aspect of development has been around our virtual learning offering.

As a school community, we have lived and demonstrated our values in action over the past session (Ambition, Responsible, Resilient and Compassionate). Most notably, our school community has come together and shown an excellent level of responsibility and resilience as we have adapted throughout last session to the challenges and opportunities.

Our school recovery plan has been supported by the views of young people, colleagues, partners and parents/carers. Our approaches to the use of data have also supported our improvement priorities. The recovery plan has been developed from systematic and rigorous self-evaluation involving staff, pupils and parents/carers. 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.

Next Steps to re-imagine our potential:

- *Further develop our approaches to self-evaluation for improvement*
- *Introduce a new attendance policy*
- *Further implement new ERD processes and engage with the new GTCS Professional Standards*
- *Develop an intensive support provision which meets the needs of young people in the Kinross-shire community*



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 £27,020 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). 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 and know young people well to support them with interventions.

Key highlights:

- Young people in SIMD 1, 2 and 3 as well as those in receipt of Free School Meals were provided with a laptop to enable them to access learning through our virtual classrooms.
- Young people in SIMD 1, 2 and 3 were provided with wellbeing and engagement support during the Term 3 when the school building was closed.
- The Caseload Overview tracker has been embedded within House Pupil Support Teams to review attendance, engagement and positive destinations.

Next Steps to support Equity:

- *Improve attendance of learners with 70 – 90% attendance*
- *Increase % of leavers attaining level 4 & 5 Literacy & Numeracy*
- *Increase % of S3 pupils achieving level 3 in both Literacy & Numeracy*
- *100% of targeted learners will reach targets set for participation & engagement*