

# Kinross High School

## Standards and Quality Report

### 2017



#### Context of the school:

At Kinross High School, staff are committed to ensuring that young people are “happy, successful and achieve excellence.” The school is located at the heart of Loch Leven Community Campus. Our young people benefit from purpose built facilities, equipped to the highest standard. Along with our strong positive ethos this provides a high quality learning environment in which young people develop and grow.

Over recent years, a number of our long serving staff have retired and our school role has increased. As a result, 27 new teachers and 4 new members of the Senior Leadership Team (SLT) have been appointed since August 2015. All members of the SLT are ambitious for the school and its pupils, are committed to delivering excellence and aim to challenge, develop and empower others. New staff are supported through an induction and mentoring programme.

In the past 12 months, the Scottish Government has set out how excellence and equity in education will be delivered. This includes a focus on raising attainment in literacy and numeracy, developing the right range of skills, qualifications and achievements in young people and ensuring that every child has the opportunity to succeed. In this context, Kinross High School has used funding allocated directly to schools to develop additional capacity through the appointment of Development Posts. These posts focus on leadership, supporting young people to be ready to learn, and enhancing our capacity to engage with parents and carers about their child.

## Review of progress for session 2016-17

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| Priority: Leadership and Management   |  |
| <b>NIF Driver</b><br>School Leadership<br>Parental Engagement<br>School Improvement   | <b>HGIOS?4 Quality Indicator</b><br>1.1 Self-Evaluation for Self-Improvement<br><b>1.3 Leadership of Change</b><br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity |
| <b>Progress and Impact</b><br><br>Our leadership aims to provide the highest possible standards and success for all learners. This session, we have been clarifying the roles and responsibilities of groups and individuals. Progress has included: <ul style="list-style-type: none"> <li>• Forming the Senior Leadership Team (SLT) and Middle Leadership Team (MLT) which now meets weekly to discuss strategic and operational agenda items</li> <li>• Development Post opportunities created to allow teaching staff to take forward school improvement priorities to build staff capacity</li> <li>• Professional learning needs analysis took place in December 2016 and support has been provided to staff for Professional Update and Employee Review &amp; Development</li> <li>• Self-evaluation framework reviews all quality indicators in a planned way over three years</li> <li>• Pupil Support staffing structures have been reviewed and additional Pupil Care &amp; Welfare Officers have been appointed to further support our young people</li> <li>• A review of Pupil Support accommodation has now been completed to foster improved partnership working and better support young people</li> <li>• Introduction of a Professional Learning Conference focusing on Leadership of Learning</li> </ul><br><b>Next Steps</b> <ul style="list-style-type: none"> <li>• Continue to review governance framework in line with national priorities</li> <li>• Provide support to SLT, MLT, development post holders and collegiate group leaders to lead school improvement in their new roles</li> <li>• Further develop our proactive approach to behaviour management</li> <li>• Re-engage staff, pupils, parents, carers and the wider community when reviewing the school vision, values and aims</li> <li>• Demonstrate the impact of stakeholder voice by improving communication</li> </ul> |  |

Priority: Learning Provision

**NIF Driver**

Teacher Professionalism  
Parental Engagement  
Assessment of Children's progress

**HGIOS?4 Quality Indicator**

2.1 Safeguarding and child protection  
2.2 Curriculum  
**2.3 Learning, teaching and assessment**  
2.4 Personalised Support  
2.5 Family Learning  
2.6 Transitions

**Progress and Impact**

The programme of classroom observation, including our in-house department evaluation programme (HOTI), has ensured that the majority of staff have been observed formally by Senior Leaders. The introduction of department Quality Assurance meetings provided assurance and evidence that Learning and Teaching, Meeting Learner needs, Classroom observations and Continuing Professional development were to the fore in department improvement agendas.

Observations confirmed the majority of pupils have a quality Active Learning experience across the majority of departments. The majority of pupils observed enjoyed very positive relationships with their teachers and were fully engaged with their learning.

The majority of our parents and carers attend parent's evenings across all year groups. The addition of Parental engagement surveys has provided valuable feedback in relation to the running of the school and learning provision. The addition of Tracking and monitoring reports in place of the annual full report has provided parents and carers with more regular update on their child's progress resulting in increased parental communication.

The Parent Council has been actively involved in the selection process of a new SLT team over the last 2 years. Parental engagement events and showcase events of pupils work in relation to wider achievement have been well attended.

In addition to the introduction of Tracking and monitoring reports there has been an expansion of the learning conversations programme providing almost all pupils in S4-6 with the opportunity to evaluate their learning and teacher and pupil to identify next steps in learning.

**Next Steps:**

- Further develop learning and teaching including lesson starters and plenaries.
- Introduce the Scottish National Standardised Assessment (SNSA) and utilise National Benchmarks.
- Review National Qualifications in line with new SQA arrangements.
- Provide more effective personalised support and individualised learner pathways

Priority: Success and Achievement

**NIF Driver**

Assessment of children's progress.  
School Improvement

**HGIOS?4 Quality Indicator**

3.1 Ensuring Wellbeing, equality and inclusion.  
**3.2 Raising attainment and achievement.**  
3.3 Creativity and employability.

**Progress and Impact**

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. Beyond this, there was success in Crest Awards, Outward Bound, Creative Writing and many more. Over 50 pupils achieved Duke of Edinburgh Awards, with 12 of those achieving at Gold level.

Pupils achieving 4<sup>th</sup> level secure in Listening and Talking, Reading, and Writing by S3 has increased by over 20% in each area. In numeracy, this increase has been 5%.

Over 2000 SQA awards were achieved across S4-6.

- Pupils achieving 5 or more National 5 awards in S4 rose to 65%, more than 10% above the national average and 20% above the PKC average.
- The Highest 20% of pupils perform significantly better than the virtual comparator (average total tariff points).
- Performance at Higher in English, French, Maths and Spanish is positive compared to the national attainment for the course (90% confidence level).
- Increase in those achieving at least 1 Advanced Higher, and again these are 10% above the PKC average.
  
- 6 S4s achieved As in Higher Music.
- 36 S4 pupils achieved 7 As at National 5 (or 6 As and 1 A at Higher level).
- 13 S5 pupils achieved 5 As at Higher level, with 10 more achieving 4 As and 1 B.
- All Scottish Baccalaureate candidates passed, with over half achieving a distinction.
  
- Leavers who attain a positive destination has increased to over 96%.
- Around 50% of our pupils progressed to Higher Education, with another 20% going on to Further Education.

**Next Steps**

- Develop a whole school presentation policy which delivers improved attainment for all and proactive parental support.
- Analyse data, lead and embed strategies, provide advice and support to colleagues to reduce identified gaps.
- Develop a tracking system that captures a young person's experiences and achievement providing equity for all.