



KINROSS HIGH SCHOOL

LEARNING TOGETHER ♦ ACHIEVING TOGETHER

Standards and Quality Report

SEPTEMBER 2022



SCHOOL CONTEXT

Learning together; Achieving together

Learning Community

Kinross High School has been at the heart of Loch Leven Community Campus since 2009. We benefit from purpose-built facilities for secondary education, equipped to the highest standards.

Our learning community includes approximately 930 young people. Almost all come from the local area of Kinross-shire. Our community is founded on compassion and kindness where all young people are encouraged to contribute.

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. We aim to unlock the potential in all, by promoting the highest quality learning. We provide appropriate support for approximately 30% of our young people who have identified support needs. We have introduced a specialist classroom to cater for young people who have more complex learning needs.

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.

We have approximately 71 Full Time Equivalent (FTE) teachers, this number includes middle and senior leaders. There are 13.6 (FTE) support staff who provide business support to the school and campus. There are approximately 5 (FTE) Pupil Support Assistants (PSAs).

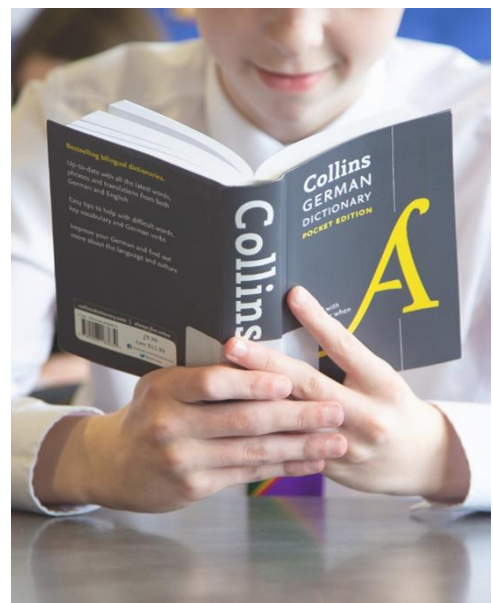
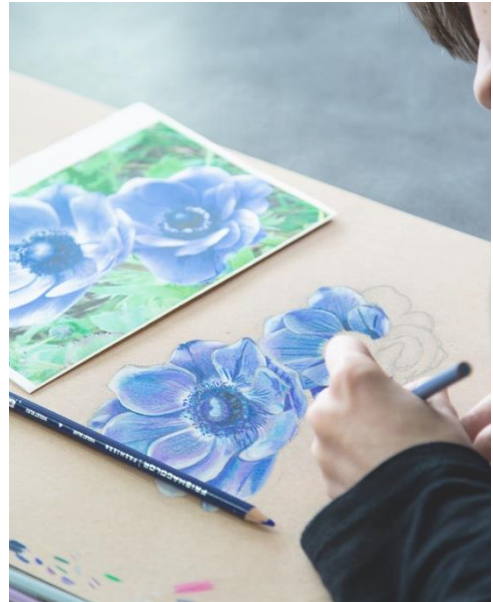
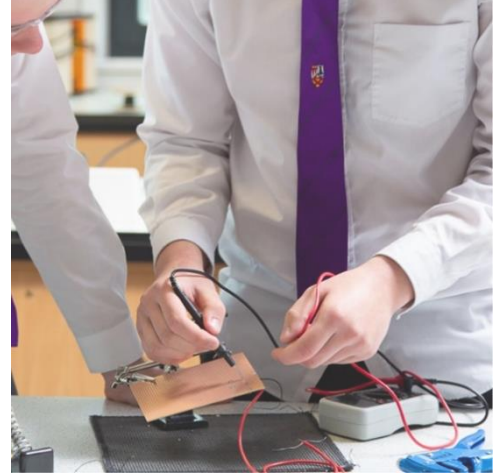
Poverty

Around 5% of young people at Kinross High School are registered for free school meals. The school receives an allocation of funding directly from the government which is targeted to close the poverty related attainment gap. ACORN classification indicates that 13% of young people live in households considered financially stretched on in adversity.

COVID-19 Pandemic – Impact on Education

The COVID-19 pandemic has continued to have an impact on Kinross High School. In particular, the impact was felt on pupil and staff attendance. Staff absence was significantly higher than normal and there were noticeable spikes in term 2 and term 4.

The focus of Senior Leaders and all staff was the continuity of education for all learners.



CONSULTATION PROCESS

Self-Evaluation for Self-Improvement

The SLT, Middle Leadership Team (MLT) and all staff use self-evaluation to inform change and improvement. Quantitative data is used by SLT and MLT to identify priorities and progress e.g. demonstrating the positive impact of mentors and COVID recovery teachers on attainment. The use of data is being broadened to all improvement priorities.

The pandemic has required a streamlining of school improvement methodology. SLT and MLT have maintained a continued focus on gathering pupil views, observing the pupil experience during learning walks and seeking staff views through regular team and remit meetings. There is strong collaboration between SLT and MLT in the evaluation How Good is Our School?4 (HGIOS?4) quality indicators. Evaluations are agreed and reported annually to the Local Authority. A wider range of self-evaluation activities are planned to be re-introduced in 2022/23 including Validated Self-Evaluation (VSE).

Parent views have been gathered through focus groups, questionnaires, parent live events and in response to specific recovery priorities e.g. school timetable and uniform consultations. However, most parents would like to be more involved in the life of the school and would like the school to demonstrate how it takes their views into account. In response, for session 2022/23, the school has reviewed its communication and adapted its approach to improvement plans so that progress can be more easily communicated with the parent body. It is also working with the Parent Council to create an environment in which the parent perspective can be better represented and considered in school improvement planning.

REVIEW AND PROGRESS FOR SESSION 2021-22

Progress and Impact

Attendance, Achievement and Attainment

Attendance for session 2021-22 was 88.6% which was slightly above the local authority average of 87.7%. The school is taking forward activities in this area as part of the school improvement plan for session 2022-23.

Almost all young people feel safe, nurtured, and have positive relationships with their peers and staff members. The reintroduction of Tutor Support Group (TSG) has been welcomed as a source of support for young people through first line guidance. In some cases, the TSG teacher is the trusted adult in school. The school should now seek to build on this to ensure that all young people consistently experience high levels of universal support. Almost all young people have acknowledged that they have at least one trusted adult in the school who they can receive support from.

Positive relationships are evident in the school, and this supports very good levels of behaviour across the school. The school logs bullying incidents centrally and regularly reviews the data to see if there are patterns of behaviour that require addressing. The school has developed a new relationships policy due for implementation from August 2022 which will include a section on our approaches to tackling bullying.

Almost all young people experience a welcoming and inclusive learning environment. The recently undertaken CIRCLE framework activity focusing on the physical environment has provided opportunities for staff to consider changes which can be made to support pupil-led learning. In a few classrooms, young people benefit from help stations which have been setup to support learner independence. In a majority of classrooms, seating plans are used effectively to support inclusion. The school should work towards introducing support stations and ensure that seating plans are used consistently to enhance the pupil experience.

Young people feel listened to by their teachers, however more opportunities for pupil voice would be welcomed. Young people would benefit from feedback following consultation activities to demonstrate how their views impact across the school.

Almost all young people have access to a range of appropriate resources to support their learning. This includes use of google classroom, teacher support, and agreed actions from young person planning meetings and learner profiles.

Diversity is promoted throughout the school to ensure that all young people feel a sense of belonging to the learning community, for example LGBTQI+ assemblies. The school should continue to promote equality related topics through the assemblies programme.

All staff have completed the mandatory child protection training, including an annual update and Learn Innovate Grow Online (LIGO) modules. This has supported staff being aware of their responsibilities around wellbeing, equality and inclusion. Almost all staff have undertaken the mandatory non-safeguarding LIGO modules. The school should take forward as a priority ensuring that the few remaining colleagues complete the mandatory modules.

The school has a team of Child Protection Officers (CPO) and has developed robust systems to build capacity over the past few years. Child concern folders are reviewed bi-annually and in line with local and national guidelines. CPOs engage in regular professional learning updates and are supported through a CPO network led by the Local Authority.

Young people's wellbeing is a key priority for the learning community. Effective partnerships have been developed to support mental health in particular, including The Lighthouse Perth, Place2Be and KYTHE. The Lighthouse Perth operate an outreach programme for Kinross-shire to support universal wellbeing at KYTHE. In addition, a few young people benefit from intensive crisis support to support their mental health.

The school structures for supporting young people are setup and operating on a proactive staged intervention model. House Pupil Support Teams (HPST) meet fortnightly to discuss interventions. HPSTs are increasingly using data from the Caseload Overview to identify and implement targeted interventions. This approach ensures that no young person is missed by the regular review of data.

The school are developing a support provision in conjunction with the Local Authority's Inclusive Service to provide intensive level support to young people in the catchment. This work is at an early stage and is being established as part of the Pupil Support faculty.

The Integrated Team, made up of Social Work, Educational Psychologist, Community Link Worker, Services for Young People, School Nurse and school Pupil Support staff, supports partnership working and operates well to meet the needs of young people. There is regular review of data to support improvements across the Integrated Team.

BGE attainment in literacy and numeracy remains high and exceeded PKC stretch targets, with increasing confidence in assessing pupil progress within CfE levels. Moderation of this has become a strength in recent years and continues to be a focus for subjects. Almost all learners progress well in terms of conversion from CfE levels to Senior Phase attainment, which continues to demonstrate a strong positive impact of the curriculum design and the focus on positive presentation at National Qualifications. A full review of the curriculum will be carried out in 2022-23.

Senior Phase attainment maintained or improved for almost all measures when compared to the previous 3 years. Young people sitting exams for the first time performed well above the national average in every Key Performance Indicator. In S4, pupils achieving at least 5 at level 5 improved from last year and is the second highest on record (not including 2020's inferred attainment year). When considering the A-D passes in S4, there is clear indication that more young people are being given the chance to present at level 5. In S5, the picture is similarly positive with both 3@6 and 5@6 ranking among our best results on record. Our S6 cohort performed especially well, with over 50% achieving at least 5 qualifications at level 6 (cumulative) and those achieving at least 1 level 7 qualification rivalling our highest performing year on record. We also had success for those choosing college options, including a Foundation Apprentice of the Year award.

Measure	A-C KHS 2022 (based on S4 roll)	A-D KHS 2022 (based on S4 roll)
S4 5@5	63%	73%
S5 1@6	68%	71%
S5 3@6	50%	54%
S5 5@6	31%	39%
S6 5@6	47%	54%
S6 1@7	41%	43%

% in S3 achieving level 3 Literacy & Numeracy	98%
% in S3 achieving level 4 Literacy & Numeracy	71%

Almost all subject areas are making a positive impact on learners' attainment through the use of alternative certification and qualifications. A widening curriculum development post holder has supported Principal Teachers to research and implement qualifications such as NPAs to build young people's confidence in working within SCQF levels 5 and 6 especially. All subject areas reviewed alternative ways of achieving qualifications and the majority of subject have well-planned alternatives for young people that do not attain a full course award.

Tracking for intervention has progressed, with young people and teachers developing a clearer understanding of expected levels of work, building on the work with NPAs mentioned above. Almost all subject areas have clear processes when tracking for intervention. Almost all subject areas are beginning to utilise the whole-school caseload overview to support planning and interventions.

Young people across the range of SIMD scale perform very well. A very small number of young people did not achieve any qualification this year. These young people came from lower SIMD deciles. Insight Data suggests that young people in the lower SIMD deciles do well when compared the national average. There are very low numbers of young people in the lowest SIMD deciles. Pupils in SIMD Deciles 7 and 9 perform significantly better than the VC. All other areas where numbers allow comparison are in line or better than VC.

Improvement Priorities for session 2022-23

- By June 2023, the average pupil attendance will be at least 93% with 98% arriving on time.
- By May 2023, 98% of young people will be on track to achieve each qualification at or above their predicted level.
- By December 2022, there will be an increase in young people demonstrating responsible behaviour as defined in our relationships policy.
- By February 2023, a transformational plan for our curriculum will have been researched, developed and agreed with all stakeholders.

Learning, Teaching and Assessment

Almost all young people have access to high quality resources to support learning. This includes access to digital technologies to enhance learning. The use of Google Classroom provides an effective repository for young people to organise their learning.

Almost all young people are actively engaged in their learning which is delivered through a variety of experiences across the curriculum. Few young people benefit from a wide range of extra-curricular activities.

The majority of lessons include a variety of activities that allow for appropriate support and challenge. In most lessons young people learn in ways that suit their individual needs.

The purpose of learning is made clear through learning intentions and success criteria in most learning episodes. In a few curricular areas, skills development is highlighted as a key strength.

Effective questioning is used to develop higher order thinking skills that supports young people to gain a deeper understanding of their learning. This was a feature in the majority of lessons.

Almost all young people receive feedback to support their progress in learning. This is evidenced through written and oral feedback with young people highlighting that they find oral feedback particularly beneficial to their learning.

Most young people in the Senior Phase could identify where they were making progress with their learning and were able to identify their next steps. In the Broad General Education, less than half of young people could identify their progress with learning and next steps.

In the majority of lessons, differentiation is highlighted as a strength.

Teachers make good use of tracking and monitoring within the Senior Phase to support young people making progress. There is a higher level of confidence in the evidence used to determine working and estimate grades within the Senior Phase. Teachers are feeling increasingly confident in reporting on progress within a level which was introduced for session 2021-22.

Attainment mentors have provided targeted support for a few young people in S4 and S5 to gain support to consolidate their learning. The school are currently reviewing the impact of this intervention for next session.

Almost all young experience positive relationships with their teachers. The relationships policy is currently being reviewed as part of a whole school consultation to further empower teachers. The team leading this have produced toolkits which will support staff and young people across the school to have excellent relationships.

During this session, work has been undertaken to establish a learning standard which aims to have a shared understanding of learning across the school. This was launched in August 2022. Sessions on retrieval practice have been delivered to support learning in the longer learning blocks. Evidence of retrieval practice can be seen in the majority of lessons across the school.

Improvement Priorities for session 2022-23

- By April 2023, all young people will consistently experience Very Good learning, teaching and assessment.

Leadership

The creation of the school vision, values and aims was led by the Headteacher in consultation with staff, pupils and parents. The vision of “learning together and achieving together” is relevant to the school community in which almost all young people recognise the importance of education, enjoy learning new things and have parents who care about their education.

The Senior Leadership Team (SLT), staff and young people understand and model the agreed values of being ambitious, responsible, resilient and compassionate. Almost all young people can describe how the school’s vision and values are seen in practice. Almost all staff have high expectations of young people and the very positive relationships observed within the school demonstrate individual responsibility. Resilience has ensured that there has been a continuity of education despite the impact of the pandemic and significant levels of staff and pupil absence. Almost all young people aim to be compassionate in their interactions with others. The new relationships policy is expected to provide a framework to promote the school values more consistently, for young people to demonstrate them and for this to be celebrated with parents.

In session 2021/22 the school’s capacity for improvement was limited due to the ongoing impacts of the pandemic. The school’s focus was maintaining the continuity of education and providing SQA qualifications for young people. In addition, the school prioritised the re-introduction of ethos and wellbeing activities e.g. extracurricular clubs, Tutor Support Groups (TSG) and a BGE excursion for all. Consultation and planning was also undertaken in preparation for the launch of the relationships, attendance and learning and teaching policies. Further development of school processes such as self-evaluation, Employee Review and Development (ERD) and tracking was completed. In line with Perth and Kinross priorities an intensive support classroom was established at pace at Kinross High School. This class is expected to meet the needs of young people from within the catchment who have significant additional support needs, who have previously been educated in a specialist provision or who cannot manage mainstream education.

The recovery and improvement plan for 2022/23 reflects the current priorities for Scottish Education (NIF 2022) and the local context of the school. There is a particular focus on the national priorities of building resilience, supporting the learning and attainment of all young people and ensuring equity through strategic approaches to school operations and curriculum planning. The plan is organised to reflect the school aims of unlocking potential, building community, and promoting the highest quality learning and teaching.

In addition to the school improvement plan, school leaders focus on continual improvement of practice relating to quality indicators (HGIOS?4). Improvement is considered against the social, economic, and cultural context of the local community. Senior Leaders are taking steps to ensure that both recovery and improvement take account of current cost of living issues, the realignment of staffing and school budgets. The improvement plan is phased over the school session to ensure that the ambitious pace of change is manageable.

All staff within the school are committed to career-long professional learning. There is a programme of professional learning available to staff which includes an annual professional learning conference. Although the availability of cover has limited some opportunities, staff have capitalised on opportunities offered via Teams and other on-line forums. ERD, where staff discuss their professional learning and next steps, is well established. This has been updated in line with the new standards and all teaching staff have up-to-date ERDs. In 2020, the school was nominated for the General Teaching Council (GTCS) Excellence in Professional learning award. This GTC Scotland Award recognises the central role that leadership at all levels plays in creating and sustaining professional learning environments where teacher professionalism can flourish and bring about sustained impact on learning and learners. The school received this award in 2022.

The school is continuing to implement priorities associated with the national focus of Developing the Young Workforce (DYW) and Career Education Standards (CES). There have been a range of activities including targeted programmes such as Meaningful May and My World of Work (MyWoW) Ambassadors. The school has strong links with Skills Development Scotland (SDS). Labour market and leaver destinations are shared regularly with staff. The majority of leavers continue their education at SCQF Level 7 and above. Prior to the pandemic, the school had made progress in eliminating the impact of deprivation on leaver destinations. The school is currently recruiting a new DYW Development Officer who will re-focus on reducing the gap between Acorn 4/5 and Acorn 1 destinations.

Improvement Priorities for session 2022-23

- By February 2023, all of our workforce will have increased resilience supported through staff engagement with the PKC Health and Wellbeing framework.

Pupil Equity Fund (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 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 session 2020-21 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.

Part of the COVID recovery funding was utilised to employ 0.4FTE Senior Phase Attainment Mentors. This programme was very successful, with pupils making disproportionately greater improvement than those not on the programme. On average, pupils on the mentoring programme increased attainment (in terms of number of qualifications) by 100%. The mentoring focused on retrieval practice and support for planning revision, as well as general wellbeing support. This was communicated with parents. The success of this programme has led to a spend for 2022-23 of 0.2FTE on Attainment Mentoring.

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 who were at risk of not achieving qualifications have benefited from a dedicated attainment mentor. The impact of this...

Next Steps to support Equity:

- Achieve national and local authority stretch aims in numeracy, literacy, attendance, average total tariff points, exclusions and attainment for LAC pupils.

How Good is Our School 4 – Quality Indicators

QI	School Evaluation 2018	School Evaluation 2019	School Evaluation 2020	School Evaluation 2021	School Evaluation 2022
1.3 : Leadership of Change	Good	Good	Good* <i>Remains from 2019 - 2020</i>	Good* <i>Remains from 2019 - 2020</i>	Very Good
2.3: Learning, Teaching and Assessment	Good	Good	Good	Good	Good
3.1: Ensuring Wellbeing, Equity and Inclusion	Good	Good	Good	Good	Good
3.2: Raising Attainment and Achievement	Very Good	Very Good	Very Good	Very Good	Very Good