

Establishment Name

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
KPSS is a non-denominational school in the south side of Glasgow City. Our School Roll is 914 young people and 83 teaching staff. Within our school, we have an Additional Support Needs (ASN) provision for young people across the south of Glasgow who have moderate learning difficulties. Our ASN provision, Caledonia Centre, supports 31 young people across S1 to S6. We have 4 learning community Primary Schools, but we receive placing requests from across the city – bringing young people from up to 20 other schools. We have approximately 80 more boys than girls on our school roll. Scottish Index of Multiple Deprivation Quintile one (most deprived) – 26.7% Free Meal Entitlement – 32.7% English as an additional language – 24.5% with 45 different languages spoken by young people. Care Experienced Learners – 1.8% Additional Support Need – 56.2%
Our achievements and improvements 2025 – 2026
<i>Leadership of Change</i> ✓ We have worked effectively with staff to select appropriate improvement priorities and to manage the pace of change very well. We lead stakeholders in a rigorous self-evaluation process to identify priorities for, and to measure the progress of, the school improvement plan (SIP). Middle leaders mirror the priorities of the SIP in their departmental improvement plans (DIP) to demonstrate how departments contribute to whole school improvements. Middle leaders support each other well to maintain a relentless focus on improving experiences for young people. ✓ Staff engage with colleagues in the local area and from across the country to evaluate the provision being offered to young people. The range of quality assurance and self-evaluation activities happening across the school is highly effective. Teachers are actively encouraged to network with colleagues from other establishments regularly. This is supporting improved classroom experiences for young people. ✓ We have a strong culture of collaboration and learning together across the staff team. All teachers are part of the well-established professional learning communities where they engage with education research and pedagogy to improve the learning experience. This learning and collaborative working has resulted in significant improvements to areas such as digital learning, inclusive practice and meeting the needs of all learners. ✓ The leadership of our young people is a major strength. They are highly effective agents of change across the school through a wide variety of leadership groups including Youth Parliament and diversity ambassadors. A majority of young people contribute significantly to identifying and leading improvement priorities through these groups. <i>Learning, Teaching and Assessment</i> ✓ Our learning environment is calm, nurturing and purposeful. There are strong and respectful relationships between almost all staff and young people. Young people are clear on our high standards of behaviour and engagement through our Ready, Respectful and Safe expectations. Our updated mobile phone policy removes distractions which previously impacted on young people's learning. ✓ Our young people are motivated and enthusiastic to learn. They participate well during class discussions, group and individual work. They are particularly enthusiastic when working collaboratively with peers or leading aspects of their learning. ✓ Through our co-created Learning Community Learning, Teaching and Assessment (LTA) strategy we have established classroom routines which ensure young people understand what is expected of them and are prepared to learn. Almost all teachers provide strong starter activities to help focus learners, share the purpose and success measures of learning routinely, and use plenaries well to review progress.

- ✓ Most teachers adapt the learning environment successfully to include all learners. Support for learning (SfL) staff provide helpful information and high-quality strategies designed to support individual learners. Staff use this information effectively to plan appropriate strategies to meet learner's needs.
- ✓ Digital technology is used well across the school to enhance learner's experiences – for example through video tutorials, use of translator apps, QR codes and online assessments to check understanding.
- ✓ All staff across the school have developed their use of learner conversations with young people in both the Senior Phase and BGE. This is helping young people to understand their progress and plan their next steps in learning.
- ✓ We continue to increase the rigour of our tracking and monitoring approaches across the school and use this data to ensure that interventions to support young people are timely and appropriate.

Ensuring wellbeing, equality and inclusion

- ✓ Most young people feel safe in school and know they have a trusted adult to speak to when worried or upset. Almost all young people and their families feel very well supported by staff. Importantly, almost all young people have a strong sense of belonging to, and are proud of, their school.
- ✓ Young people who require universal or targeted support are identified early for impactful and well-considered interventions.
- ✓ All young people benefit from high-quality learning during the progressive and relevant PSE curriculum. It develops young people's social, emotional, mental and physical wellbeing successfully. Positively, young people play an active role in shaping the PSE curriculum.
- ✓ We work well with a range of well-considered partners to support young people. Young people access a range of well-judged individual and small group interventions. These supports improve outcomes, such as increased engagement in learning.
- ✓ Staff and partners provide a significant and well-planned transition programme for young people as they move from primary to secondary school. They consider a range of information about young people and provide targeted and bespoke support.
- ✓ Attendance is in line with the national average and has been steadily improving since 2023/24. Senior leaders and Pupil Support staff maintain a relentless focus on improving attendance.
- ✓ Staff and young people organise very strong opportunities to celebrate the diversity of the school community for example through assemblies, often led by young people, workshops and a highly-effective and dynamic photography project with Simon Murphy. Many of these events showcase the diverse range of art, music and culture found across the school. A few young people serve as diversity ambassadors and take a leadership role to promote anti-racist education and to celebrate diversity. Young people speak very positively about these events and appreciate the chance to celebrate their rich cultural heritage.
- ✓ We are a GOLD Rights Respecting School and our young people work well with staff to ensure that children's rights are embedded across all aspects of the work of the school. This helps most young people to feel included.

Raising attainment and achievement

- ✓ We have a larger proportion of young people with an identified ASN than national data at 56.1%. This includes a significant minority of young people who have EAL and a cohort of young people who access support from the specialist provision. Most young people with ASN are making good progress from prior levels of attainment.
- ✓ Our Broad General Education data continues to show strength and in-depth analysis and moderation with colleagues across the school and beyond ensures that judgements are robust. Our S3 tracking data also shows strong alignment into Senior Phase attainment. Our percentage of S3 learners achieving level 3 in reading is 92.1%, writing is 92.7%, numeracy is 92.1% and literacy 93.6% - all improvements on 2025 achievement of a level data. Listening & talking dipped by 0.8%.
- ✓ S4 at N4 attainment took another significant rise this session with 81.4% of our S4 learners gaining 5 qualifications at N4. This is above the Glasgow average by almost 13%. Our S4 attainment at N5 level also shows a significant improvement with the following:
 - 1@N5 rose to 85% from 70%
 - 3@N5 rose to 68.6% from 55%
 - 5@N5 rose to 43% from 31.5%

- ✓ At S5, our 1@N6 remained stable at 60%. Our 3@N6 and 5@N6 took a predicted drop to 29.3% and 14.1% respectively. We are using our Pupil Equity Funding to support raising attainment with these 2 groups specifically and to ensure we capitalise on the success of the brilliant S4 results.
- ✓ S6 results show strength and added value for our young people as follows:
 - 3@N6 rose to 45.7% from 33%
 - 5@N6 rose to 34.1% from 21%
 - 1@N7 rose to 22% from 11%

*These S4-S6 figures do not detail our increased opportunities using the SCQF Framework of Qualification (National Progression Awards, Level 7 Refereeing being only 2 examples of these).

- ✓ Our positive and sustained destination figures remain strong at 93.1%, with almost all young people moving into a positive and sustained destination at the follow up time. Sixty five percent of our young people go on to further or higher education and the remaining 27.5% go into employment or training.

Attendance and Exclusion data

Our attendance continues to rise and has done so over the last 3 years. It is currently sitting at 89%, which is beyond the Glasgow and National figures.

Our exclusion data remains low at 4.4%, which is significantly below Glasgow and National figures.

Our improvement plan priorities 2026 – 2027

Mission 1: WELLBEING - Using targeted and inclusive interventions to improve attendance, attainment, and engagement so that every young person can succeed.

Commitments to Wellbeing:

- Enhance attendance supports to improve attendance, wellbeing and attainment.
- All targeted young people participating in a weekly leadership activity to improve wellbeing. (S1-S3 Connect Programme/ Extended Transition for targeted P7 and FARE/CYC Mentoring)
- S4 At Risk pupils improvement in attendance and attainment through targeted interventions.
- Track wellbeing and learning interventions to monitor improvements in attendance, attainment, and engagement.

Mission 2: PROGRESS - Ensuring all young people make progress in their learning through a high-quality learning experience, maximising attainment and ambition at all stages.

Commitments to Progress:

- Continue to embed our KPSS LTA Strategy with a focus on the following aspects (buttons): Creativity, Pupil Participation and Feedback & Assessment.
- Increase the level of challenge across the BGE through raised ambition, high expectations, and planned pedagogy to stretch learners.
- Raise Attainment for all young people with ambition as driving value. Continue to evaluate more fully the impact of targeted interventions.

Mission 3: INCLUSION - To offer a flexible and inclusive curriculum and wider learning experiences that recognises and reflects the diversity within our school community and promotes our values of Ambition, Respect and Equality.

Commitments to Inclusion:

- Engage with the Curriculum Improvement Cycle draft guidance and provide feedback to help shape national change.
- Review curriculum structure in light of our changing school context and impending national changes to ensure our curriculum is flexible and inclusive for all learners.
- Develop the curriculum in line with DYW priorities.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Very Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good

Raising Attainment and Achievement (QI 3.2)

Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@kingspark-sec.glasgow.sch.uk

Our telephone number is: 0141 582 0150

Our school address is: 14 Fetlar Drive, Glasgow, G44 5BL

Further information is also on our School Website [King's Park Secondary – Believe Achieve](#) and Instagram - [kpss_news](#)

