



# Standards & Quality Report

## 2018 - 2019

Note from the Headteacher,

It is my pleasure to welcome you to this report which provides you with an overview of our achievements over the session 2018/19. In November 2018 we were inspected by a team of HMIE (Her Majesty's Inspectors of Education) from Education Scotland and the report was published in January 2019.

The inspection team found the following strengths in the school's work.

- The Better Relationships Policy, which is beginning to improve clarity, communication and consistency in how positive relationships are developed across the school. It is helping teachers across all classrooms to establish a more positive climate for learning.
- The range of opportunities which young people have to achieve and develop their skills. These include after-school and lunch-time clubs in music and sports, and a very proactive and successful chaplaincy group.
- The increasing and successful nature of the school's work with local, national and international partners. This is providing young people with new and interesting experiences to enhance their learning.

There is information within this report regarding our attainment in the Broad General Education and Senior Phase, our attendance statistics, leaver destinations and Pupil Equity Funding. We have made progress with our self-evaluation and this has enabled us to identify the outcomes that we aim to achieve by the end of session 18/19.

Our improvement priorities were identified to reinforce our school Values and Vision as outlined below.

we **A.R.E.** phs

**Ambition, Respect Equity**

### Ambition

### Respect

### Equity

Together we will aim to always:

- Have the highest levels of ambition for all
- Create and embrace opportunities and experiences
- Recognise, celebrate and share achievements

Together we will aim to always:

- Respect each other
- Respect our learning
- Respect our environment

Together we will aim to always:

- Be fair and impartial
- Remove all barriers which prevent progress, opportunities and experiences
- Create an environment that allows everyone to experience success



**we A.R.E. phs: Ambition, Respect, Equity**



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## Attainment in the Broad General Education (S1 – S3)

Curriculum for Excellence seeks to enable each young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Children and young people progress at different rates. During S1-S3 most young people will be working within 3rd and 4th level Es & Os. At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level or above. All figures are shown in percentages.

Percentage of S3 pupils who are secure at :	Third level 2017	Third Level 2018	Third Level 2019
Writing	73%	70%	81%
Reading	73%	75%	80%
Listening and Talking	75%	66%	85%
Numeracy	65%	70%	75%

The majority of our S3 pupils are secure at third level in Numeracy and Literacy

### Senior Phase Attainment SQA 2018

The tables below indicate the performance of our S4, S5 and S6 learners. The table also compares our performance with our virtual comparator. The insight tool, introduced by the Scottish government, allows us to compare the performance of our learners with learners from similar backgrounds.

#### Attainment in Literacy and Numeracy in S4/5/6

% attaining	Perth High School	Virtual
Level 4 by end of S4	85%	89%
Level 5 by end of S4	55%	66%
Level 4 by end of S5	86%	91%
Level 5 by end of S5	61%	69%
Level 4 by end of S6	84%	93%
Level 5 by end of S6	68%	75%

## Senior phase

### Breadth and Depth Measures

#### By end of S4 % attaining

	PHS	Virtual
5 @ Level 3	89%	88%
5 @ Level 4	86%	85%
5 @ Level 5	58%	63%

#### By end of S5 % attaining

5 @ Level 6	23%	28%
3 @ Level 6	43%	49%
1 @ Level 6	63%	69%

#### S6 Attainment

1 @ Level 7	30%	30%
5 @ Level 6	42%	46%
3 @ Level 6	56%	61%
1 @ Level 6	67%	74%

## Achievement

At Perth High School, our learners have the opportunity to participate in a wide variety of activities. The examples below provide a brief overview of these.

Over 600 excursions, seven foreign including Hockey, football, Barcelona, Bongani High School link in South Africa and the Erasmus Salmon project to Canada and America.

This year it was recognised by the Director of Duke of Edinburgh that Perth High is;

- The largest DofE centre in Scotland (Local Authority School) by the number of enrolments at Bronze, Silver and Gold level.
- The 10<sup>th</sup> largest provider of the DofE programme by the % of the school population enrolling onto the programme.

All S3 pupils take part in the Young Philanthropy Initiative which saw a £3000 cheque going to the Cycling without age charity

Over £15000 was raised for a variety of charities throughout the year

<b>Attendance</b>	<b>2016 - 2017</b>	<b>2017 - 2018</b>	<b>2018-2019</b>
Total Attendances	91.2%	91.2%	91%
Total Authorised Absences	4.5%	4.2%	4.6%
Total Unauthorised Absences	4.3%	4.6%	4.4%

### **Pupil Equity funding**

£44,400 was allocated to Perth High School by the Scottish Government to improve the educational outcomes of children affected by poverty.

The funding gave us the opportunity to appoint an inclusion support officer and two Care and Welfare Officers. These posts have supported young people to attend school and access opportunities available to them.

We also have an Employer Engagement Officer who engages with businesses to create partnerships and opportunities for our young people to engage with our Stepping Stones programme, this encompasses the Career Ready programme as well as work place visits and work experiences.

### **Leaver Destinations**

We aim to have each learner moving on from school to a positive destination. The most recent figures available to us show that 97% of our learners are going onto a positive destination which is above all other comparators including PKC, National and Tayside statistics.

### **Self-Evaluation**

Throughout the year we developed a series of self-evaluation activities to reflect on our progress and to plan our improvements for 2019 -20. We considered our evaluations for four of the Quality Indicators from "How good is our school 4?"

Four Departmental Reviews were conducted over the course of the session in Design Engineering Technology Department, Art & Design Department, Physical Education Department and English Department. This included lesson observations, pupil views and validation of the departmental self-evaluation process. It was found that relationships were strong and staff knew their pupils well.

Evaluations for the following QIs are provided:

1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

### **Consultation Process**

In order to compile this report, we consulted with staff, learners, parents and local authority representatives throughout the school session. In addition, we analysed achievement and attainment data and drew on evidence from departmental reviews and classroom visits.

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This year our planned improvements are based around our school's values and we plan to achieve the following outcomes by the end of the session 2018 - 2019

## Ambition

### Leadership

- ✓ All stakeholders are clear about their role in the process of self-evaluation and planning improvement, including the school values
- ✓ Leadership is clearly developed across the school community

### Raising Attainment

- ✓ Young people experience increased pace and challenge in the BGE
- ✓ Young people are able to articulate what progress they have made in their learning and describe their next steps

### Learning & Teaching

- ✓ Young people experience high quality learning and teaching through implementation of the L&T blueprint
- ✓ Young people are given regular opportunities to lead learning
- ✓ Young people are able to articulate the skills they are developing and make links across subjects as well as to their future pathway

## Respect

### Wellbeing

- ✓ Young people's needs are met in every classroom
- ✓ Young people have greater confidence in the school dealing with bullying incidents
- ✓ All staff have a clearer understanding of the application of HWB and the responsibilities of all

### School Community

- ✓ Young people's, parents' /carers' and staff's views are taken into account to influence positive change

### Safeguarding

- ✓ Young people feel safe in school
- ✓ The overall attendance of young people at school and to class is improved
- ✓ All staff are clear in the application of child protection

## Equity

### Nurturing school

- ✓ All staff have a greater understanding of attachment theory and the impact early childhood experiences have on development
- ✓ Universal support is enhanced
- ✓ All young people experience nurturing learning environments

### Interventions

- ✓ Teachers track each young person's progress within the BGE
- ✓ All young people in S4 gain SQA awards in each of the subjects they have studied
- ✓ Young people requiring targeted support have their needs identified early and appropriate interventions put in place



**WE A.R.E. PHS: AMBITION, RESPECT, EQUITY**