



PERTH HIGH SCHOOL

STANDARDS & QUALITY

REPORT 2022-23



Standards & Quality Report - 2022/2023

Session 2022/2023 has seen us continue to strive to raise attainment and achievement; to close the poverty related attainment gap; to improve the health and wellbeing of our young people, and to provide all pupils with opportunities to develop their employability skills so that they can leave Perth High School and move on to a sustained, positive destination. These targets for our improvement framework form the basis of our three-year cycle for improvement.

School Vision, Values and Aims

Our young people should leave Perth High School with the skills, qualities and range of qualifications to transition into a positive destination and to go out into the world to play their part in improving society.

As part of our Perth High School experience, we provide care, support and challenge suitable for each young individual, while also offering a range of opportunities which enable them to be present, participating and achieving.

This session, as we focus on recovery, we will do our very best to support each young person in terms of their well-being, personal development, and academic attainment. We aim to ensure that our teaching approaches, the students' classroom experiences, and robust core methodologies for learning will help our whole school community to develop a stronger ethos and to 'build back better'.

Although the societal landscape has changed in the wake of the Covid 19 pandemic, our route for the school and our young people is clear. We are fully committed to meeting the needs of every single young person within our school as we strive for excellence and equity in everything that we do.

We A.R.E. Perth High School our values **Ambition, Respect Equity**

Ambition

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

Respect

Together we will aim to always:

Respect each other

Respect our learning

Respect our environment

Equity

Be fair and impartial

Remove all barriers which prevent progress, opportunities and experiences

Create an environment that allows everyone to experience success



With the right Effort and Attitude, we strive for Ambition Respect Equity we are Ready Respectful and Safe

Our self-evaluation processes have included:

- working with PKC officers over our four term visit programmes.
- consulting with our whole staff team during inset day activities.
- whole school collegiate events.
- staff focus groups and our School Negotiating Committee.
- working with our parents through consultation exercises around school change, parental surveys and ongoing collaboration with the Parent Council.
- putting our learners at the heart of change through surveys, focus groups.
- developing and utilising our Learner Voice group.
- plans are in place to develop a full pupil parliament to expand opportunities to empower young people to take a more prominent role in school decision making.

Attendance, Attainment and Achievement

Overall Attendance Session 2022/2023

Attendance levels remain consistent with the previous session, and this is a clear focus and area for development for us. The start of the session saw some young people struggle to attend, and this is represented in our overall attendance data. The school did see improvement in attendance over terms three and four and will place a continued focus on improving attendance and punctuality as part of our wider wellbeing strategy for session 2023/2024.

Attendance 2021/22	% attendance	% authorised	% unauthorised
PHS	87%	7.4%	5.6%
PKC	87.7%	7.5%	4.7%
Attendance 2022/23	% attendance	% authorised	% unauthorised
PHS	87%	7.4%	5.8%
PKC	86.9%	7.7%	5.4%

We have seen improvements in our school in soft measures such as: respect for one another and the school environment; uniform compliance and time keeping. We have also observed improved data in relation to attainment, achievement and attendance, since the beginning of the session. This is well evidenced in significantly reduced incidents of formal exclusion over the last comparable sessions:

Session 2018/2019	Session 2021/2022	Session 2022/2023
113 incidents	95 incidents	54 incidents



Attainment

We are proud of our Senior Phase learners and their significant academic attainment, following another challenging and uncertain session, especially when compared to a like-for like session prior to the pandemic.

Senior Phase Attainment August 2023 -

Pupil attainment at National 5, Higher and Advanced Higher levels where young people have obtained passes in SQA accredited National Qualifications at grades A – C:

S4 Grades A – C National Level Qualifications			
5 @ 5	2019	2021	2022
PHS	50%	51%	50%
PKC	45%	47%	45%
5 @4			
PHS	83%	87%	86%
PKC	72%	76%	78%
5@3			
PHS	86%	91%	89%
PKC	76%	80%	84%

S5 Grades A – C National level qualifications			
5 @ 6	2019	2022	2023
PHS	17%	23%	23%
PKC	19%	18%	17%
3 @ 6			
PHS	28%	42%	40%
PKC	35%	38%	35%
1 @ 6			
PHS	54%	62%	61%
PKC	56%	57%	55%

S6 Grades A- C National level 7 qualifications			
1 @7	2019	2022	2023
PHS	32%	39%	26%
PKC	26%	33%	22%

Senior Attainment Key Highlights

- 136 S4 pupils achieved 5 or more National 5 passes (5% higher than the PKC average).
- 64 pupils achieved 7 passes at National 5 and 20 of these achieved 7 grade A awards.
- 101 S5 pupils attained 3 or more Highers.
- 54 pupils attained 5, or more Highers and of these 14 gained A passes in each of their awards.
- 66 S6 pupils achieved 1 or more Advanced Highers, with 11 achieving 3 Advanced Highers

We are still awaiting final confirmation on our alternative SCQF awards, and there are many indicators of success here at levels 5, 6 and 7 in addition to the National Qualifications.



These results for our young people evidence a trend of continuous improvement in attainment outcomes with achievement in excess of the PKC average in all measures. Our data for this session should also be viewed against the wider context of a national “dip” in attainment in many measures. We have resisted this national trend and have remained in line with gains observed last session, such as in our 5@5 and 5@6 measures.

Attainment and Achievement – BGE (S1 – S3)

A Curriculum for Excellence seeks to enable every young person to be a successful learner, confident individual, responsible citizen and an effective contributor. The curriculum is organised into eight broad curriculum areas and learning is planned around Experiences and Outcomes (sometimes referred to as E's and O's). E's and O's are divided into five different levels that broadly reflect stages of learning. Young people progress at different rates through the framework.

Progress within a CfE level is identified by the terms: Emerging, Enhancing and Extending. Each stage of progress takes account of the breadth of learning at that level and the degree of challenge. During S1-S3 most young people will be working within 3rd and 4th level Experiences and Outcomes and are holistically assessed against National Benchmarks. At the end of S3, we measure the number of learners who are secure (Extending) in Literacy and Numeracy at 3rd level and at 4th level. Our BGE attainment in these measures has seen an increase since 2019, specifically in terms of Writing, Listening and Talking, Reading and Numeracy. This session we saw our highest BGE levels of attainment overall in 3rd and 4th level.

% of pupils achieving third level or better in;						
		2019		2022		2023
Writing		80.6%		90.2%		97%
Listening and Talking		84.9%		92%		97%
Reading		80.3%		91.7%		97%
Numeracy		75.1%		94.6%		89%
Overall		80%		92%		95%
% of pupils achieving fourth level;						
		2019		2022		2023
Writing		43%		51%		84%
Listening and Talking		45%		58%		85%
Reading		45%		57%		85%
Numeracy		50%		43%		60%
Overall		45%		52%		79%
Comparison with PKC						
Third level or better	Listening and Talking	Reading	Writing	Numeracy	All Areas	Position PKC
PHS	97%	97%	97%	89%	95%	3rd
PKC	92%	91%	91%	90%	91%	
Fourth level	Listening and Talking	Reading	Writing	Numeracy	All Areas	Position PKC
PHS	85%	85%	84%	60%	79%	2nd
PKC	67%	66%	65%	61%	65%	



Leaver Destinations

Our aim is to ensure that young people leaving Perth High School have the support, skills and qualifications to access an appropriate and fulfilling positive destination. The most recent figures available to us show that 93.7% in 2021/22 of our learners went onto a positive destination and improving this figure is an area of focus in sessions 2022/23 and 2023/24.

% of positive leaver destinations session 2021/2022			
Higher Education (university)	Further education	Employment	Other training
52.43%	20.49%	20.14%	0.3%

We are very proud of our pupils and the diverse range of positive destinations that they have left us for: higher and further education, employment and other training. The majority of our cohort have gone on to university and a broad spectrum of courses. Gaining this level of success in such a competitive context is incredibly encouraging, especially when benchmarked against our virtual comparator and other comparator indicators.

% going onto Higher Education session 2021/2022				
Perth High School	Virtual Comparator	Perth and Kinross	Tayside collaborative	Nationally
52.43%	49.58%	42.93%	37.47%	41.27%

Pupil Equity Funding (PEF)

£55,125 was allocated to Perth High School by the Scottish Government to improve the educational outcomes of children affected by poverty. The funding has continued to be invested in Inclusion Support, particularly around supporting attendance and nurture provision. Employing people has been central to this and our PEF has allowed us to employ and retain three Pupil Care and Welfare Officers and our Inclusion Coordinator. 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 Resolutions and Career Ready programme as well as workplace visits and work experiences.

Leadership

Leadership has remained a key focus throughout the last session. The Senior Leadership Team (SLT) and Extended Leadership Team (ELT) worked collaboratively in an ever-changing educational landscape to deliver support, learning, teaching and assessment within a shifting context, to ensure that young people were well supported to achieve their full 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 in training for the whole staff team. Over session 2022/2023 we engaged in whole staff training with educational consultant Ian Fraser. We held staff team training over the course of the session, as well as specific leadership workshops and a two-day Leadership Conference with inputs from Education Scotland Attainment Adviser, Eve Moran; work with the Mudd Partnership, and our ELT visited Polmont Young Offenders Institute, to discover more about education and quality improvement in a different educational setting.

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Our pupils continue to develop leadership skills through a variety of different initiatives including: our Head Team and Prefect Team, Pupil Voice Group, Mentors in Violence Prevention (MVP), Mental Health Ambassadors, Buddies and many more.

We have been given school accreditation again, in significant areas;

- SCQF Bronze Level Ambassador
- Silver School Sport Award
- We are an engaged Social Enterprise School

Our Successes and Achievements

As a school session 2022/2023 was a very exciting one. In addition to successes in attainment, our school has achieved incredibly well in every other theatre of school life. We have celebrated noteworthy success in sport this year in a range of disciplines and competitions. Many of our teams reached the finals in their events both nationally and at PKC level including the Senior Boys football team won the final of the Scottish Cup at Hampden! We have seen our school musicians perform at numerous concerts and school events. We have seen our pupils excel in the fields of Culture and the Arts in events such as debating and hosting an in-school exhibition of pupil artwork We have had many opportunities this session for young people to hear a range of speakers, take part in school trips and visits, and significantly our first school trip abroad post-pandemic, for Physics pupils to visit the Large Hadron Collider (LHC) at CERN.

We are also committed to supporting our young people to give back to the local community where possible, and they have adopted these opportunities with great enthusiasm. Examples include:

- volunteering as part of the Duke of Edinburgh Awards programme.
- S6 pupils and staff donated blood at our blood donation event organised by our Health ambassadors and our NHS healthcare workers.
- funds were raised for a variety of charities including our school chosen charity, The Perth Foodbank.
- funds were also raised by our S3 pupils during the YPI challenge, donating to the Be More Ruby charity.
- A number of our S5/6 pupils have been trained to start facilitating their own Social Enterprise within the school.
- Senior pupils gave their time and support throughout the school year to support junior school events and to buddy younger pupils.

Our Improvement Priorities for Session 2023/2024

Our improvement priorities for this session remain focused on our three key priority areas:

- Our Learning and Teaching
- Raising Attainment and Achievement
- The Wellbeing of our Learners and Staff

Our School Improvement and Recovery Plan (SIRP) is designed to be implemented over three sessions, with session 2023/2024 being the third in our cycle for improvement. The School Improvement Plan is based around six Key Performance Indicators (KPIs), all of which are drawn from the National Improvement Framework (NIF). Our Key Performance Indicators are;

1. (a) Improvement in attainment, particularly in literacy and numeracy.
(b) Learning, teaching and assessment.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive destinations for all young people.
5. Placing the human rights and needs of every child and young person at the centre of education.
6. Self-evaluation for self-improvement.

Please see our SIRP that compliments this document for more detail.



Using the information gathered through our self-evaluation, we evaluate our school as follows:

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

In summary, headroom for improvement continues to exist across our school community and there is sufficient capacity within our school to continuously improve outcomes for young people.

