



Standards & Quality Report

2022 - 2023

Session 22/23 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 support 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 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

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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

Equity

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

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.
- focus groups and our School Negotiating Committee.
- working with our parents through consultation exercises around school change, surveys and the Parent Council.
- putting our learners at the heart of change through surveys, focus groups and developing and utilising our Learner Voice group.

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Attendance, Attainment and Achievement

Overall attendance session 22/23

Attendance levels remain in line with the previous session and are lower than we would like. 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 focus on attendance and late coming as part of our wider wellbeing strategy for session 23/24.

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 to improved data in relation to attainment, achievement and attendance, since the beginning of the session. This is well evidence in our reduced exclusion incidents over the last comparable sessions;

Session 2018/19	Session 2021/22	Session 2022/23
113 incidents	95 incidents	54 incidents

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

Attainment

We are proud of our Senior Phase learners successes in attainment, following another challenging and uncertain session, especially when compared to a like-for like session.

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%

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

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%

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 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

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We are still awaiting final confirmation on our alternative SCQF awards, but there are many indicators of success here!

These results for our young people evidence a trend of continuous improvement in attainment outcomes with outcomes in excess of the PKC average in all measures. Our attainment for this session should also be viewed against a national picture of a dip in attainment in many measures where we have remained in line with gains seen last session, such as in our 5@5 and 5@6 measures.

Attainment and Achievement – BGE (S1 – S3)

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 8 broad curriculum areas and learning is planned around Experiences and Outcomes (E's and O's). E's and O's are divided into 5 different levels that broadly reflect different stages of learning. Young people progress at different rates. Progress within any level is identified by the terms 'Emerging, Enhancing and Extending'. Each stage of progress takes account of the breadth of learning at that level, the degree of challenge. During S1-S3 most young people will be working within 3rd and 4th level E's & O's. At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level and at 4th level. Our BGE attainment has seen an increase since 2019, in relation to writing, listening and talking, reading and numeracy. This session we saw our highest BGE levels of attainment overall in third and fourth 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%	3 rd
PKC	92%	91%	91%	90%	91%	
Forth level	Listening and Talking	Reading	Writing	Numeracy	All Areas	Position PKC
PHS	85%	85%	84%	60%	79%	2 nd
PKC	67%	66%	65%	61%	65%	

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 93.7% in 2021/22 of our learners went onto a positive destination.

% of positive leaver destinations session 21/22			
Higher Education (university)	Further education	Employment	Other training
52.43%	20.49%	20.14%	0.3%

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We are proud of our pupils and all of the positive destinations and varied places they have left us for, including college, employment and other training. The majority of our cohort have gone onto university. 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 21/22				
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 work place visits and work experiences.

Leadership

Leadership 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 to ensure that young people were well supported to achieve their 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 whole team training. Over session 2022/23 we engaged in whole staff training with education 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 almost all of our ELT visited Polmont Young Offenders Institute, to discover more about education and quality improvement in a different educational setting.

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 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 22/23 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 success in sport, music at numerous concerts and school events, culture and the arts in events such as debate and hosting an in-school exhibition of pupil art, opportunities for speakers, school visits and our first school trip abroad, for Physics pupils to visit the Large Hadron Collider (LHC) at CERN.

We have given back to our community through; the Duke of Edinburgh's Award, in September S6 pupils and staff donated blood at our blood donation event organized 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 ,

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and we supported the community with our S3 pupils during the YPI challenge, donating to the Be More Ruby charity.

Our sporting success was continued by many teams reaching finals in their events both nationally and at PKC including the Senior Boys football team getting to the final of the Scottish Cup and winning!

Our Improvement priorities for 2023 -2024

Our improvement priorities for this session remain focused on our three key priority areas of improving;

- 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 23/24 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.

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