



## **Education & Children's Services**

### **Education Scotland – Follow through Procedures Progress Report to Parents**

#### **1 Introduction:**

**Perth High School** was inspected in **November 2018**. The report on the inspection by Education Scotland was published in **January 2019**.

The school, with support from the Local Authority, prepared a full plan for improvement which has had a positive impact on a wide range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original Education Scotland report as requiring development and the authority endorses the information within this report.

#### **2 Areas for Improvement – Evaluation of Progress:**

The initial inspection report published in **January 2019** identified four main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

##### **Area for improvement 1**

Development of a clearer, unified sense of direction and purpose for delivering key aspects of school improvement, informed by self-evaluation information and taking into account the views of staff, young people, parents/carers and partner agencies;

##### **Evaluation of progress and impact:**

- The development of our 2020 Vision has provided clarity of purpose for staff and a unified sense of direction. This vision, which all departments personalised to fit their context, was underpinned by our core values. In a recent survey teaching staff confirmed that they are clear about our key areas for improvement.
- We have introduced a more rigorous approach to self-evaluation and quality assurance. A structured schedule of departmental reviews is taking place in each department. This includes lesson observations,

pupil focus groups and scrutiny of departmental policies and procedures. Strengths and next steps are identified through this process.

- We have involved pupils, parents and partners more fully in taking forward elements of self-evaluation and school improvement. For example, pupils were fully involved in the formation of our Anti Bullying Policy through participation in our Anti Bullying Summit which allowed us to gather pupil views and suggestions for improvement. Parental focus groups and drop in sessions also allowed us to gain parents' views and feedback on the draft version of the policy. We also gathered the views of partners by speaking directly to those in the local community, and by getting feedback from agencies with whom we work directly, such as our Integrated Team. Groups of pupils, parents and partners were also consulted on our planned changes to our S3 curriculum.
- We have reviewed our Pupil Voice groups. Pupils are now directly involved in whole school self-evaluation. For example, senior pupils have led focus groups of pupils to gain feedback on Learning and Teaching. This is beginning to have impact across the school.
- Distributed leadership across the school has now increased. All subject department plans have provided opportunity for staff to lead specific aspects of improvement aligned to our 2020 vision. This has led to an increased understanding and sense of ownership of school improvement priorities.
- The use of an online self-evaluation toolkit has provided a more effective, consistent approach to using self-evaluation for school improvement, including increased awareness of quality indicators and HGIOS challenge questions.
- The introduction of 'You Said We Did' boards in every department has encouraged and promoted pupil voice. Currently departments use a range of approaches to gather pupil voice and pupils see some impact of this approach in bringing about change.
- We have ensured that our use of data to inform self-evaluation and school improvement is more focussed. For example, data we have collected since the introduction of our Better Relationships Policy has shown the impact of this policy on pupil behaviour and has also informed specific interventions. Most staff indicate the policy is improving relationships across the school and there has been a significant increase in the number of staff who feel that staff treat young people with respect.

## **Next steps**

- Continue to involve our partners more fully in the development of our improvement priorities by seeking their views in order to inform our improvement plan for next session. Further embed the approach we took to the introduction of the Anti-Bullying Policy by consulting with all stakeholders around planned improvements. Further develop the use of Parent Council representatives in self-evaluation activities this session.

- Ensure all departments involve pupils in departmental improvement planning and self-evaluation by introducing a consistent, whole school approach to this by June 2020.
- Ensure young people see the impact of pupil voice at classroom level by ensuring teachers give explicit feedback to pupils about the changes they have made in light of self-evaluation activities.

## **Area for improvement 2**

Reviewing the curriculum so that all young people can fully access a broad general education

### **Evaluation of progress and impact:**

- Changes made to the S3 curricular structure mean that all S3 pupils now receive their full entitlement to the breadth of learning across all curriculum areas in the BGE, including 135 minutes of PE. The newly introduced “Skills Academy” electives in S3, designed using the experiences and outcomes, provide young people with an opportunity to deepen their learning through a project based learning approach.
- All subject departments have reviewed and modified their BGE courses to ensure young people continue to progress through the outcomes and experiences, up to and including fourth level, until the end of S3 as appropriate.
- As a result of the newly implemented tracking and monitoring system within the BGE, learning conversations have been improved and an increased number of learners now better understand, and can articulate, their progress through BGE levels.
- The majority of young people are now using the My World of Work platform. Almost all teachers have now taken part in professional learning based on the materials in the CES Learning modules produced by SDS to enhance their understanding of the Career Education Standard and how this can be incorporated into lessons. Training has been given to staff to support their understanding of Career Management Skills.

### **Next steps**

- Ensure skills development becomes a routine feature of lessons so young people have an increased awareness the skills they are developing in each of their subjects and can articulate this clearly. Following training delivered by SDS at our last whole staff meeting, departments are now working towards embedding, where appropriate, career management skills into lessons. The whole school working group are currently developing a Skills Framework for Perth High School which will introduce a shared language of skills across the school next session.

- Further develop opportunities for interdisciplinary learning through planned activities that allow pupils to transfer skills or knowledge across curricular areas. SLT will provide time for joint planning of activities that will create deeper learning for pupils in the next session.
- Provide further moderation opportunities for staff to engage with the National Benchmarks for Literacy and Numeracy so there is a shared understanding of standard of the areas which are the responsibility of all and also to enable pupils to better articulate their progress in these areas.

### **Area for improvement 3**

Ensuring that all young people can engage consistently in challenging, motivating, well-paced learning experiences that meet their needs

### **Evaluation of progress and impact:**

- There is now a greater shared understanding of what good learning and teaching looks like across the school. This has been supported by the establishment of the 'Learning and Teaching Blueprint'. This was developed by the Learning and Teaching Working Group, informed by the principles of John Hattie's 'Visible Learning' as well as professional learning opportunities provided by the local authority.
- A wide range of professional learning opportunities have been provided to improve the quality of teaching across the school. All staff have engaged in training focused on sharing and constructing learning intentions and success criteria. Teachers are now providing clearer, well considered Learning Intentions and Success Criteria. This is supporting young people's learning more effectively and an increased number of learners are now able to demonstrate they understand the purpose of their learning.
- An increased number of young people in S3 are now experiencing learning at fourth level. Most learners report they experience challenge in the BGE.
- Through the departmental review process young people have the opportunity to share their views on how learning and teaching could be improved.
- CfE data from session 2018-2019 shows raised attainment across Literacy and Numeracy in all areas and SQA data across key measures.

### **Next steps**

- A whole school and specific department improvement plans have been created to support improvement in the following areas between now and the end of June 2020. The impact of these next steps will be measured through departmental self-evaluation activities and also through the continuation of our planned departmental reviews.

- Further develop the use of differentiated success criteria to support all young people's learning. Training has been provided in constructing differentiated success criteria and all teachers must now ensure they consistently use these with classes and involve pupils in the construction of success criteria.
- Provide further staff training opportunities which focus on young people leading learning.
- Further staff training is planned to ensure all young people experience appropriate pace and challenge in the BGE. Our departmental reviews have identified where improvement is needed in terms of teaching approaches and approaches to differentiation. This will be delivered through upcoming Inservice days and staff meeting time. We will continue to provide opportunities for staff to share good practice to ensure this is embedded.

#### **Area for improvement 4**

Further provision of planned opportunities for staff to engage together in professional learning, linked both to helping them develop their skills and confidence in effectively assessing, tracking and monitoring young people's progress, and to developing their understanding of how they can consistently support all young people's needs

#### **Evaluation of progress and impact:**

##### **Professional Learning linked to assessing, tracking and monitoring young people's progress**

- Our Tracking and Monitoring Working Group have introduced a shared approach to tracking and monitoring in the BGE. Planned time for moderation activities at departmental, whole school and Local Authority level has improved teachers' understanding of how pupils should and do progress through a level. Tracking and monitoring in the BGE has improved and young people are now better able to articulate their progress in the BGE.
- SNSA data has been used effectively to plan targeted intervention groups for Literacy and Numeracy.

#### **Next steps**

- Provide staff with further whole school and cross authority moderation opportunities around progress in the BGE.
- Evaluate and review our approach to tracking and monitoring for session 2020/21 to incorporate the use of a new electronic tracking module.

## **Professional Learning linked to meeting the needs of young people**

- Through whole staff professional learning activities, our Better Relationships Policy and Blueprint has been further embedded. Training delivered by external providers, as well as planned collegiate activities around restorative practices, has improved relationships across the school. In the majority of classes, the Visible Consistencies are being applied, ensuring a positive learning climate is created.
- The change in the structure of whole staff meetings has enabled increased opportunity for colleagues to share good practice around meeting learners' needs. The introduction of the '10 minute takeaway' has enabled identified good practice to be shared which has impacted positively on young people's learning by teachers having a shared understanding of high quality approaches to teaching.
- We have enhanced our Universal and Targeted Approaches to meeting young people's needs via whole school training and workshops. The subsequent creation of our 'Flipping Good Ideas' resource has supported staff to develop their skills in using identified strategies and approaches to differentiation. Support for Learning staff also now attend subject departmental meetings to discuss how best to support our young people. Our more rigorous approach to departmental reviews has a particular focus on meeting learner needs, ensuring the needs of young people are being better met.
- Professional learning opportunities dedicated to improving staff understanding of health and wellbeing have further supported young people's needs. This has led to a shared understanding of wellbeing amongst young people and staff. Our health and wellbeing focussed in-service day has enabled staff to better support pupils about whom they have health and wellbeing concerns by highlighting the work of partner agencies, providing strategies to support pupils' wellbeing and signposting where pupils can go for support.

## **Next steps**

- Further provide bespoke professional learning for staff around skills in classroom management, relationships and differentiation. Departmental reviews and departmental self-evaluation activities have identified those staff in need of further support in these areas and appropriate training will be delivered by April 2020.
- Ensure consistency in applying identified strategies and approaches to differentiation. Again, departmental reviews have identified good practice and areas for development. Progress will be measured in the next cycle of reviews and will include pupil feedback on how they feel their needs are being met.

## Conclusion

Since the inspection in November 2018, significant progress has been across our four key priorities. Our direction of travel for the school is clear. Our Better Relationships Policy is now embedded and the introduction of our Learning and Teaching Blueprint and Anti Bullying Policy have brought about improvements. Our Tracking and Monitoring procedures in the BGE have improved and our S3 curriculum has changed. We have reviewed our approach to self-evaluation and now have much more rigorous processes in place. We continue to seek ways to better involve our pupils and partners in school improvement.

Our identified next steps, outlined above, will continue to inform our work this session and will continue into the coming session's improvement plan ensuring that we sustain the pace of improvement leading to further improvements in learning for all young people at Perth High School.

We have shared this progress report with Education Scotland who have confirmed that they are confident Perth High School has the capacity to continue to improve and they will publish no further reports in relation to the 2019 Education Scotland inspection report.

Work will continue to ensure that further progress is made in the key areas highlighted and that the planned next steps are implemented fully. A review of progress will take place during quality assurance visits to the school on a termly basis.

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