

**Delayed Office Opening
for Employee Training**

*This office will be closed from
8.45 am - 11.00 am on the first
Thursday of each month.*



**Education and Learning
(Chief Education Officer)**
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Parents/Carers of pupils at Bertha Park
High School

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Our ref SS/DMM

Your ref

Date 07 February 2025

Dear Parent/Carer

QUALITY IMPROVEMENT REVIEW LETTER: Bertha Park High School

In October 2024 a team of central officers from Education and Learning visited Bertha Park High School for a Quality Improvement Review. During the review, we visited classrooms to observe learning and teaching. We talked to staff, parents, children, and partners, and worked closely with the headteacher and other senior leaders.

During our visit the team found the following strengths:

- The Head Teacher has the support of the school community through his caring and supportive approach. He is an important and valued member of the school community who has created an environment where staff feel valued. The School Leadership Team are highly visible, and this is supporting a calm and respectful learning environment. Most of the middle leadership group are providing effective leadership of change and support a positive learning climate within the school.
- Implementation of the current school improvement priorities are producing positive outcomes. These include the development of new policies and frameworks which have been developed collaboratively in working groups and provide a strong foundation for further improvement. The new publications include:
 - A refreshed policy on learning and teaching
 - A new relationships policy
 - A new anti-bullying policy
- There is a very supportive climate and ethos which promotes positive and nurturing relationships, and this has had a significant impact on pupils' attitudes to learning.
- The school's learning and teaching framework is having a positive impact on the consistency of learners' experiences across the school.
- Digital technology is used very effectively to enhance pupils' learning experiences.

- Pupils reported they were well known, listened to and cared for within and out with school. Pupil views are gathered in a range of ways across areas identified by the school for development.
- Attainment at Level 5 in S4 has improved in 2024 and there are subject areas which are adding significant value - in comparison to similar pupils across Scotland - to attainment.

The following areas for improvement were identified and discussed with the headteacher and staff:

- The structures for self-evaluation: improvement planning, quality assurance and ensuring appropriate accountability should be made more robust and they should be coordinated better at a whole-school level. Led by the headteacher, school leaders should now develop, and implement at a pace, systematic and clear procedures detailed in a School Quality Improvement Framework, which sets out the expectations of all staff to ensure consistency in this important work.
- The school should continue to implement the learning and teaching framework to raise the quality of teaching through focused staff development work.
- The school should review its approach to recording, monitoring and promoting good attendance, including in clarifying the roles and responsibilities of all staff.
- Attainment remains a priority for improvement across the senior phase. There are inconsistencies in attainment across subjects. The school needs to further develop their whole school tracking, monitoring and assessment procedures to ensure that raising attainment is accelerated.

The school will take forward these actions as part of their ongoing improvement work outlined in the School Improvement Plan. The headteacher will report on progress through the school's Standards and Quality Report to parents/carers. Progress will be monitored by officers during Term Visits and additional local quality assurance processes.

Yours faithfully



Stuart Sweeney
Quality Improvement Officer