**Standards and Quality Report 2018/19**

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**Crieff High School**

**at Strathearn Community Campus**

*Providing high quality experiences, opportunities and learning for the people of Strathearn*

**Attendance, Attainment and Achievement**

**Attendance**

Almost all young people at Crieff High School attend school regularly with attendance equal to the average attendance of young people across Perth & Kinross for 2 of the last 3 years.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2016/17 | 2017/18 | 2018/19 |
| Crieff HS | 91% | 90% | 91% |
| Perth & Kinross | 91% | 91% | 91% |

**Attainment**

For the last 3 school sessions, young people in S4 have predominantly progressed towards obtaining 6 SQA National Qualifications. S4 Pupil attainment in National 5 examinations where young people have obtained at least 5 National 5 qualifications (grade A – C):

|  |  |  |  |
| --- | --- | --- | --- |
| **5 National 5’s** | 2016/17 | 2017/18 | 2018/19 |
| Crieff HS | 41% | 40% | 38% |

Young people in S5 have increasingly obtained at least 1 Higher and 3 Highers (A – C):

|  |  |  |  |
| --- | --- | --- | --- |
| **1 Higher** | 2016/17 | 2017/18 | 2018/19 |
| Crieff HS | 59% | 62% | 64% |

|  |  |  |  |
| --- | --- | --- | --- |
| **3 Highers** | 2016/17 | 2017/18 | 2018/19 |
| Crieff HS | 39% | 37% | 44% |

**S3 Achievement of a Level**

Curriculum for Excellence experiences and outcomes are to be covered by young people in S1 – S3 within Levels 3 and Levels 4. Class teachers assess when young people achieve a Level. Most young people at Crieff High School achieve Level 3 across literacy & numeracy.

S3 Achievement of a Level at Crieff High School is as follows:

|  |  |  |
| --- | --- | --- |
|  | Percentage of S3 cohort achieved Level 3 | Percentage of S3 cohort achieved Level 4 |
| Numeracy | 84% | 40% |
| Reading | 82% | 46% |
| Writing | 77% | 33% |
| Listening and Talking | 75% | 38% |

**Learning**

Young people in the Broad General Education (S1 – S3) experience learning in curricular areas as well as Personalised Support (PSU), Personal and Social Education (PSE), Citizenship, Learning about Scotland (S1 only) and Enterprise (S1 only). The Senior Phase curriculum provides opportunities for young people to engage in learning within chosen subject areas from National 4 to Advanced Higher as well as Personalised Support (PSU), Personal and Social Education (PSE), Wider Achievement and Holocaust studies (S6 only).

**Leadership**

There have been staffing changes to our middle leadership team in the area of Science, Mathematics and Numeracy as well as in Support for pupils (Learning and Guidance). We have created 3 middle leadership positions to support progress with our school improvement priorities. In our senior leadership team, there have been staffing and remit changes across the whole team within the last 12 months.

Funded by Pupil Equity Funding, 14 staff members have been trained in Self-Regulation approaches and have engaged in action based research by mentoring S3 and S4 pupils. Self-Regulation is now an integral part of our S1 and S2 PSE programme and an increasing number of staff and pupils use the language and strategies of self-regulation.

**Improvement priorities for session 2019/20**

Our 3 areas of school improvement have been identified through our approaches to self-evaluation which have included professional dialogue sessions with teaching staff and non-teaching staff and listening to our school community discussions with young people and their parents/carers.

These are:

* 1. **Self-evaluation for self-improvement**

**2.3 Learning, teaching and assessment**

**3.1 Ensuring wellbeing, equality and inclusion**

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, equity and inclusion** | **Good** |
| **3.2 Raising attainment and achievement** | **Good** |

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

