

Standards and Quality Report 2019/20

Crieff High School



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 3 of the last 4 years.

	2016/17	2017/18	2018/19	2019/20
Crieff HS	91%	90%	91%	90%
Perth & Kinross	91%	91%	91%	90%

With the launch of our new attendance policy, an identified group of pupils were supported to increase their attendance from 74% (2018/19) to 88% (2019/20).

Attainment

For the last 4 school sessions, young people in S4 have predominantly progressed towards obtaining 6 SQA National Qualifications. S4 Pupil attainment in National 5 where young people have obtained at least 5 National 5 qualifications (grade A – C):

5 National 5s by the end of S4	2016/17	2017/18	2018/19	2018/19
Crieff HS	41%	40%	39%	48%

Young people in S5 and S6 obtaining at least 5 Highers (A – C):

5 Highers by the end of S5	2016/17	2017/18	2018/19	2018/19
Crieff HS	21%	16%	18%	23%

5 Highers by the end of S6	2016/17	2017/18	2018/19	2018/19
Crieff HS	35%	32%	28%	38%

S3 Achievement of a Level

Class teachers assess when young people achieve a Curriculum for Excellence 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	85%	45%
Reading	74%	42%
Writing	73%	41%
Listening and Talking	72%	45%

Learning and Leadership

With the exception of Home Economics, all departments have been visited as part of our lesson visit programme where all teaching staff are visited by a colleague and the views of young people on their experiences within the department are sought after and listened to.

Young people in the Broad General Education (S1 – S3) experience learning in curricular areas as well as Personal and Social Education (PSE), Citizenship, Learning about Scotland (S1 only), Enterprise (S1 only) and Personalised Support (S3 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 Personal and Social Education (PSE), Holocaust studies (S6 only) and a wider range of Enrichment choices and Personal Development Opportunities.

Our learning, teaching and curriculum changes have been informed by the views of young people as well as staff, parents and carers. The rationale behind these changes is to further improve the learning experiences of our young people.

All of our teaching staff have engaged in a greater number and wider variety of collaborative approaches to self-evaluation in the form of collegiate sessions, school improvement groups and department moderation meetings.

Improvement priorities for session 2020/21

Our 3 areas of school improvement were identified during 2019/20 through our approaches to self-evaluation which 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.

For 2020/21, our school improvement priorities continue to be:

- 1.1 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.