

Headteacher's report – Parent Council

Thursday 9th September 2021



Staffing update

Campus Management Officer: Diane Porter has now been appointed as Business Manager at Blairgowrie HS on a full-time permanent basis. Diane leaves us on Friday 1st October after working at Strathearn Community Campus for 12 years. Laura Fraser will replace Diane on a full-time permanent basis.

Additional COVID funding: Valerie Hannam (Business Education) has been recruited on a temporary basis for the duration of the school year. Funding also available for 1 additional Pupil Support Assistant who starts with us next term and 1 additional Pupil Care & Welfare Officer with an advert currently open.

Principal Teacher of Business, Computing & Mathematics: Stuart Barlow (previously Acting Faculty Head at Perth Academy) was appointed as Principal Teacher before the summer holidays and started with us on Monday of this week.

Acting Guidance teacher of Barvick House: Interviews for this post are due to take place on Thursday 16th September. On an interim basis, Muir Young (S1 – S3) and Mairi Johnstone (S4 – S6) will oversee universal support for Barvick House.

Probationer teachers: Jonathon Hinks (PE), Shannon Maclean (Art), Logan Power (History / Modern Studies) and Vicky McCarthy (Maths) have all started their probation year at Crieff HS and made a positive start to their time with us.

Dates for the diary

Friday 24 th September:	S1 Settling in report
Friday 1 st October:	S4 – S6 Target Setting
w/b 27.09.21	Study Support week 1
w/b 04.10.21	Study support week 2

COVID update

- 4 positive pupil cases since the beginning of term (1 staff member)
- No onward transmission with all 4 young people in 4 different year groups
- Mitigations to remain unchanged for the remainder of this term
- Updated guidance to be published after 6 week review

Standards and Quality Report 2020/21



Crieff High School

Attendance, Attainment and Achievement

Attendance

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

	2017/18	2018/19	2019/20	2020/21
Crieff HS	90%	91%	90%	92%
Perth & Kinross	91%	91%	90%	91%

With the embedding of our new attendance policy, boys increased their attendance by 2%, girls by 1% and an identified group of pupils were supported to increase their attendance from 86% to 90%.

Attainment

From 2020/21 and beyond, following consultation with staff, young people and families, young people in S4 progress towards obtaining 7 qualifications (previously 6).

S4 Pupil attainment at National 5 level where young people have obtained at least 5 qualifications (grade A – C):

5 National 5s by the end of S4	2017/18	2018/19	2019/20	2020/21
Crieff HS	40%	39%	54%	59%

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

5 Highers by the end of S5	2017/18	2018/19	2019/20	2020/21
Crieff HS	16%	18%	31%	26%

5 Highers by the end of S6	2017/18	2018/19	2019/20	2020/21
Crieff HS	32%	28%	39%	42%

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	83%	34%
Reading	77%	46%
Writing	74%	40%
Listening and Talking	80%	45%

Learning and Leadership

Our 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.

Based on our approach to amending the curriculum to better meet the needs of young people:

- Young people in S1 and S2 now experience daily lessons within our English and Mathematics departments.
- The Senior Phase curriculum provides opportunities for young people in S4 to engage in learning within 7 chosen subject areas (rather than 6) from National 3 to Advanced Higher or a wider range of 4-period Enrichment choices as an alternative to National Qualifications.
- Young people in S5 now receive a 2nd period of Personal and Social Education to support their planning towards a positive destination.
- Young people in S5 and S6 can now engage with 2-period Personal Development Opportunities that lead to accreditation.

In school year 2020/21, young people engaged commendably well with remote learning that was provided by the school during a period of school closure. Our high levels of pupil engagement have ensured that young people attained well by demonstrating their attaining for SQA accreditation and that learning lost was minimised.

Improvement priorities for session 2021/22

Our areas of school improvement were identified during 2020/21 through our approaches to self-evaluation which included professional dialogue sessions with teaching staff and non-teaching staff and listening to our school community engagements with young people and their parents/carers.

Also considering the necessary response to COVID-19, our school improvement priorities are:

- Embedding self-evaluation for self-improvement → Leadership of change
- Reviewing and amending our Curriculum → Learning, teaching and assessment
- Ensuring wellbeing, equality & inclusion → Raising attainment & achievement

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.