

# 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):

<b>5 National 5s by the end of S4</b>	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):

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

<b>5 Highers by the end of S6</b>	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 2<sup>nd</sup> 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.