

Standards and Quality Report 2021/22



Crieff High School

Attendance, Attainment and Achievement

Attendance

Following the COVID-19 pandemic, most young people at Crieff High School attend school regularly with attendance at least equal to the average attendance of young people across Perth & Kinross in each of the last 4 years.

	2017/18	2018/19	2019/20	2020/21	2021/22
Crieff HS	90%	91%	90%	92%	88%
Perth & Kinross	91%	91%	90%	91%	88%

With the embedding of our attendance policy, target groups of young people requiring support to attend school include those with caring responsibilities and individuals from the S3/S4 year groups.

Attainment

SQA examinations were sat by young people for the first time in schools since 2017/18 and 2018/19. During the COVID-19 pandemic, young people were awarded qualifications through teacher judgement and then by demonstrating attainment to their class teachers.

Pupil attainment at National 5, Higher and Advanced Higher levels where young people have obtained passes in National Qualifications at grades A – C:

5 National 5s by the end of S4	2017/18	2018/19	2021/22
Crieff HS	40%	39%	48%

5 Highers by the end of S5	2017/18	2018/19	2021/22
Crieff HS	16%	18%	25%

5 Highers by the end of S6	2017/18	2018/19	2021/22
Crieff HS	32%	28%	42%

1 Advanced Higher by the end of S6	2017/18	2018/19	2021/22
Crieff HS	18%	19%	40%

Two years on from the beginning of the COVID-19 pandemic, young people at Crieff High School have attained fantastically well in the 2021/22 SQA examinations.

These results for our young people evidence a trend of continuous improvement in attainment outcomes with year on year improvement at Higher and Advanced Higher levels for the last 4 years.

S3 Achievement of a Level

Class teachers assess when young people achieve a Curriculum for Excellence Level.

Almost all young people at Crieff High School achieve Level 3 Numeracy, Listening and Talking. Most young people at Crieff High School achieve Level 3 Reading and Writing.

The majority of young people achieve Level 4 Literacy by the end of S3.

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	92%	28%
Reading	90%	61%
Writing	89%	61%
Listening and Talking	93%	59%

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 – S3 experience daily lessons of English and Mathematics
- Young people in S1 – S4 now receive their entitlement to at least 100 mins of physical activity
- Young people in S5 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.

This year, our curriculum at Crieff High School was awarded a Bronze Award by the Scottish Credit and Qualifications Framework (SCQF). Only 11 secondary schools nationally have received such an award with 9 Bronze awards, 1 Silver award and 1 Gold award.

We were delighted to be only the 12th school in Scotland and the 1st in Perth & Kinross to receive an ambassador award from SCQF.

Pupil leadership and Rights Respecting School

Young people engaged in our first Pupil Voice days which included 7 workshops centred around:

Vision, values, aims	Curriculum	Anti-bullying
Equalities	PSE Curriculum	
Learning for Sustainability	Learning and Teaching	

All workshops were led with and had explicit reference to the United Nations Convention on Rights of the Child (UNCRC) as we work towards Gold Rights Respecting School Award status.

Improvement priorities for session 2022/23

Our areas of school improvement continue to progress and are becoming embedded. These have been identified through our approaches to self-evaluation which include professional dialogue sessions with 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 remain:

- 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, the headroom for improvement within our school community is becoming realised and there remains sufficient capacity within our school to continuously improve outcomes for young people.