



# Crieff High School



## Standards and Quality Report 2023/24

## School context

Crieff High School is one of eleven secondary schools administered by Perth & Kinross Council. We are a six year comprehensive school offering a range of courses leading to national qualifications from the Scottish Qualification Authority as well as other awards.

The school has a wide range of active teams, clubs and other extra-curricular activities which are organised by staff, pupils and volunteers. The ethos of the school aims to be that of a rights respecting, nurturing community and relationships between staff and young people are warm and positive.

## Attendance, Attainment and Achievement

### Attendance

Pupil Equity Funding (PEF) from the Scottish Government has been allocated to staffing resources focussed on improving pupil attendance at school. PEF spends have supported the appointment of a Principal Teacher of Equity, an Inclusion Officer and two Pupil Support Assistants. These have contributed to an increase in our pupil attendance outlined below.

Most young people at Crieff High School attend school regularly with attendance broadly equal to the average attendance of young people across Perth & Kinross in each of the last 6 years.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Crieff HS	91%	90%	92%	88%	86%	86.9%
Perth & Kinross	91%	90%	91%	88%	87%	86.3%

### Attainment

In 2021/22 - 2023/24, young people returned to sitting SQA examinations for the first time since 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:

<b>5 National 5s by the end of S4</b>	2018/19	2021/22	2022/23	2023/24
Crieff HS	39%	48%	47%	54%

<b>5 Highers by the end of S5</b>	2018/19	2021/22	2022/23	2023/24
Crieff HS	18%	25%	19%	14%

<b>5 Highers by the end of S6</b>	2018/19	2021/22	2022/23	2023/24
Crieff HS	28%	42%	39%	37%

<b>1 Advanced Higher by the end of S6</b>	2018/19	2021/22	2022/23	2023/24
Crieff HS	19%	40%	34%	30%

Young people at Crieff High School continue to attain well. These results evidence a trend of improvement in attainment outcomes at almost all levels when compared to 2018/19. The results above do not include non-SQA qualifications. A few of our young people engage and succeed in a variety of National Progression Awards (NPAs) / College courses.

### Achievement

In accordance with the Scottish Government's National Improvement Framework (NIF), the improvement in young people's health & wellbeing is a priority for all schools.

As outlined within our 2023/24 improvement plan, we have continued with our improvements to our school environment, the learner experience and in celebrating the successes of our young people's attainment and achievements.

As well as many, many individual pupil and team successes at Crieff High School this year, our school has received recognition for the following achievements:

- Accredited as a Level 1 Nurturing school by Perth & Kinross Council;
- Accredited as Gold Reading School by Scottish Book trust;
- Accredited as a Gold Rights Respecting School by UNICEF UK;
- LGBT Charter Bronze Award by LGBT Scotland.

This builds upon previous recognition our school has received in relation to digital skills development and the richness of our curriculum offer.

Pupil leadership is central to our improvement journey in all areas of school life.





"It was evident that children's rights are embedded across the school and underpin every facet of school life". (UNICEF UK)

"We are delighted to announce that Crieff High have passed the LGBT Charter at Bronze level! Your school has worked really hard over the last few years to make it the best place possible for LGBT young people and staff. Congratulations on this wonderful achievement." (LGBT Scotland)



Literacy and Numeracy

As a National Improvement Framework (NIF) priority for the Scottish Government, improvement in attainment, particularly in literacy & numeracy, is a key priority for our school.

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

Almost all young people at Crieff High School achieve Level 3 Literacy and Numeracy.

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

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

	Percentage of S3 cohort achieved Level 3	Percentage of S3 cohort achieved Level 4
Listening and Talking	95.8%	89.0%
Reading	94.1%	78.8%
Writing	94.9%	72.9%
Numeracy	97.5%	66.9%

Almost all young people leaving school achieved SCQF Level 4 Literacy and Numeracy.

The majority of young people leaving school achieve SCQF Level 5 Literacy and Numeracy.

## Learning and Leadership

After consultation with our school community throughout the course of 2022/23, we launched our new school vision, values and curriculum rationale.

### Our vision, Our values, Our Aims

Our school vision and values for 2023/24 and beyond are:

#### **Our vision statement:**

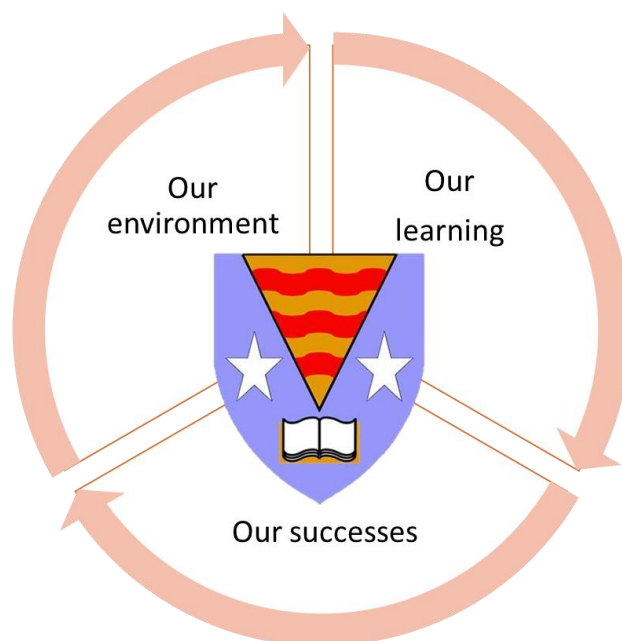
A rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

#### **Our school values:**

Determination    Confidence    Teamwork    Community    Encouragement    Trust

### Our curriculum

Following on from our consultation with our school community, the curriculum rationale below will be used to help our school to identify and communicate our improvement priorities clearly.

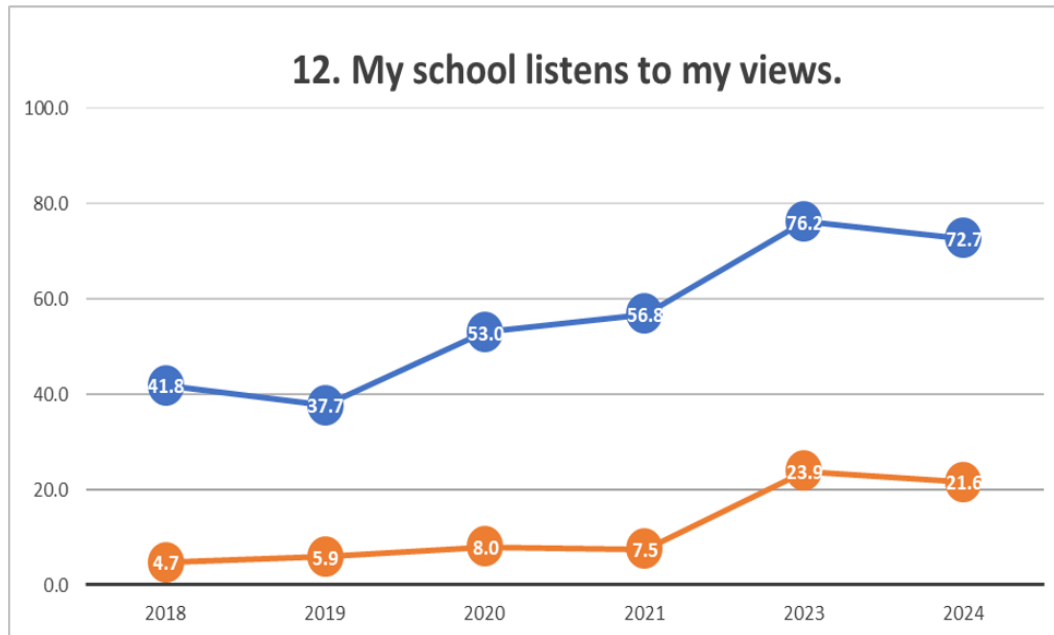


#### **Our aims** as a school:

- Our school **environment** is inclusive, nurturing and rights respecting.
- Our **learning** is inspiring, motivating and develops skills for learning, life and work.
- Our **successes** are recognised, celebrated and shared by our school community.

Young people at Crieff High School let us know we listen to their views with 72.7% of young people agreeing or strongly agreeing with the statement below.

21.6% of young people strongly agree.



### Improvement priorities for session 2024/25

Our areas of school improvement continue to progress and are now embedded. These have been identified through our approaches to ongoing self-evaluation which include listening to our school community engagements with young people and their parents/carers.

Throughout our self-evaluation process it is also important to ensure that we focus on our core purpose – delivering consistently high quality learning, teaching and assessment approaches in order to improve outcomes for young people.

In developing our approaches to self-evaluation we continue to liaise with our Parent Council in a consultative process throughout the school year. We encourage attendance at our Parent Council meetings which are a mixture of online and in-person meetings to maximise attendance and engagement.

Our school improvement priorities remain:

- Leadership of change through our vision, values and aims
- Learning, teaching and assessment
- Ensuring wellbeing, equality & inclusion → Raising attainment & achievement

Specifically,

- By November 2024, the percentage of pupils who report excellent or good health in the SHINE Pupil mental health survey will be equal or above the national comparison in S1-S3 and S4-S6 for boys and girls.
- By June 2025, almost all young people receive summative and formative assessment feedback, from a variety of approaches, such that the feedback they receive helps them to improve their learning.
- By August 2025, raise attainment in the S4 year group as a baseline for future and projected attainment.

Using the information gathered through our self-evaluation, we evaluate our school as follows:

<b>Quality Indicator</b>	<b>School Self-Evaluation</b>
<b>1.3 Leadership of Change</b>	<b>Good</b>
<b>2.3 Learning, teaching and assessment</b>	<b>Good</b>
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<b>Good</b>
<b>3.2 Raising attainment and achievement</b>	<b>Satisfactory</b>

In summary, the headroom for improvement within our school community continues to be realised and yet there remains sufficient capacity within our school to continuously improve outcomes for young people.