

# Perth Academy

## Standards and Quality Report 2018/19

### Attainment in the Broad General Education (S1 – S3)

Children and young people progress at different rates. During S1-S3 most young people will be working within 3rd and 4th level Es & Os. At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level or above. All figures are shown in percentages.

	% of S3 roll secure in Level 3 or better	PKC average
<b>Numeracy</b>	58%	47%
<b>Listening &amp; Talking</b>	74%	48%
<b>Reading</b>	74%	55%
<b>Writing</b>	74%	50%

### Attainment in the Senior Phase (S4 – S6)

The tables below indicate the performance of our S4 and S5 cohorts. The table also compares our performance against our virtual comparator school (VS). This is a tool, introduced by the Scottish government, which allows us to compare the performance with learners from similar backgrounds.

Attainment in Literacy and Numeracy in S4/5		
% attaining	Perth Academy	Virtual Comparator
Level 4 by end of S4	85%	86%
Level 5 by end of S4	58%	61%
Level 4 by end of S5	88%	87%
Level 5 by end of S5	62%	62%

Breadth and Depth Measures		
By end of S4 % attaining		
	PA	Virtual Comparator
5 @ Level 3	77%	86%
5 @ Level 4	75%	83%
5 @ Level 5	51%	58%
By end of S5 % attaining		
5 @ Level 6	14%	24%
3 @ level 6	37%	43%
1 @ level 6	59%	62%
S6 Attainment		
1 @ level 7	24%	24%

YEAR	PUPIL ATTENDANCE	Authorised Absence	Unauthorised Absence
2018-19	90.9%	6.6%	2.5%
2017-18	92.6%	5.7%	1.7%
2016-17	91.9%	5.2%	2.9%

### Schools Self-Evaluation

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good

## Positive Destinations

In 2018, 95% of our leavers went on to positive destinations. This is in line with the PKC average, our virtual comparator school and the National average. 43% of our leavers entered Higher and 27% Further Education. 19% joined the workforce or took up a modern apprenticeship.

## Learning and Teaching

Two Departmental Learning and teaching reviews were conducted over the course of the session (English and Maths) each validating the departmental self-evaluation, maintaining a sharp focus on classroom practice and identifying good practice. Evidence from observed lessons and pupil feedback show that:

- Most classes were found to have a very positive, welcoming and encouraging ethos.
- Staff have an in depth knowledge of pupil needs and are encouraging, supportive and approachable.
- Learners discuss their progress regularly with teachers and agree on appropriate targets.
- Almost all lessons are well planned with teachers setting high expectations of pupil engagement and participation.
- A wide range of feedback techniques were observed which helped support individual needs
- Targeted support in the BGE in both areas is clearly helping those pupils develop and progress
- ICT is being used increasingly to support learning.

A third review focussed on literacy across all curriculum areas within S1-3 and the fourth focused on the frequency and type of learner feedback being given.

A group of staff participated in a collegiate project as part of the Tayside Regional Collaborative. This is a forum which encourages teachers from all schools in Tayside to engage in professional discussion and to exchange ideas. The Perth Academy group experimented with different forms of giving feedback to learners in order to help them progress in their learning. This was well received by our own pupils who reported back to teachers on the types of feedback that were most effective.

## Curriculum

- A working group looked at the structure of the school day and how this might be improved to give greater flexibility for our learners to meet the needs of age and stage.
- We now meet our statutory obligation of providing two hours of PE for all pupils in S1 – S4.
- We have introduced a revised homeroom model whereby learners now have 15 minutes morning daily contact with their homeroom tutor which we know can help improve learner wellbeing.
- In S1 we have introduced drama into the curriculum.
- Several other new subjects have been developed across all year groups and are being offered to pupils in session 2019-20. These include Rural Skills as an alternative to Science in S3; People and Society as an alternative to a social subject in S3 and Philosophy as a new subject also in S3.

## Leadership

- The school has a clear and established vision statement, aims and set of three core values of which staff and community members and partners are aware and take ownership of. This vision is ambitious and focused on improvements and outcomes for all. The values are often the focus of assemblies and homeroom activities.
- We are developing a new data hub to support effective teaching and learning. There is a wide range of data and information made available and utilised, resulting in almost all staff report a very clear understanding of the social, economic and cultural context of our community and individual needs.
- We are continuing to work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for learners
- All staff engage in self-evaluation and proposed improvements are connected to the needs of the school community in seeking to improve outcomes for children and young people.
- Practitioner enquiry and collaborative learning rounds are features of approaches to continuous improvement.

## Consultation Process

All members of our school community including parents and partners have the opportunity to contribute to our plans for continuous improvement. In order to compile this report, we consulted with staff, learners, parents, partners and local authority representatives throughout the school session. In addition, we analysed achievement and attainment data and drew on evidence from departmental reviews and classroom visits.

## Achievement

At Perth Academy, as well as formal attainment in qualifications, our learners have the opportunity to participate in a range of wider achievement activities. Through these, they develop into healthy, active and responsible citizens as well as effective contributors. They are also given opportunities to develop different skills for learning, life and work such as leadership, enterprise and digital skills. The examples below only provide a brief overview of some of the achievements of our learners.

- Our Senior Phase is designed to meet the needs of our learners' aspirations. Our range of "learner pathways" take into account recent developments and new curricular offers available to young people under the Developing the Young Workforce agenda, specifically Foundation Apprenticeships and work experience. In 2018-19, we had the highest proportion of S5&6 students in the FA pathway in P&K (11% of our S5 cohort). Our timetable has been structured to allow them to attend college all day on Fridays without detriment to their other qualifications.
- Uptake of the provision of the standard work placement offer in S4 has remained stable over the previous three years but increasing 16% to 54% in 2019. There has been an increase in targeted and serial work placements in the past year thanks to the work of our DYW officer, including 21% of our S6. This activity is leading to progression for some more disadvantaged young people onto other workforce programmes such as Career Ready.
- 69% of our leavers in 2018 left with either one Higher or one industry recognized qualification.
- Pupils from all year groups were given the opportunity to influence improvements in all aspects of school life by contributing to Learner Participation Committees. These committees offer young people a leadership and participatory role in influencing school improvements.
- Learners participated in a range of wider achievement opportunities, including: Youth & Philanthropy Initiative (S3), Enhancing Employability (S4), Business Awareness (S5-S6), Young Enterprise (S6), Sports Leader awards (S5 – S6), REACH Tayside (Access to Higher Education)
- Wider achievement courses were delivered within the curriculum, including the John Muir award, Saltire Volunteering award, Youth Achievement award. In the Senior Phase a Wider Achievement elective for S6 has now become embedded to facilitate activities such as volunteering, leadership, enterprise, work experience and peer mentoring. Within the Broad General Education, a number of Wider Achievement and skills based opportunities have been developed and include areas such as aspiring engineers and computer games design.
- We sought to strengthen our partnership with parents by facilitating family learning activities. These included family cooking workshops and supporting your child in the Senior Phase.
- Around two thirds of our BGE students participated in a highly successful activity day in May.
- Various trips were enjoyed by many pupils throughout the course of the year including the S1/2 rugby and hockey trips; the S1 French trip to Northern France; the S1 residential activity to Lendrick Muir; the history departmental trip to the WW1 battlefields; the world challenge trip to Indonesia plus the Vine Trust trip to Peru. All trips were open to all pupils.
- We continue to work in close partnership with Balfour Beatty, Our first cohort of S4 pupils in DEC (design, engineering and construction) will be presented for accreditation in session 19/20.
- Six pupils graduated from the Careers Academy. The learners involved undertook a four week work placement and participated in workshops and visits to local businesses, giving them greater experience of and preparation for the world of work.
- S2 classes were introduced to My World of Work during course choice time. This was used by 89% of the cohort to help them make informed and appropriate course choices which will help them embark on the career pathway they are currently interested in.
- We revisited the Careers Education Standard and shared information about the local and national job market with staff, parents and learners.
- We introduced a Skills Framework which encourages staff to make sure learners are fully aware of the skill they are developing and the relevance of it to their learning pathway.

- Our S3 learners took part in the Youth Philanthropy Initiative with our winning team being awarded £3000 which they presented to their chosen charity HeadwayUK.
- Learners enjoy a huge number, variety and quality of activities offered beyond the formal curriculum. Our new Wider Achievement framework, "Things to Do at Perth Academy" comprises the experiences that you are entitled to at our school; those we see as playing an essential part in your learning and growing at Perth Academy. We currently have 34% student engagement with this award framework and are monitoring participation gaps. This initiative has been extended to our Primary clusters
- Perth Academy held on to the trophy for the Well Read inter-schools quiz for the third year running.
- The library entrance has been refurbished and the library has been renamed the Lady Mackenzie library – the original name of the library, many years ago. The life story of Lady Mackenzie was incorporated into a play which was performed by S1 pupils to an invited audience.
- 49% of our young people participate in extracurricular sporting activities which is significantly higher than other Perth Schools. A large number of young people regularly lead coaching sessions in the school and feeder primaries, including enhanced transition programmes. Our participation rates within lower SIMD groups are high.
- There were well over 100 Perth Academy participants in the D of E award.
- The Bield allotment continues to grow and develop thanks to the hard work of the students involved. Pupils experience ownership of the allotment, participate in group tasks and are focused on improving their interactions with peers both at the garden and in school. Student participants are displaying increased levels of confidence and concentration in class. An enterprise initiative "Academy Organics" has grown from their endeavours. In recognition of their hard work, Perth Academy has been approved by the SQA to prepare pupils who work on the allotment for the Level 4 Rural Skills qualification.
- Almost 100 of our S1 learners took part in the Book Trail Reading awards and our paired reading initiative saw over thirty senior students supporting S1 learners with their reading and comprehension on a regular basis.
- Our approach to those learners not qualifying for SQA examinations was inclusive and targeted to meet the needs of the cohort. The "May 19" initiative focussed on enterprise and employability skills. Student participants received an SQA employability award and a John Muir award.
- The Flowers of the Forest continued this session with a "walk of gratitude" where in partnership with local businesses, information about former pupils who died in service, was displayed on a route from Rose Terrace to Perth Academy in its current location. The project has now come to an end with the final ceremony in March. Many connections have been made within the wider community and diaspora of Perth Academy through this initiative.
- Perth Academy retains its GOLD status from Sport Scotland in recognition of the range, quality and impact of extra-curricular activities and development opportunities provided for our young people. Our sports groups continue to thrive, with their successes too numerous to list.
- In the expressive arts, a large number of learners from all year groups were involved in the Christmas concert, Prize giving, Perform in Perth and Perth Festival of the Arts as well as various other performance opportunities with central bands and orchestras. For the first time in over a decade, Perth Academy pupils and staff produced a pantomime – Cinderella- which involved a large number of pupils and staff.
- The Perth Academy choir performed in many in-school and community events. It goes from strength to strength and has a large number of male and female participants.
- The Award winning Perth Academy Inclusion Programme is our targeted proactive programme for young people at risk of exclusion from school. The programme is now embedded and is recognised nationally as good practice. This progress has had a disproportionately positive impact on learners who are experiencing disadvantage.

## **SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2019/20**

- Raise attainment particularly in literacy and numeracy and deliver pupil equity
- Develop the leadership of learning by introducing staff, parents and learners to the concept of Visible Learning
- Evaluate our curricular model, our course choice procedures and timetable
- Improvements in the Health and Wellbeing of our young people