

# Perth Academy

## Standards and Quality Report 2019/20

### 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 |      |      |      |
|--|------|------|------|
|  | 2017 | 2018 | 2019 |
| Numeracy                                 | 60%  | 86%  | 77%  |
| Listening & Talking                      | 82%  | 98%  | 84%  |
| Reading                                  | 82%  | 82%  | 84%  |
| Writing                                  | 79%  | 85%  | 84%  |

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

The tables below indicate the performance of our leavers and year group cohorts over time.

| Attainment in Literacy |      |      |      |
|------------------------|------|------|------|
| % of leavers attaining | 2017 | 2018 | 2019 |
| Level 4                | 93%  | 92%  | 91%  |
| Level 5                | 77%  | 76%  | 79%  |

| Attainment in Numeracy |      |      |      |
|------------------------|------|------|------|
| % of leavers attaining | 2017 | 2018 | 2019 |
| Level 4                | 92%  | 94%  | 95%  |
| Level 5                | 67%  | 63%  | 68%  |

| Breadth and Depth Measures (A-C pass)   |      |      |      |                           |
|---|------|------|------|---------------------------|
| By end of S4 % attaining                |      |      |      |                           |
|   | 2017 | 2018 | 2019 | 2020*                     |
|   |      |      |      | Based on teacher estimate |
| 5 @ Level 3                             | 86%  | 67%  | 66%  | 76%                       |
| 5 @ Level 4                             | 85%  | 76%  | 75%  | 76%                       |
| 5 @ Level 5                             | 47%  | 35%  | 43%  | 53%                       |
| By end of S5 (% of S4 cohort attaining) |      |      |      |                           |
| 5 @ Level 6                             | 20%  | 19%  | 10%  | 21%                       |
| 3 @ Level 6                             | 39%  | 38%  | 29%  | 44%                       |
| By end of S6 (% of S4 cohort attaining) |      |      |      |                           |
| 1 @ level 7                             | 28%  | 24%  | 22%  | 26%                       |

| YEAR    | PUPIL ATTENDANCE | Authorised Absence                      | Unauthorised Absence |
|---------|------------------|---|----------------------|
| 2019-20 | 92.3%            | At the point of March lockdown 20/03/20 |                      |
| 2018-19 | 90.9%            | 6.6%                                    | 2.5%                 |
| 2017-18 | 92.6%            | 5.7%                                    | 1.7%                 |

### Perth Academy Self-Evaluation

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

## **Positive Destinations**

In 2019, 95% of our leavers went on to positive destinations. This is in line with the PKC average, above 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.

## **Perth Academy Extended Learning & Achievement Visit (ELAV), March 2020**

Perth Academy received a Local Authority review this session. The school's very positive ethos and calm, orderly, respectful environment was highlighted. Relationships were characterised as positive, helpful and respectful and pupils and staff were noted as having pride in school. Personal Support was described as very positive and a real strength of school. Perth Academy was described as an inclusive school where pupils are well supported.

## **Learning & Teaching**

- A whole school Learning and teaching review was conducted over the course of November 2019. This involved senior leaders, staff, middle leaders and a senior leader visitor from a partner school engaging in a self-evaluation validation exercise. Evidence from observed lessons and pupil feedback showed that:
  - Learning environment is built on routines that are positive, nurturing and on appropriately challenging relationships which lead to high quality learning outcomes. This includes a visible welcome and kindness (welcome at door, interactions, dealing with challenging behaviour etc).
  - In almost all lessons explanations and instructions are clear and built on previous learning. There are many examples of the learning being clearly linked to real-life experiences.
  - Praise and encouragement are plentiful as is individual support as and when required.
  - Positive and constructive feedback is evident in all lessons. Learners are observed being given feedback and well-earned praise which progresses the learning and motivates.
  - The overall level of teaching and learning observed was satisfactory or good and most learning can be described as purposeful.
- Over 70 lessons were observed as part of the ELAV in March 2020 with no poor teaching observed. Positive relationships were evident in almost all lessons with pupils attentive and well behaved in lessons. Clear routines were evident across classrooms. The overall level of teaching and learning was judged to be satisfactory with some examples of very good practice.

## **Curriculum**

- A working group reviewed the structure of the school day. This followed the introduction of a new school day structure in August 2019. Readjustments were made following consultation with young people, staff and parents.
- Several new subjects were developed across all year groups and offered to pupils in session 2019-20. These included Rural Skills, People & Society in S3 and Philosophy as a new subject also in S3.

## **Leadership**

- The strategic vision and developments within the school were highlighted as a key strength within the ELAV. Self-evaluation was highlighted as effective in demonstrating that the school knows itself well.
- Perth Academy has a clearly 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.
- The development of Perth Academy Pulse, a new data hub to support effective teaching and learning was highlighted as a positive development by the ELAV. There is a wide range of data and information made available to staff, resulting in almost all staff reporting a very clear understanding of the social, economic and cultural context of our community and individual needs.
- The ELAV highlighted that Perth Academy staff are fully invested in school, bought into the school vision and values, and characterised staff as caring and positive towards young people at all times.

## 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 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. The covid pandemic has had an impact on this area of our work.
- 57% of our 70 S4 & S5 leavers in 2019 left with either one Higher or one industry recognized qualification. In 2018, this figure was 84%. The P&K Council average in this measure is 50%.
- 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 engineering, gardening and computer games design.
- We have been working to strengthen our partnership with parents by facilitating family learning activities. This session these included family cooking workshops and supporting your child in the Senior Phase study skills sessions.
- We continue to work in close partnership with Balfour Beatty with our first cohort of S4 pupils in DEC (design, engineering and construction) presented for accreditation in session 19/20, gaining the TQUK Level 1 Certificate.
- 2 pupils graduated from the Career Ready Academy in 2020 and 7 are on course for graduation this session. 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 (MyWoW) during course choice time. This was used by almost all 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.
- In 2019 we revisited the Careers Education Standard and shared information about the local and national job market with staff, parents and learners. Our team of senior student MyWoW ambassadors supported younger classes in learning about the resource.
- 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.
- 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. In 2019 we had 34% student

engagement with this award framework and are monitoring participation gaps. This initiative was extended to our Primary clusters in 2019 as “Steps to Perth Academy”.

- Perth Academy held on to the trophy for the Well-Read inter-schools’ quiz for the fourth year running.
- In 2019 49% of our young people were regular participants in extracurricular sporting activities which is significantly higher than other Perth Schools. Many 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.
- In 2019 there were over 100 Perth Academy participants involved in the Duke of Edinburgh award across all levels.
- The Bield allotment continues to grow and develop thanks to the hard work of the students involved. Pupils experience ownership of the allotment and participate in group tasks 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.
- Around 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.
- 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.
- The Award-winning Perth Academy Inclusion & Resolve Programmes are our targeted and proactive programmes for young people at risk of exclusion from school. The programme is now embedded and is recognised locally and nationally as an example of good practice. This progress has had a disproportionately positive impact on learners who are experiencing disadvantage.

### **COVID resilience**

During lockdown between March and July 2020 our school community responded in adversity to achieve some significant and positive outcomes. A number of these are highlighted below:

- The school moved to a fully online delivery model within the first week of lockdown and developed the Perth Academy online learning framework over the course of term 4 in partnership and consultation with parents and young people. Staff were supported to develop their digital skills and developments in pedagogy and delivery was evident over the term.
- We developed an online engagement tracker which provided information on weekly learner online engagement. This quickly provided information to allow our staff to provide support and intervention to families and to recognise learner efforts during the challenging period of lockdown.
- We took steps to engage with our community and remove digital access issues where they existed, providing learners and families with IT equipment and connectivity. As part of this approach, our parent council led an initiative to refurbish and reallocate 18 preloved laptops to learners.
- We took steps to improve our community engagement and support including outreach and the hosting of resources within partner hubs to ensure that learners had access to resources they could use at home. We improved our communication with our community, with weekly updates for parents, online drop in events and regular mechanisms to capture the views of or stakeholders. We kept in regular contact with our most vulnerable young people and families.
- We delivered a digital transition experience for our P7 intake over the course of the term. This included visual guides and introductions to our school as well as parental information events.

### **SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2020-21**

Perth Academy’s plan focuses on the key Covid related themes of recovery, readjustment and contingency:

- Improvements in the Health and Wellbeing of our school community and constituents
- Improvements in assessment and moderation
- Improvements in the use of digital technologies to improve teaching and learning approaches and develop skills required for remote learning.