

## Perth Academy

### Standards and Quality Report 2021-2022



#### Our School

Our learning community includes just over 1000 young people and covers the geographical areas of the west of the city of Perth including the Viewlands area and Letham and the rural area to the Northeast of Perth including Scone, Balbeggie and the surrounding area. Our vision is to be a Caring Community that Inspires Learning and Celebrates Success. Our values are Fairness, Ambition and Respect. We are a school on an improvement journey with young people's rights, wellbeing and high-quality learning experiences to the fore.

We place a strong emphasis on all members of the community demonstrating 'The way we do things at Perth Academy' which has kindness and readiness to learn at its heart, all members of the learning community are encouraged to engage in contributing to this shared way of being.

We have approximately 76 full time equivalent teachers, this includes Senior Leaders and Middle Leaders. There are a number of Pupil Support Assistants and approximately 25 support staff who provide business and general support to the school. We work in partnership with Tayside Contracts who provide the facilities and catering teams.

#### Recovery from COVID-19

Our school has been impacted significantly by the pandemic, we have experienced high levels of staff and pupil absence. Staff have worked extremely hard to maintain the continuity of education for learners throughout the pandemic and during times of significant and ongoing staff absence.

#### QI 1.1 Self-Evaluation for Self-Improvement

Effective self-evaluation processes are key to informing school improvement priorities. The school identified self-evaluation as one of three main school improvement priorities for the session and the middle leadership and senior leadership team have worked with a colleague from Education Scotland on this. Staff, learners, parents and local authority representatives have been involved in contributing to this process throughout the session. In addition, we analysed achievement and attainment data.

#### Attendance, Achievement and Attainment

Attendance for the session 2021/22 was 87.8% this is 0.1% above the local authority average of 87.7%. The school is in 2022/23 developing new procedures to ensure attendance issues are flagged, raised and addressed to ensure young people are present in order that they access learning and can achieve.

#### QI 3.2 Raising Attainment and Achievement

BGE S3 CfE results at the end of S3

%@ 3	16/17	17/18	18/19	21/22
Num	60%	86%	77%	88%
Read	81%	98%	84%	88%
L&T	81%	82%	84%	85%
Writ	79%	83%	83%	83%

Through the introduction of the new PKC tracking language, we have begun to gain more accurate and realistic overview of pupil progression across the BGE levels. This new approach is in the early stages and will continue

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to develop along with more robust moderation/QA procedures to help reflect a truer picture of pupils' development through the BGE.

### Poverty-related attainment gap

Around 13% of our pupils are entitled to free school meals. Almost all of those young people also reside in SIMD Q1. When comparing the attainment of those in our most affluent areas with those living in the most deprived areas, the attainment gap at S3 can be clearly seen.

Gaps in literacy & numeracy at level 3

measure	Q1	Q5	gap 21/22
Numeracy	88%	93%	5%
Reading	88%	94%	6%
L&T	85%	96%	11%
Writing	83%	94%	11%

Gaps in L&N @ level 4

measure	Q1	Q5	Gap 21/22
Numeracy	36%	61%	25%
Reading	43%	63%	20%
L&T	42%	62%	20%
Writing	43%	60%	17%

During the session 21/22 there was an increase in resource in the form of COVID relief staffing specifically aimed to mitigate the impact of the pandemic on these learners and to prevent the gap from widening. This took the form of small group literacy and numeracy interventions for those pupils in S1-3. In 2022/23 there are plans to increase Pupil Equity Funding (PEF) investment in additional resources for Maths and English departments to continue this work moving forward.

Senior Phase attainment has been affected by the various models of assessment during the pandemic however for most measures there has been a slight dip however pupils achieving 5 Highers and pupils achieving 1 Advanced Higher have improved. The school has increased the number of curricular choices at levels 5 and 6 with the addition of several new NPA awards.

Perth Academy		2017		2018		2019		2020		2021	
		%	N	%	N	%	N	%	N	%	N
S4	5 or more @ Level 5	56%	114	46%	72	51%	90	58%	103	55%	109
S5	1 or more @ Level 6	60%	106	65%	133	59%	94	67%	120	61%	110
	3 or more @ Level 6	43%	76	42%	86	37%	58	49%	87	46%	82
	5 or more @ Level 6	24%	42	23%	47	14%	22	25%	45	26%	47
S6	3 or more @ Level 6	48%	100	49%	85	49%	101	44%	69	51%	91
	5 or more @ Level 6	34%	71	34%	60	36%	73	32%	51	38%	68
	1 or more @ Level 7	21%	43	28%	49	24%	49	21%	33	31%	55

### Positive Leaver Destinations

For session 20/21 98% of Perth Academy leavers went into a positive initial destination. This was an increase of 8% on the previous year leading Perth Academy to outperform the Perth & Kinross average and our virtual comparator. The school' 16+ team worked tirelessly with partners from Skills Development Scotland to ensure almost all young people leaving school went into either higher education, further education or employment.

### Learning, Teaching & Assessment

There is a strong emphasis on positive relationships and a commitment to children's rights which is reflected in the QIP priorities for this session. Most teachers regularly provide opportunities for pupils to discuss learning and agree on next steps. Some departments seek feedback from pupils on course content/ experience and

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adjust accordingly. Subject departments have been asked to consider learner pathways and are reviewing the curriculum they offer to provide appropriate pathways for a wider range of pupils. Almost all senior phase pupils have 1:1 learning conversations with their teachers to agree the setting of their SQA target grades. It is planned that as the school continues to recover that learning and teaching will become a focus of school improvement and self-evaluation activities.

## **Leadership**

### **Q1.3 Leadership of Change**

In the session 21/22 the school's capacity for improvement continued to be significantly impacted by the pandemic. The school's focus was supporting the wellbeing of those in our school community and maintaining continuity of learning experiences for learners, with a focus on young people undertaking SQA qualifications. The school achieved the Bronze level Rights Respecting Schools award and has a plan to obtain Silver in 22/23.

### **Pupil Equity Funding**

As part of the school's strategic approach to improving attainment and achievement and reducing exclusions for those young people most impacted by poverty in our school, the school permanently appointed a Senior Project Officer for Inclusion. This role is key to providing intervention and support for young people at risk of exclusion. Where young people may have previously been excluded, they instead participate in the alternative to exclusion programme 'Resolve' 98 young people participated in Resolve in the session 21/22. The postholder also provides a link with the welfare rights team and leads family learning and engagement activities for targeted young people and their families. There is also support provided during school holidays when often young people are disadvantaged by the lack of structure, support and routine term time brings.

### **School Improvement Priorities for session 2022/23**

- Self-evaluation for self-improvement
- Inclusive Practice
- Raising Attainment

