



# Perth Academy Standards & Quality Report 2022-2023

## Our School

The Perth Academy learning community serves approximately 1020 children and young people and covers the geographical area of the west of the city of Perth including the Viewlands area, Letham area and the rural communities to the northeast of Perth including Scone, Balbeggie, Guildtown, Burrelton and the surrounding area.

We have been working together over the last year to create a new vision, values and relationships policy for our whole school community.

Our vision is to be **TEAM Perth Academy: Together, Engaged, Achieving and Motivated.**

Our school is on an improvement journey with high-quality learning and teaching, relationships and young people's rights and at the centre of our improvement activities. **Together**, a kind, inclusive community. **Engaged** in fun and inspiring learning. **Achieving**, building skills for life. We are ambitious for our learners and strive to encourage them to be **motivated**. We want to inspire and encourage all of our young people to become confident individuals, successful learners, responsible citizens and effective contributors as they move through and beyond school.

Our shared values of: **Respect, Integrity, Safety and Equity (RISE)** underpin our practice:

**Respect** how we respond to and treat each other and how we care for our environment

**Integrity** doing the right thing (even when no one is watching)

**Safety** everyone in our community deserves to feel safe and has a part to play in this

**Equity** everyone gets what they need to help them succeed, this might look different for different people

The Senior Leadership Team (SLT) consists of the Headteacher, three Depute Headteachers and a Business Manager. There are just over 76 Full Time Equivalent (FTE) teachers, 7 (FTE) support staff who provide business support to the school and 15 Pupil Support Assistants (PSAs) who contribute to the support of our learners. We work closely in partnership with Tayside Contracts who contribute to our team and our school vision by providing the facilities and catering support to our school.

Approximately 34 % of our young people have identified Additional Support Needs. 13% of young people are entitled to free school meals. The school receives an allocation of Pupil Equity Funding (PEF) to support the closing of the poverty related attainment gap. ACORN consumer classification indicates that 12% of our young people live in households considered financially stretched or living in urban adversity.

Perth Academy has an intensive support provision (ISP) which is an integral part of the school and provides full-time places for 32 pupils with a range of complex additional support needs. Pupils are placed from across Perth and Kinross by a central ASN placement panel. Pupils accessing the intensive support provision receive an individualised, pupil-centred educational programme, as outlined in their Individual Education Programme or Coordinated Support Plan. Pupils are full participants in the life of the school and are provided with opportunities for a rich learning and social experience appropriate to their needs. The ISP is staffed by experienced and specially trained pupil support teachers and assistants, line managed by the Principal Teacher of the Intensive Support Provision.

The school is proud to have achieved our Bronze (Rights Committed) Rights Respecting School Award last session and continues to work towards gaining the Silver (Rights Aware) Award. The school community is learning to understand, support and celebrate inclusivity, equality and diversity. The Mentors in Violence Programme (MVP) and work with the Safe to be Me project, delivered in partnership with Scottish Ballet, contribute to raising the profile of these and promoting equality and ensuring wellbeing.

in 2022/23, there were reduced openings due to additional public holidays and national industrial action.

### **Self-Evaluation for Self-Improvement**

SLT, Middle Leadership Team (MLT) and all staff are involved in gathering evidence for self-evaluation which informs change and improvement. The evidence gathered includes data, people's views, and direct observation.

All Perth & Kinross secondary schools were visited across session 2022-2023 to undertake a Validated Self Evaluation Process. In December 2022, Perth Academy was visited by a team of local authority officers and staff from other schools. This process was used to evaluate the school's approach to inclusive practice. Perth Academy pupils, staff and parents were involved in this process. Several key strengths were identified including:

- The newly formed Senior Leadership Team know their school well, have identified areas for improvement and are ambitious for change.
- 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.
- There is a strong focus on supporting the wellbeing of young people.
- There are very positive relationships across the school community.
- Young people are polite, courteous and engaging.
- Young people are benefiting from a wide range of extracurricular opportunities which enhance their experience of school.
- Flexible and creative approaches are employed to ensuring positive attainment outcomes for young people who are unable participate or attend.
- A commitment from staff to further improve the school.
- Strong partnership working which is helping to improve outcomes for young people.

Pupil views are regularly gathered through surveys, focus groups and dialogue.

Parent views have been gathered through the Parent Council, individual dialogue and surveys.

## Attendance

Attendance for session 2022/23 was 86% this is 1% below the local authority average of 87%. Attendance continues to be lower than that of pre COVID-19 levels and remains a key priority within the school improvement plan for the forthcoming session. New procedures and processes have been implemented to improve attendance. Our stretch aim for attendance for session 2023-2024 is 89%. Attendance is a standing item at house team meetings. There are also single focus meetings focusing on attendance. Appropriate support and interventions for young people are discussed and implemented via house meetings and the school's Support Management Team meetings.

## Raising Attainment and Achievement

Within the Broad General Education (S1-S3) young people continue to achieve broadly in line with Perth & Kinross averages. Most pupils achieve or exceed Curriculum for Excellence (CfE) level 2 in Literacy by the end of S1 (70%). 85% of S1 pupils also achieved Level 2 Numeracy.

S2 pupils exceeded the PKC average in literacy (90%) whilst numeracy performance (81%) was slightly below the PKC average for this year group. Staff continue to work with colleagues, across and beyond the school to further develop effective intervention strategies to support improvement.

There is a recent increase in the percentage of young people achieving level 3 at the end of S3 in 2022-23. This is one of the highest recorded by Perth Academy young people. It is however, below the PKC average and there are plans in place to increase this. The embedding of PKC tracking language over the past two academic sessions has supported improvement and departmental scrutiny ensure young people requiring additional support in achieving Level 3 Literacy and Numeracy are identified early and interventions implemented.

### **% S3 Young People Achieving Literacy and Numeracy**

Year	Listening & Talking	Reading	Writing	Numeracy
2018-2019	82%	98%	83%	86%
2019-2020	84%	84%	83%	77%
2021-2022	85%	88%	83%	88%
2022-2023	89%	88%	88%	89%
<i>PKC 22/23 Average</i>	<i>91%</i>	<i>91%</i>	<i>91%</i>	<i>90%</i>

## Senior Phase

Our S4 attainment in session 2022 – 23 is slightly above the PKC average. The number of young people achieving 5 Level 5 qualifications (5@5) was above both last year's performance and above that of pre-covid levels. The school is 1% above the PKC average in this measure.

There was a dip in our S5 attainment performance compared with the previous 2 years however it is acknowledged that results in 2021 and 2022 were anomalous in relation to any identifiable trends. Perth Academy was in line with PKC average for pupils attaining five qualifications at Level 6 (5@6) measure and 2% below the PKC average for the three at Level 6 (3@6) measure. The S5 cohort last session was smaller than in previous years as a higher number than usual left school at the end of S4. Continued development of curricular pathways is ongoing and the school will be undertaking a

review of our Senior Phase curriculum in session 2024/25 to ensure all young people have suitable and appropriate curriculum opportunities as they move from the Broad General Education into the Senior Phase. The number of National Progression Awards offered continues to increase, providing a breadth of choice for young people in the Senior Phase.

Young people in S6 continue to perform in line with PKC averages and this year exceeded the PKC average for one or more awards at Level 7.

Year Group/Measure		2018-19	2019-20	2020-21	2021-22	2022-23
<b>S4</b>	5 or more @Level 5	51%	58%	55%	47%	53%
<b>S5</b>	1 or more @Level 6	60%	68%	63%	65%	49%
	3 or more @level 6	38%	47%	45%	45%	41%
	5 or more @level 6	13%	24%	24%	21%	21%
<b>S6</b>	3 or more @level 6	49%	49%	44%	51%	52%
	5 or more @level 6	38%	30%	38%	37%	35%
	1 or more @level 7	24%	29%	42%	31%	27%

### Positive Destinations

In session 2022-23 95% of Perth Academy leavers moved into a positive destination. This is 1% above the Tayside data and in line with the Virtual Comparator. The school's 16+ team worked tirelessly with partners from Skills Development Scotland to ensure almost all young people leaving school were settled into higher education, further education or employment.

### Pupil Equity Funding (PEF)

The predominant strategic approach to improving attainment and achievement, fostering inclusion and reducing exclusions for those young people most impacted by poverty in our school, is the permanent funding of our Senior Project Officer for Inclusion. In 2022-23 the work of this programme included alternative to exclusions, proactive support in 1:1 and group work around self-regulation, in addition to providing other targeted support to promote engagement of some pupils at risk of exclusion or not attending. This includes the introduction of barista qualifications in partnership with UHI Perth. There were also a number of enterprise activities undertaken. Families were supported to participate in our Family Learning events which included family cooking and learning languages together.

Our PEF funding contributes to the funding of a family engagement and attendance officer and provides staffing for our school Breakfast Club. The Breakfast Club is attended by around 15-20 young people each morning between 7:45am – 8:40am. Young people are welcomed, provided with connection with others and a nutritious breakfast and prepared for the day ahead. This club continues to support our young people by providing a structure and routine ensuring they are ready for learning. The club recently celebrated the service of its 25,000<sup>th</sup> breakfast.

Quality Indicator	School Evaluation 2022-23
1.3 : Leadership of Change	Satisfactory
2.3: Learning, Teaching and Assessment	Satisfactory
3.1: Ensuring Wellbeing, Equity and Inclusion	Satisfactory
3.2: Raising Attainment and Achievement	Satisfactory

#### **Improvement Priorities for session 2023-24**

- Ensuring consistently good (or better) high quality learning & teaching
- Empowering leadership at all levels
- Raising Achievement and attainment
- Improving inclusive practice and relationships