



1. ATTENDANCE

In session 20/21, primary attendance rose to 95.3% which was the same as the PKC average. However, our unauthorised absences were a little higher than the PKC average and we will be exploring the reasons for this over session 21/22. In session 20/21, secondary attendance increased to 91%, which was one percent above the PKC average. Attendance is a priority area for Perth and Kinross Council in session 21-22 and all schools have been given additional staffing to support in this area.

2. ATTAINMENT AND ACHIEVEMENT

➤ Nursery Milestones

Almost all our pre-school pupils achieved the appropriate milestones.

➤ Attainment in the Broad General Education (P1-S3)

The statements that follow about attainment within the Broad General Education are based upon these national expectations:

Early Level	Achieved by most pupils by the end of P1
First Level	Achieved by most pupils by the end of P4
Second Level	Achieved by most pupils by the end of P7
Third Level	Achieved by most pupils by the end of S3

*N.B. The following words are used to describe numbers and proportions: **Almost all:** 91%+; **Most:** 76-90%; **Majority:** 51-75%.*

• Performance

The majority of learners in primary one achieved Early Level in 'reading' and 'writing' and 'listening and talking', with most achieving 'numeracy' at this level or above. Most primary four learners had achieved First Level for 'listening and talking', with the majority achieving this level for 'writing', 'reading' and 'numeracy'. In primary seven, the majority of learners had achieved Second Level or above in 'writing' with most achieving Second Level or above in 'listening and talking', 'writing' and 'reading'.

By the end of S3, almost all pupils had achieved Third Level or above in 'writing' and 'listening and talking', and most had achieved at or above Level 3 in 'numeracy'.

• Commentary

This year's BGE attainment was mixed, with performances continuing to be strong in P7 and S3 but less strong in P1 and P4. For P1 and P4, performances - based on teacher judgement - were a little below the PKC averages, although performances in the national standardised assessments (SNSA) put the school in line with PKC averages. In session 2021/22 we will be looking closely at the standardisation of teacher judgements to ensure that these are line with local authority and national standards. We will also further develop our use of SNSA as a tool for quality assuring teacher judgements.

➤ **Senior Phase Attainment in SQA Qualifications**

• **Performance**

S4 Pupils: 5 + N5 awards								
	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
BA	44%	42%	36%	53%	51%	45%	46%	56%
PKC	44%	44%	44%	45%	41%	45%	54%	47%

	1+ Highers						3+ Highers						5+ Highers					
	15/16	16/17	17/18	18/19	19/20	20/21	15/16	16/17	17/18	18/19	19/20	20/21	15/16	16/17	17/18	18/19	19/20	20/21
BA	60%	53%	68%	57%	60%	69%	41%	33%	46%	37%	44%	54%	20%	19%	29%	27%	23%	32%
PKC	58%	56%	59%	56%	65%	65%	39%	35%	38%	35%	46%	46%	19%	20%	19%	18%	22%	24%

S6 Pupils: 1+ AH								
	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
BA	28%	24%	34%	30%	25%	33%	39%	38%
PKC	24%	27%	27%	25%	25%	26%	30%	35%

• **Commentary**

It is difficult to draw any hard and fast conclusions on this year's or last year's results as they were not arrived at using the usual SQA methodology. The use of unmodified teachers' grades in these years led to a significant increase in national attainment figures, and these increases are mirrored by significant increases in the Perth and Kinross averages. Throughout the session, we worked very hard to implement the SQA *Alternative Curriculum Model* (ACM) to ensure teachers' estimates were as accurate as possible and in line with school attainment trends over the past few years. Despite this, our performances in 20/21 were significantly higher in most measure than in previous years. It is difficult to know for sure the reason for this, but we believe the fact that pupils were not faced with a single 'high stakes' assessment, but were instead offered a number of assessment opportunities, allowed some to perform better than they might have had they been faced with the traditional examination diet.

➤ **Wider Achievement**

During session 20/21 we were able to offer far fewer extra-curricular activities and the pandemic also had a significant impact on our programme of trips and outdoor learning, which again included the cancellation of the Comrie Croft residential experience for P7 pupils and the end of session camping for all S1 pupils. In Session 21/22 we hope to restart as many extra-curricular and wider achievement opportunities as possible.

3. LEADERSHIP

Although in Session 19/20 we lost experienced senior managers in the form of our secondary DHT and our Business Manager, the new team quickly adjusted to the challenges faced by the pandemic.

Without strong leadership at all levels, the school would have struggled even more with the inevitable challenges presented by the pandemic, which included a further lockdown in in Session 20/21.

By the time we came to creating our school improvement plan for 20/21, we were very clear of the major adjustments in priorities that would need to take place. Accordingly, we largely rewrote our plan,

focusing on the two main areas of 'digital resilience' and 'health and well-being' – themes which were of equal importance across nursery, primary and secondary.

Our middle leaders played a key role in leading secondary departments under these challenging circumstances. The role of individual staff in leading development should also not be underestimated and all staff showed a tremendous commitment to getting it right for every child in the context of this health crisis.

4. LEARNING

Inevitably under the circumstances, we have had a very significant focus on digital learning over the last two sessions, and one of the few benefits of lockdown was the huge strides that staff and pupils made in developing their digital skills. Over the course of session 20/21 we worked to embed some of the developments of digital learning, such as the use of Microsoft teams, into our everyday practice, as well as ensuring that staff and pupils had the skills and technology to ensure continuity of learning in the event of any further school closure.

Consequently, surveys conducted of both parents and pupils showed a high degree of satisfaction with the school's approach towards learning and teaching during the second closure. For parents, we used a survey that had been deployed nationally by Education Scotland and were pleased to see that in almost all survey questions, both our primary and secondary were significantly ahead in comparison to national averages.

5. DEVELOPMENT PRIORITIES

The school development plan is informed by the National Improvement Framework, as well as developments unique to Perth and Kinross Council and the school itself. Although the threat of the pandemic still impinges on life in school, our planning for Session 21/22 is very much about refreshing and restarting existing developments, though there are also some local and national priorities that we have built in.

The whole school development plan for Session 21/22 is now posted on the school website, but below are some key priorities.

➤ Pupil Voice/UNCRC

As parents may be aware, it is the intention of the Scottish Government to write the *United Nations Convention on the Rights of the Child* into Scottish law. We do not anticipate that this will require the school to make any specific changes to policy, but it will be a useful prompt for us to look again at the extent to which our approach does afford our young people reasonable rights. We have begun this process by considering article 12 of the UNCRC:

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Our existing values statement includes the follow text:

*We have a **strong voice** in our school and our views are heard and listened to.*

Pupil voice a not a new idea for our school, but in 21/22 we will review the meaningful opportunities that young people have to express their views, and the extent to which we can demonstrate that they are indeed listened too.

Going hand in hand in hand with our work on pupil voice will be a review of our inclusive practice. As part of this development, we will look at the curriculum we offer as well as the ongoing training requirements for staff to ensure that they have the required skills to meet the needs of all our pupils.

➤ Assessment/Moderation/Tracking

The challenges of SQA certification over the last two years have forced all schools to look very carefully at how they assess progress within courses and arrive at robust, standardised judgements about a young person's progress and attainment. Although we anticipate external examinations taking place at the end of the session, we will also prepare for the possibility of a further year of internally assessed performance.

Alongside this focus on assessment in the senior years, we will be introducing a new PKC-wide approach towards assessing and reporting progress within the broad CfE levels, spanning the years P1 to S3. We would hope that this would allow us more accurately to chart progress within a level and also to discuss this with pupils and parents.

➤ Skills

We successfully consulted with local employer partners during session 18-19 to develop our school skill set. We had begun to roll this out in Session 19/20 but were blown a bit off course by the pandemic. We plan to relaunch this development to pupils and look at ways in which we can build in the explicit teaching of skills throughout our young people's school experience. Our aim is that our young people can reflect on and articulate their own skills, identifying both strengths and areas of development. Being able to demonstrate such self-awareness should stand them in good stead for life and work.

6. EVALUATION OF SCHOOL PERFORMANCE

The following evaluations are based on the on-going self-evaluation processes of the school, as well as the most recent HMIE and local authority inspection visits:

1.3 Leadership of Change:	Very Good
2.3 Learning, Teaching and Assessment:	Good
3.1 Ensuring wellbeing, equity, and inclusion:	Good
3.2 Attainment and Achievement:	Very Good

(Key quality indicators taken from "How Good is Our School 4?", Education Scotland 2015)

7. CONSULTATION

The school tries to engage with partners in a range of ways. In session 20-21 this took the form of discussions at the Parent Council on our plans and progress against these, during several attended virtual 'Q&A' session. We also provided a separate Q&A session for parents of pupils undertaking SQA exams in order to share our approach towards the *Alternative Certification Model*.

In addition, we have consulted parents a number of times through surveys, most recently to seek views on the school's approach to parents nights. In June, we met with employers as part of our review of the secondary senior phase curriculum.

We would usually hold a strategic planning day involving parents, pupils, staff and employers but were unable to hold this event in 2021 due to COVID restrictions. We are now looking at how this event can be delivered through a virtual platform.