



**STANDARDS AND QUALITY REPORT
2022–2023**

SCHOOL VALUES AND AIMS

The Blairgowrie High School vision statement sets out our broad aspirational image of the future we seek to create. Our senior prefects consulted parents, carers, staff and learners and refreshed our vision statement and values in 2022.

ASPIRE

Ambition: ambition paves the path to success – have the courage to follow your path.

Service: do not ask what others can do for you; ask what you can do for others.

Perseverance: decide wisely, exactly what you want in life, then work hard to make sure you get it!

Integrity: have the courage to say no and do the right thing, because it is right.

Respect: treat others as you want them to treat you.

Excellence: excellence is the gradual result of always striving to do better.

EMPOWER - taking control of your own life by setting goals and taking actionable steps to achieve them

ACHIEVE – collaboratively working to give everyone in our school access to community, happiness, inclusivity, equity, values and education

NB Over the course of this session the underlying data upon which this document is based has been discussed/shared with staff, parents/carers, learners and local authority staff. In finalising this document staff meetings, discussions with parent council discussion and with local authority staff have taken place.

SELF-EVALUATION 2022/23

Our self-evaluation processes, throughout the session, confirm progress was made in relation to our three 2022-23 improvement priorities. Key messages:

1. Health and Wellbeing: As part of pupil self-evaluation our pupils were surveyed in March 2023. In the survey our pupils stated that they:

• work hard 85%	• are good at working with others 75%	• proud of the work they do in school 80%
• have friends at BHS 89%	• can wait until it is their turn 78%	• can stand up for themselves 75%
• follow school rules 86%	• keep trying even if the work is hard 77%	• stay calm even if they don't get what they want 81%

Our pupils also told us what they wanted to see in our anti-bullying policy and comparing the results of the Feb 2022 with the March 2023 this particular area shows early signs of improvement (1 is poor, 10 is excellent) but that we still have to fully embed the principles of our policy into our practice.

		Feb 22	Mar 23
Staff are good at dealing with bullying behaviour	score of 1 or 2	19%	15%
	score of 3-8	75%	74%
	score of 9 or 10	6%	11%
I feel safe when I am in school	score of 1 or 2	10%	10%
	score of 3-8	81%	65%
	score of 9 or 10	9%	25%

Annual survey of Parents showed the following:

	May 22		Mar 23	
	Strongly Agree/ Agree	Don't know	Strongly Agree/ Agree	Don't know
I feel that my child is safe in school	81%	4%	88%	1%
The school encourages young people to treat others with respect	82%	0%	81%	4%
My child's school deals well with bullying	39%	39%	39%	41%

We can conclude from our parent survey data that parents feel their children are safer in our school but we recognise that we still have to continue to look for ways to engage and learn together with parents especially in relation to the 41% of parents who don't know if we deal well with bullying. However, this may be because their own children have never experienced bullying and this would need further analysis.

Our exclusions this session have improved, but not greatly, and this is an area for continued focus on next session.

2019/20	2020/21	2021/22	2022/23
47	43	38	36

2. Effective Teaching and Learning

Our learning observations showed that:

- in all observed lessons the learning intention is appropriate, effectively shared, understood and referred to
- in most observed lessons success criteria are appropriate, effectively created/shared with learners, understood and referred to throughout learning
- in most observed lessons explanations and instructions are clear; they build on previous learning and real life experiences

3. Skills development

- A strong focus on developing our young workforce led to 95.49% of our leavers entering a positive destination post school (nationally 95.74%).

- Almost all staff completed their LGBT Awareness training

School was visited by a team from PKC looking at our inclusive practice. Our key areas of strengths were identified as:

- The leadership and strategic direction of self-evaluation processes within school;
- The commitment of staff to meeting learner needs;
- Responsive and early interventions were evident for those most at risk;
- Partners feel they have an equal voice;
- Pupil overviews were used to good effect;
- New structures and routines are starting to have an impact i.e. relationships policy;
- Pupil achievement was recorded and recognised by all;
- Data is being used increasingly effectively and is directly impacting on what is happening at departmental and classroom level;
- Wide range of inclusive pedagogy;

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Q1 3.2 Raising attainment and Achievement

At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level or are working within 4th level. This session almost all young people have secured third level in literacy and numeracy.

	June 2021	June 2022	June 2023
Literacy			
• Reading	93%	90%	92%
• Writing	93%	91%	92%
• Listening & Talking	93%	91%	92%
Numeracy	96%	90%	96%

	2021 (ACM) %Pass	2022 %Pass	2023 %Pass
S4 (SCQF Level 5)			
5+	31	42	38
S5 (SCQF Level 6)			
1+ Highers	54	41	53
3+ Highers	29	29	32
5+ Highers	20	11	12
S6			
1+ Adv Highers	25	29	15

Please note these statistics do not include other qualifications such as National Progression Awards or Foundation Apprentices. Nor do they reflect any young person who has sat early qualifications eg a higher in S4.

Attendance in Blairgowrie High School remains a focus for improvement.

	% Attendance		% Authorised		% Unauthorised	
	BHS	PKC	BHS	PKC	BHS	PKC
2020-21	90.4	91.2	5.4	5.1	4.2	3.7
2021-22	87.7	87.7	8.2	7.5	4.0	4.7
2022-23	86.9	86.9	8.3	7.7	4.7	5.4

Pupil Equity Fund (PEF)

The aim of PEF is to close the poverty related attainment gap. Whilst additional money is targeted at S1-3 pupils it is useful to note what our 'gap' is at point of exit from school. A score is awarded for most qualifications a young person gains. These are known as tariff points. A National 4 Pass = 33 tariff points; a National 5 A Pass = 84 points. The gap is the difference in points gained between those deemed 'affluent' and those 'not so affluent'. The measure is postcode based and is known as the Scottish Index of Multiple Deprivation (SIMD).

		SIMD8	SIMD2	Gap
2019/20	BHS	783 (29 pupils)	629 (4 pupils)	154
	Nationally	1105 (4830 pupils)	694 (5132 pupils)	411
2020/21	BHS	865 (29 pupils)	547 (3 pupils)	318
	Nationally	1163 (5300 pupils)	754 (5428 pupils)	409
2021/22	BHS	1098 (21 pupils)	187 (3 pupils)	911
	Nationally	1125 (5819 pupils)	703 (5900 pupils)	422

In session 2023/24 our PEF funding will focus on literacy, numeracy and attendance interventions with more interventions planned for those in higher deprivation areas.

LEADERSHIP

Q1 1.3 Leadership of Change

This year a small number of young people have not responded to our behaviour protocol and a small number to our uniform policy. Young people have told us that they would like to feel a greater sense of community whilst in school. As a result, we have trialled a new behaviour protocol, consulted with parent Council about stricter uniform requirements and continued to praise the positive when young people are doing well. These small tests of change have all shown positive impact and will be the focus of one of our school improvement priorities next session.

LEARNING

Q1 2.3 Learning, teaching and assessment; Q1 3.1 Ensuring wellbeing, equity and inclusion

- The impact of teachers' industrial action halted plans for embedding BHSLearner and launch of BHSLessons. As a result, this will be one of our priorities next year.
- Our learners told us that:
 - in some lessons learning is differentiated appropriately to meet learners needs
 - in some lessons a range of teaching approaches/styles are used including the skilful use of questioning and discussion to stimulate learners' interest and enable learners to think, build curiosity, express their views and ask questions

- they feel confident asking teachers for help if they don't understand something in the lesson

IMPROVEMENT PRIORITIES for 2023-2024

1. Skills development - improve tracking of attainment in literacy and numeracy and ensure all young people in the BGE are using the PKC Skills Framework and recording achievements in their digital profiles (Article 29)
2. Health and Wellbeing – focus on sense of community and belonging with a focus on more pupil leadership opportunities and celebrating the positive (Articles 14 & 15)
3. Learning and Teaching – embedding our BHS Learner and BHS Lesson strategies into every classroom (Article 28)