



Crieff High School



Standards and Quality Report 2024/25

School context

Crieff High School is one of eleven secondary schools administered by Perth & Kinross Council. We are a six year comprehensive school offering a range of courses leading to national qualifications from the Scottish Qualification Authority as well as other awards.

The school has a wide range of active teams, clubs and other extra-curricular activities which are organised by staff, pupils and volunteers. The ethos of the school aims to be that of a rights respecting, nurturing community and relationships between staff and young people are warm and positive.

Attendance, Attainment and Achievement

Attendance

Pupil Equity Funding (PEF) from the Scottish Government has been allocated to staffing resources focussed on improving pupil attendance at school. PEF spends have supported the appointment of a Principal Teacher of Equity as well as two Principal Teachers of Learning, Teaching & Assessment. Our PT Equity has contributed to an increase in pupil attendance of an identified group of young people.

Most young people at Crieff High School attend school regularly with attendance broadly equal to the average attendance of young people across Perth & Kinross in each of the last 6 years.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Crieff HS	90%	92%	88%	86%	86.9%	86.8%
Perth & Kinross	90%	91%	88%	87%	86.5%	87.0%

Attainment

In 2021/22 - 2024/25, young people returned to sitting SQA examinations for the first time since 2018/19.

Pupil attainment at National 5, Higher and Advanced Higher levels where young people have obtained passes in National Qualifications at grades A – C:

5 National 5s by the end of S4	2018/19	2021/22	2022/23	2023/24	2024/25
Crieff HS	39%	48%	47%	54%	46%

5 Highers by the end of S5	2018/19	2021/22	2022/23	2023/24	2024/25
Crieff HS	18%	25%	19%	14%	20%
5 Highers by the end of S6	2018/19	2021/22	2022/23	2023/24	2024/25
Crieff HS	28%	42%	39%	37%	21%

1 Advanced Higher by the end of S6	2018/19	2021/22	2022/23	2023/24	2024/25
Crieff HS	19%	40%	34%	30%	20%

The results above do not include non-SQA qualifications. A few of our young people engage and succeed in a variety of National Progression Awards (NPAs) / College courses.

Achievement

In accordance with the Scottish Government's National Improvement Framework (NIF), the improvement in young people's health & wellbeing is a priority for all schools.

As outlined within our 2024/25 improvement plan, we have continued with our improvements to our school environment, the learner experience and in celebrating the successes of our young people's attainment and achievements.

As well as many, many individual pupil and team successes at Crieff High School this year, our school has received recognition for the following achievements:

- Accredited as a Level 2 Nurturing school by Perth & Kinross Council;
- Accredited as a Gold Rights Respecting School by UNICEF UK;

This builds upon previous recognition our school has received in relation to digital skills development, reading skills development, the richness of our curriculum offer including our approach to promoting equalities across our school community.

Pupil leadership is central to our improvement journey in all areas of school life.

Nurturing Relationships Level 2 Accredited

"We are involving pupils and parents in our Nurturing Relationships journey"



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



PKC Nurturing Relationships

2024 – 2027



**Rights
Respecting
Schools**

UNITED KINGDOM

unicef



**Gold
Rights Respecting**

"It was evident that children's rights are embedded across the school and underpin every facet of school life". (UNICEF UK)

Literacy and Numeracy

As a National Improvement Framework (NIF) priority for the Scottish Government, improvement in attainment, particularly in literacy & numeracy, is a key priority for our school.

Class teachers assess when young people achieve a Curriculum for Excellence Level.

Almost all young people at Crieff High School achieve Level 3 Literacy and Numeracy.

Most young people achieve Level 4 Literacy by the end of S3.

The majority of young people achieve Level 4 Numeracy by the end of S3.

	Percentage of S3 cohort achieved Level 3	Percentage of S3 cohort achieved Level 4
Listening and Talking	94.1%	84.7%
Reading	93.2%	84.7%
Writing	92.4%	81.4%
Numeracy	93.3%	67.2%

Almost all young people leaving school achieved SCQF Level 4 Literacy and Numeracy.

The majority of young people leaving school achieve SCQF Level 5 Literacy and Numeracy.

Learning and Leadership

After consultation with our school community throughout the course of 2022/23, we have continued to embed our school vision, values and curriculum rationale.

Our vision, Our values, Our aims

Our school vision statement:

A rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

Our school values:

Personal values:

Determination

Confidence

Collective values:

Teamwork

Community

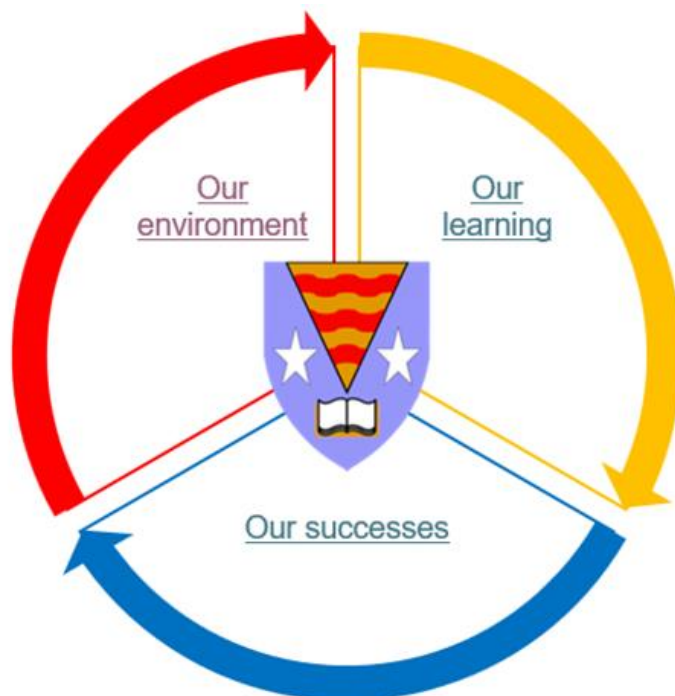
Relational values:

Encouragement

Trust

Our curriculum

Following on from our consultation with our school community, the curriculum rationale below will be used to help our school to identify and communicate our improvement priorities clearly.

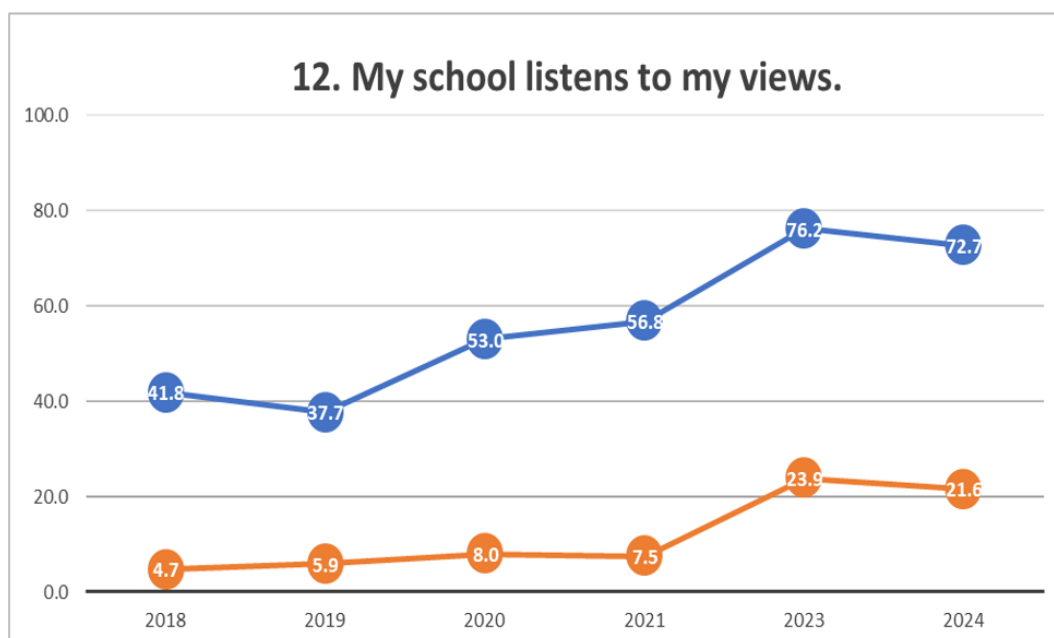


Our aims as a school:

- Our school **environment** is inclusive, nurturing and rights respecting.
- Our **learning** is inspiring, motivating and develops skills for learning, life and work.
- Our **successes** are recognised, celebrated and shared by our school community.

Young people at Crieff High School let us know we listen to their views with 72.7% of young people agreeing or strongly agreeing with the statement below.

21.6% of young people strongly agree.



Quality improvement priorities

Our areas of school improvement have been identified through our approaches to ongoing self-evaluation which include listening to our school community with young people and their parents/carers. Throughout our self-evaluation process it is also important to ensure that we focus on our core purpose – delivering consistently high quality learning, teaching and assessment approaches in order to improve outcomes for young people.

In developing our approaches to self-evaluation we continue to liaise with our Parent Council in a consultative process throughout the school year.

Session 2024/25 – progress made in relation to our improvement plan

- **Aim:** By November 2024, the percentage of pupils who report excellent or good health in the SHINE Pupil mental health survey will be equal or above the national comparison in S1-S3 and S4-S6 for boys and girls.
Outcome: Most young people now report excellent or good health (81%) – a continued improvement over the last 4 years. Most year groups and genders equal to or above national averages (except S3 and S4 boys).
- **Aim:** By June 2025, almost all young people receive summative and formative assessment feedback, from a variety of approaches, such that the feedback they receive helps them to improve their learning.
Outcome: Most young people now report that feedback they receive helps them improve their learning (86%) and that teachers help them to understand their assessments (81%).
- **Aim:** By August 2025, raise attainment in the S4 year group as a baseline for future and projected attainment. Cohort stretch aims for breadth and depth to be set:
S4 5 @ Level 3 (90%) S4 5 @ Level 4 (85%) S4 5 @ Level 5 (65%)
- **Outcome:** S4 5 @ Level 3 (92.6%) S4 5 @ Level 4 (88.7%) S4 5 @ Level 5 (53.7%)
5 @ Level 3 and % @ Level 4 shows an 18% and 14% improvement respectively, when compared to 2024 attainment outcomes.

Session 2025/26 – improvement plan priorities

- By June 2026, almost all young people report affiliation and sense of belonging to Crieff High School. There will also be a similar proportion of young people reporting a feeling of safety across the school.
- By June 2026, almost all lessons visited by teaching staff have observed good or better teaching and assessment approaches.
- Most young people will leave Crieff High School with Level 5 Literacy and Numeracy and attain literacy and numeracy outcomes above virtual comparator data. Similarly, those within an identified ASN residing in SIMD 5, SIMD 8 and SIMD 10 will be supported to attain above virtual comparator data.

Using the information gathered through our self-evaluation, we evaluate our school as follows:

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

In summary, the headroom for improvement within our school community continues to be realised and yet there remains sufficient capacity within our school to continuously improve outcomes for young people.