



Crieff High School



Standards and Quality Report 2025/26



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

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 Qualifications Scotlands as well as other awards from the Scottish Credit and Qualifications Framework (SCQF).

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.

After consultation with our school community, we have continued to embed our school vision, values and aims.

Our school vision:

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

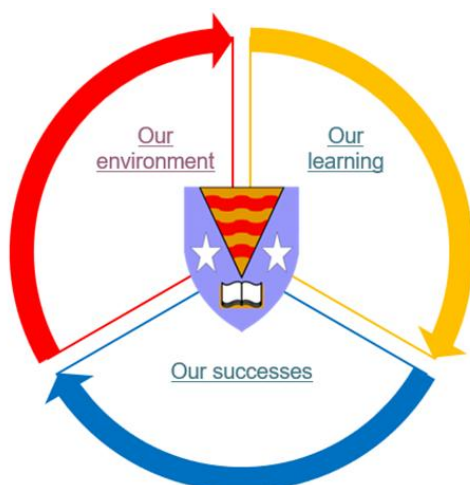
Relational values:

Encouragement

Trust

Our school aims:

- 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.



Attendance, Attainment, Achievement and Learning

Attendance

Approximately £40,000 each year is allocated to Crieff High School from the Scottish Government's Pupil Equity Funding (PEF).

This year, this funding has been allocated to staffing resources focussed on improving pupil attendance at school and pupil engagement in school for an identified group of young people.

At Crieff High School, average pupil attendance increased by 2.1%, compared to last year, above average pupil attendance of young people across Perth & Kinross.

	2022/23	2023/24	2024/25	2025/26
Crieff HS	86%	86.9%	86.8%	88.9%

Attainment

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	2022/23	2023/24	2024/25	2025/26
Crieff HS	47%	54%	46%	50%

5 Highers by the end of S5	2022/23	2023/24	2024/25	2025/26
Crieff HS	19%	14%	20%	20%
5 Highers by the end of S6	2022/23	2023/24	2024/25	2025/26
Crieff HS	39%	37%	21%	40%

1 Advanced Higher by the end of S6	2022/23	2023/24	2024/25	2025/26
Crieff HS	34%	30%	20%	40%

The results above do not yet include qualifications and accreditations achieved by young people through SCQF awards beyond Qualification Scotland's national qualifications.

Achievement and Learning

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 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 national recognition for the following achievements:

- Accredited as a Gold School Sport Award School by SportsScotland
- Recognised as Awards aware by Scotland's awards Network
- Accredited as a Gold Ambassador school by SCQF

This builds upon previous recognition our school has received in relation to our rights respecting and nurturing school environment, our teachers' digital skills development and our pupils' reading skills development in learning as well as our school-wide approach to promoting equalities across our school community.

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

Crieff High School is a Gold School Sport Award

This award at Gold level is great recognition for the work of our school over recent years which includes:

- Increasing leadership opportunities for pupil sports leaders and adult volunteers
- Increasing our extra-curricular activities based on pupil views
- Increasing access to physical activity to all pupils in a wider range of sports - you will see a brilliant example below where our young people represented Scotland at Table Cricket during the summer holidays and played at Lords Cricket Ground, London.



Crieff High School's curriculum is Awards aware

Crieff High School's curriculum has received recognition from Scotland's Awards Network as being Awards Aware such that, at Crieff High School it is recognised that we:

- Put individuals at the centre of their learner journey
- Craft experiences which spark a desire to learn and succeed through immersive and imaginative experiences
- Provide time to reflect on knowledge, skills and experiences, to transfer learning into wider life, leisure and learning contexts

As an Awards Aware school we are recognised as supporting young people to engage in learning activities which support their learning and development, and more importantly provide rich experiences which celebrate all the things young people can learn, do and achieve in Scotland.



Crieff High School is a Gold Ambassador school for our curriculum offer

The award highlights our commitment to recognising wider achievements, enhancing senior phase pathways, and promoting equality between vocational and academic qualifications.

SCQF recognise that our curriculum pathways are embedded in school practice and that we offer a significant range of senior phase pathways.

Only 34 of Scotland's secondary schools have earned SCQF Ambassador Gold status and we are the 1st secondary school in Perth & Kinross to be awarded Gold level.



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.

S1 to S3

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

- Almost all young people achieve Level 3 Literacy and Numeracy by the end of S3.
- The majority of 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	93.1%	83.2%
Reading	91.6%	78.6%
Writing	92.4%	71.0%
Numeracy	96.9%	71.8%

S4 to S6

- Almost all young people leaving Crieff High School achieved SCQF Level 4 Literacy and Numeracy.
- The majority of young people leaving Crieff High School achieved SCQF Level 5 Literacy and Numeracy.

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 to improve experiences and 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 2025/26 – progress made in relation to our improvement plan

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

Outcome: Almost all young people report that they feel safe in school (92%). Feelings of affiliation and belonging to Crieff HS continue to be above PKC data and have increased throughout the school year.

By June 2026, almost all lessons visited by teaching staff have observed good or better teaching and assessment approaches.

Outcome: In most of the lessons visited (83%), the quality of teaching has been good or better. In the majority of lessons visited (73%), the effective use of assessment has been good or better.

By the February update of Insight, 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 with an identified ASN residing in SIMD 5, SIMD 8 and SIMD 10 will be supported to attain above virtual comparator data.

Outcome: The majority of school leavers (70%) left Crieff HS with Level 5 Literacy and Numeracy – virtual comparator 72%. School leavers with an identified ASN, residing in SIMD 6, SIMD 7, SIMD 9 and SIMD 10, attain above virtual comparator data.

Session 2026/27 – improvement plan priorities

- **By April 2027**, most young people feel that our school seeks their views and takes these views into account when making decisions.
- **By June 2027**, almost all S4 lessons visited by have observed good or better teaching and assessment approaches through the consistent use of Rights Respecting articles, CIRCLE approaches, school values and Globalbridge skills development.
- **By March 2027**, almost all teaching staff will have engaged in a practitioner enquiry such that the majority of teaching staff can evidence impact of change on young people's experiences and / or outcomes.

Our self-evaluation approaches at Crieff High School

Over the last 2 years, to support and challenge our professional judgements, we have introduced a Quality Assurance & Quality Improvement Framework which includes a model of termly Validated Self-Evaluation (VSE) visits involving colleagues from our school, from Perth & Kinross secondary schools and colleagues from other Local Authorities across the country.

This process ensures a robust approach to self-evaluation is adopted at Crieff High School to accurately identify areas of strength and areas for development.

The VSE visits have involved:

- CHS staff: 15 different members of staff involved in VSE teams over 2 years.

Members of the VSE team have visited lessons across 32 members of teaching staff. 16 promoted members of team have presented to members of the VSE team.

- PKC staff: 15 different members of staff involved in VSE teams over 2 years
(9 out of 10 PKC secondary schools involved in VSE teams over 2 years)
(5 schools twice i.e. Breadalbane Academy, Perth Academy, Perth High School, Perth Grammar School, The Community School of Auchterarder).

- National staff: 17 members of staff involved in VSE teams over 2 years
(8 different Local Authorities involved in the VSE teams over 2 years i.e. Aberdeen City, Clackmannanshire, Edinburgh, Fife, Glasgow, Renfrewshire, Stirling, West Lothian)

Using all of the information gathered through our self-evaluation activities, including the VSE activities outlined above, 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

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 experiences and outcomes for young people.