

Standards and Quality Report (SQR)

Session 2025 to 2026



School or setting: Perth Academy/ Acadamaidh Pheairt

Sector: Secondary

Date: 28 August 2026

Headteacher: Ms E Paul

1. Context of the school

Perth Academy, one of the oldest schools in Scotland, is six-year comprehensive secondary school and has a roll of 955.

47% of our pupils have additional support needs, 130 pupils are entitled to free school meals, 60 pupils have English as an additional language and 29 of our young people are care experienced.

The school's catchment area falls into three parts including the western areas of the city served by Viewlands, Letham and Goodlyburn Primary School. The areas to the north-east of the city, served by Robert Douglas Memorial School at Scone, and Balbeggie, Collace, Burrelton and Guildtown Schools.

Perth Academy has an intensive support provision (ISP) which is an integral part of the school and provides places for 40 pupils with a range of complex additional support needs.

We are the only Perth city secondary school to be a proud centre for Gàidhlig (Gaelic) Medium Education and Gaelic learners, working in partnership with our linked primary Gaelic medium provision at Goodlyburn Primary School.

2. Vision, values and aims

Our vision is to work as a TEAM: Together, Engaged, Achieving and Motivated.

Our values are RISE, Respect, Integrity, Safety and Equity.

As a TEAM, we will RISE. *Mar sgioba, éiridh sinn.*

Our school has a strong drive for improvement with high-quality learning and teaching, wellbeing, equality, inclusion, relationships and young people's rights and

Standards and Quality Report (SQR)

Session 2025 to 2026



at the centre of all we do to ensure all learners are supported to thrive, learn and succeed during their time at school and in their future pathways.

Our vision and values are clearly displayed, known and understood by our learning community.

3. Attendance, attainment and achievement

Attendance:

The school receives just over £60,000 of Pupil Equity Funding from the Scottish Government.

This funding is used to reduce exclusions and increase attendance by the provision of a wide range of targeted support in our Inclusion Project, The Zone. It also funds our Breakfast Club staffing.

Exclusions have reduced by half in the last academic session, from 55 incidents in 2024/25 to 21 incidents in 2025/26.

Annual overall attendance

2023/24	2024/25	2025/26
82.5%	83.3%	81.8%

Attainment:

Broad and General Education S1-3

The school has shown an improving trend over the last 4 years and is now broadly aligned with the PKC average for both literacy and numeracy with over 90% of S3 pupils achieving third level by the end of S3 and 65% of pupils achieving level 4 by the end of S3.

Senior Phase S4-6

S4 attainment was particularly strong. Perth Academy outperformed the PKC average in S4 A-C in 2 key performance indicators 5@ level 3 and 5@ level 4 and was equal to the PKC average in 5@ level 5.

In S5 the number of pupils who obtained 5 Highers A-D was 19%. BY the end of S6 28% of pupils had 5 Highers A-D and in S6 the percentage of pupils obtaining 1 Advanced Higher was 19%.

This data does not include college courses or national progression awards.

Standards and Quality Report (SQR)

Session 2025 to 2026



Achievement:

National Awards

- Rights Respecting Schools Silver Award
- Reading Schools Silver Award

We have a thriving extracurricular programme at Perth Academy which was highlighted as a strength by Her Majesty's Inspectorate. Our Performing Arts and Physical Education departments provide numerous activities, over 30% of our pupils are involved in extra-curricular sport. Other departments and the library provide a range of other clubs and activities. Perth Academy pupils perform at National and International level in a wide range of sports and arts competitions and disciplines. We have the highest number of pupils participating in and achieving Duke of Edinburgh's awards in Perth & Kinross schools.

4. Learning

The school was found to have made good progress in Learning, Teaching and Assessment in the Inspection report of February 2025. Pupils report that having a consistent structure and language of 'Our learning' Whole school review completed in early 2025. showed the following

Climate and ethos which supports & promotes positive & nurturing relationships was evident in almost all lessons

Eager and active participants who are engaged, motivated and interact well during activities was evidence in most lessons

Pupils experience engaging learning and teaching approaches in most lessons.

5. Leadership

All staff and pupils know our school's vision and values. Through the enactment of continuing to build our vision and values, we are improving and aiming to achieve the highest possible standards for our learners. We have dedicated hours for whole school leadership for all teaching staff which, in conjunction with a comprehensive and supportive professional learning offer, is increasingly leading to a more collaborative learning community. There are a wider range of pupil leadership opportunities across the school with pupils leading on and evaluating school improvement plan priorities such as wellbeing, mental health, equality and children's rights and curricular ambassadorial roles such as STEM, Performing Arts and Modern Languages.

6. Consultation process

All staff participate in self-evaluation which informs change and improvement. The evidence gathered includes data, people's views, and direct observation.

Standards and Quality Report (SQR)

Session 2025 to 2026



The school runs a programme of departmental and whole school internal Quality Improvement Reviews (QIRs) which provide a comprehensive evaluation against national standards. This session we conducted departmental QIRs in the Modern Languages, Social Subjects and Science departments. Action points are identified and progress monitored. Pupil views are regularly gathered through pupil-led pupil voice conferences (1 per term) surveys, focus groups and dialogue take place weekly. Parent views are gathered through the Parent Council, individual dialogue and surveys. A collaborative scrutiny group of Parents, Pupils and staff meet termly to monitor progress against the school improvement plan to support pace of change against inspection findings. Termly visits from the school's Quality Improvement Officer (QIO) validate and enhance the school's processes for school improvement. The QIO scrutinises the schools' self-evaluation, improvement plan progress and attainment data.

Session 2025/26 progress against improvement priorities

- 1. Continue to build a collaborative, empowering culture for all**
Increased number of staff leading at whole school level increased from 12% in 23/24 to 37% in December 2025
The majority of pupils say they agree or strongly agree that the school takes their views into account. 928 in person pupil consultation engagements took place during pupil voice conferences.
- 2. Adapt the senior phase curriculum to increase equity and excellence**
Increasing number of alternative awards beyond Qualifications Scotland on offer.
- 3. Further improve learning, teaching and assessment**
73% of pupils said they are seeing 'Our Learning' structure being used in the school consistently.
Professional learning has been focused on universal supports for pupils with ASN.
- 4. Improve wellbeing, equality and inclusive practice**
Increase to most pupils say they feel safe in school, increase to the majority say the school helps them to become confident, an increase of +16% from the previous session.
- 5. Further embed and develop Gaelic/Gàidhlig across the school community**
E-learning module and professional learning has been created to be completed by all staff. Increased visibility and understanding of responsibilities of all staff. Whole school Gaelic & ethos policies being developed.

Standards and Quality Report (SQR)

Session 2025 to 2026



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

7. Overall evaluation of capacity for continuous improvement

The Perth Academy staff team have clear improvement targets set and have gained skill and insight establishing and embedding a rigorous process for self-evaluation and Improvement through ongoing engagement with the national inspection body. With our ambition to improve experiences and outcomes for all learners, coupled with continued support from the local authority education and learning team, we are confident that we will continue to improve at pace.

8. Improvement priorities for Session 2026 to 2027

Our last HMIE inspection visit gave clear areas for improvement with a timeframe of 23 months until they would return. We have demonstrated improvement but we will continue to work on these priorities in session 2026-27 to build further and consolidate these foundations and strive to move from satisfactory to good in these key areas, building greater consistency before moving on to other priorities.

2026-27 School Improvement Plan

- Improve wellbeing, equality and inclusive practice
- Continue to develop a collaborative, empowered culture for all
- Further improve learning, teaching and assessment
- Further extend the senior phase curriculum to deliver equity and excellence
- Further embed and develop the school's approaches to Gaelic/ Gàidhlig

As a **TEAM**, we will **RISE**. Mar **SGIOBA, ÈIRIDH** sinn.