Standards and Quality Report 2026

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Perth Grammar School

With Pride ◦ We Respect ◦ With Ambition ◦ We Strive

Vision, Values and Aims
Our vision is **Every Learner Thriving: Inspired, Included and Ready for Tomorrow**. Through our values of **Pride, Respect and Ambition**, we work in partnership with learners, families, staff and the wider community to ensure all young people experience success, wellbeing and achievement and are equipped with the skills, knowledge and attributes required for life, learning and work.

Consultation and Self-Evaluation
This report has been informed by ongoing consultation with pupils, staff, parents/carers, Parent Council members and partners. Evidence has been gathered through attainment and attendance analysis, faculty reviews, self-evaluation activities, classroom observations, learner voice and stakeholder feedback. This has enabled the school to evaluate progress and identify priorities for improvement.

Attendance, Attainment and Achievement
Attendance increased during 2025-26 following a decline in the previous session. Strengthened tracking, early intervention, family engagement and targeted support contributed to improved learner engagement. Authorised absence reduced significantly, while unauthorised absence remains concentrated within a small cohort requiring intensive support. Improving attendance remains a key priority in securing positive attainment, achievement and wellbeing outcomes.

Session	Attendance	Authorised Absence	Unauthorised Absence
2023-24	87.3%	6.6%	6.0%
2024-25	86.0%	6.8%	7.1%
2025-26	**86.6%**	**6.0%**	**7.2%**

Attainment improved across several key measures. Most notably, S4 attainment increased significantly, with 42% of learners achieving five or more awards at SCQF Level 5. At S5, attainment in three or more and five or more Highers continued to improve, while Advanced Higher attainment increased considerably from the previous session. These improvements reflect the impact of targeted interventions, improved tracking and monitoring, supported study and a sustained focus on raising attainment.

Measure	2023-24	2024-25	2025-26
S4 - 5+ Awards at SCQF Level 5	30%	34%	**42%**
S5 - 1+ Higher	64%	51%	**47%**
S5 - 3+ Highers	33%	29%	**34%**
S5 - 5+ Highers	14%	15%	**16%**
S6 - 1+ Advanced Higher	46%	16%	**24%**

Curriculum for Excellence (Broad General Education)
Curriculum for Excellence aims to develop successful learners, confident individuals, responsible citizens and effective contributors. Throughout S1-S3, learners progress through Third and Fourth Level experiences and outcomes across the curriculum. At the end of S3, attainment in literacy and numeracy is measured through teacher professional judgement, supported by a range of assessment evidence.

S3 Literacy and Numeracy Attainment

Measure	June 2024	June 2025	June 2026
Reading	91.0%	91.0%	**93.2%**

Writing	91.0%	91.0%	**92.6%**
Listening & Talking	91.0%	92.0%	**92.6%**
Numeracy	86.0%	89.0%	**90.5%**

Attainment in literacy and numeracy at the end of S3 remains strong and continues to improve. Most learners achieved Third Level or better across all literacy and numeracy measures. Reading increased to 93.2%, Writing to 92.6%, Listening and Talking remained strong at 92.6%, and Numeracy improved further to 90.5%. These outcomes reflect the positive impact of high-quality learning and teaching, robust assessment practices and targeted support. Maintaining strong attainment across the Broad General Education while further increasing the proportion of learners achieving Fourth Level remains a key priority as young people progress into the Senior Phase.

Achievement - Almost all S1 learners and most S2 learners achieved a recognised Wider Achievement Award. Young people participated successfully in leadership, sports, STEM, First Aid, Rights Respecting Schools, Duke of Edinburgh, Outdoor Learning, volunteering, expressive arts and Developing the Young Workforce programmes.

The breadth of wider achievement opportunities remains a significant strength and continues to develop learners' confidence, leadership, resilience and employability skills while reflecting our values of Pride, Respect and Ambition.

Wider Achievement Measure	**2025-26**
S1 learners achieving a Wider Achievement Award	**92%**
S2 learners achieving a Wider Achievement Award	**87%**

Learning - Self-evaluation evidence indicates that most learners experience positive relationships, clear learning intentions and engaging learning activities. Staff have continued to develop consistent approaches to learning, teaching and assessment, including effective use of feedback, digital learning and learner voice.
Professional learning and quality assurance activities have strengthened inclusive practice and improved learner engagement. Learners report a strong sense of belonging and positive relationships with staff, contributing to improved participation and readiness to learn.

Leadership at all levels continues to be a strength of the school. Learners contribute meaningfully to school improvement through leadership groups, pupil voice activities and wider achievement programmes.
Staff increasingly lead improvement through faculty self-evaluation, professional learning and collaborative working. Strong partnerships with families, employers, community organisations and external agencies continue to enhance learner experiences and outcomes.
The school demonstrates a strong capacity for continuous improvement through robust self-evaluation and a shared commitment to improving outcomes for all young people.

Improvement Priorities for Session 2026-27

Belonging
Strengthening inclusion, wellbeing and engagement so that every learner feels connected, supported and ready to succeed.

Attaining
Raising attainment and achievement through high expectations, robust tracking and targeted support.

Learning
Improving the consistency and quality of learning, teaching and assessment to maximise progress for all learners.

Leading
Developing leadership at all levels to deliver sustained improvement and improved outcomes for young people.

Core Quality Indicators

Quality Indicator	Evaluation
QI 1.3 Leadership of Change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising Attainment and Achievement	Satisfactory

Progress and Impact of Pupil Equity Funding (PEF)
PEF funding continued to support attendance, engagement and inclusion through targeted intervention and family support.
PEF also enabled the continuation of the school's Breakfast Club and supported targeted outreach and in-school interventions through the OUTReach and INReach programmes. These approaches have improved engagement, strengthened wellbeing and provided learners at risk of disengagement with personalised pathways leading to improved participation, attendance and attainment. These provisions have been supported by Pupil Support Assistants and a Pupil Care and Welfare Officer who have worked effectively with pupils, families and partner agencies to reduce barriers to learning and improve participation.
Overall, PEF funding has contributed positively to the school's efforts to reduce inequity and improve outcomes for young people affected by disadvantage.