



# 2024 - 25 STANDARDS & QUALITY REPORT

BLAIRGOWRIE HIGH SCHOOL



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# BLAIRDOWRIE HIGH SCHOOL



## CONTEXT

Blairgowrie High School is a secondary school in the town of Blairgowrie, Perth and Kinross, Scotland. It serves 915 pupils from the town and the surrounding rural areas of East Perthshire. Around 100 staff work in the school with 76 teaching staff and the rest support staff. The school was established in 1899 and moved to its current location in 1978.

Around 45% of young people who attend Blairgowrie High School arrive by bus from the surrounding areas. 13% of young people are registered for free school meals and 48% of our young people have an identified additional support need. The school has undergone some refurbishment in recent years and this year, a new recreational centre opened on 29<sup>th</sup> August to replace the current sports centre. This state of the art complex, comprises a 25 metre swimming pool, a large games hall, large gym, fitness studio, classroom and a large dance studio. Additionally, it also has a large Astro Turf outside, expanding the opportunities for both school sport and wider community events and clubs.

## OUR VISION & VALUES

**ASPIRE EMPOWER ACHIEVE**  
*Together we succeed*

Our vision for the school is simple: Our Blairgowrie: Together we Succeed. We believe that by working collaboratively with all stakeholders, we can create a positive, supportive and inclusive learning environment where every pupil can achieve their full potential. We are passionate about providing high-quality learning and teaching, promoting wellbeing and fostering community engagement. We want to empower our pupils to become confident, responsible and successful citizens who are ready to face the challenges and opportunities of the future.

To achieve this vision, we have three main areas of focus for the next three years: Learning, Wellbeing and Community. These areas are interlinked and mutually supportive, and they are underpinned by our values of Aspire, Empower and Achieve.





# ATTENDANCE

STAGE	OVERALL ATTENDANCE % 2024-25
S1	87.8%
S2	83.1%
S3	81.4%
S4	83.2%
S5	88.9%
S6	85.5%

Improving attendance is a key priority for us as a school. In session 2024-25, the overall attendance rate remained in line with the previous year at 85%. This is still significantly below both the Local and National averages. The importance of maintaining high levels of attendance has been a prominent feature over the past school year, gaining traction with our In 2 Win initiatives as well as our targeted support for young people and their families. Our S1 young people last session demonstrated a 1% increase in attendance from the previous year's S1 while overall attendance rates for Term 3 and 4 were much improved than session 2023-24. There is still lots of work to be undertaken in this area and we continue to strengthen both our systems and interventions so we can identify and support at the earliest opportunity.

# ATTAINMENT

## S1 - S3 BROAD GENERAL EDUCATION

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 most young people have secured third level across the three aspects of literacy while almost all have secured third level or higher in numeracy.

STAGE	% ACHIEVED L3 OR ABOVE READING	% ACHIEVED L3 OR ABOVE WRITING	% ACHIEVED L3 OR ABOVE LISTENING AND TALKING	% ACHIEVED L3 OR ABOVE NUMERACY
S3	88.9%	88.9%	89.4%	93.3%

## S4-S6 SENIOR PHASE ATTAINMENT

Our S4 attainment this year has shown improvement in some key areas. Specifically, the number of young people achieving 5 National 3 or better awards is on a 3 year upward trend. This year saw 88% of our S4s achieve 5 or more qualifications at Level 3 or above. Those achieving at least 5 awards at Level 4 or better is an area we need to improve and already we have been considering ways in which we can further support young people as they move into S5 to build on the qualifications they have already captured. Our 5 awards at National 5 or better remains broadly in line with 2024 figures. We are hoping that curriculum changes for 2026-27 session, which will involve all young people undertaking 7 National Qualifications as opposed 6 will support young people increasing their attainment.

Our pass % across National 5 qualifications for S4 (81%) is above the PKC pass rate (80%) and the National pass rate (78%).



## S4-S6 SENIOR PHASE ATTAINMENT CONT.

The number of young people in S5 who achieved 1, 3 and 5 more Highers in 2025 was an increase from the previous year. Once again young people performed broadly in line with teacher estimates and really benefitted from the additional Easter Study Support programme that the school organised over the Easter holidays. Overall our S6 data was impacted by significant attendance challenges with this cohort. However, those who regularly attended school performed well and achieved highly. Our S6 experience has been strengthened this year to ensure an appropriate balance of academic study and wider achievement opportunities are provided. Many of our S5 and S6 pupils undertake National Progression Awards at Level 6 as well as National 5 and Higher Qualifications. These are not included in the statistics below.

S4 NO. OF QUALIFICATIONS (A-D)	% ACHIEVED
5 + NATIONAL 3 AWARDS	88%
5 + NATIONAL 4 AWARDS	74%
5 + NATIONAL 5 AWARDS	47%
S6 NO. OF QUALIFICATIONS (A-D)	% ACHIEVED
5 + NATIONAL 5 AWARDS*	56%
1 + HIGHER AWARDS*	53%
3 + HIGHER AWARDS*	39%
5 + HIGHER AWARDS*	25%
1 + ADVANCED HIGHER AWARDS*	20%

\*This does not include National Progression Awards at Level 5, 6 or 7

S5 NO. OF QUALIFICATIONS (A-D)	% ACHIEVED
1 + HIGHER AWARDS*	51%
3 + HIGHER AWARDS*	37%
5 + HIGHER AWARDS*	15%

\*This does not include National Progression Awards at Level 6

STAGE AND QUALIFICATION	BLAIRGOWRIE PASS RATE %	NATIONAL PASS RATE %
S4 NATIONAL 5 (A-C)	81.9%	78.4%
S5 HIGHER (A-C)	74.1%	75.9%
S6 ADV. HIGHER (A-C)	65.5%	76.7%

## LITERACY AND NUMERACY

The data on our school leavers from 2024 shows that we are above our Virtual Comparator for those achieving both Literacy and Numeracy at Level 4. At Level 5 we are broadly in line with our Virtual comparator. Specific strategies have been implemented to support pupils early in their secondary experience with Literacy and Numeracy. This will boost both our Broad General Education attainment and better equip our leavers for life beyond school.





# OUR LEARNING

Learning and Teaching remained a key focus for the school in 2024-25 and we were pleased that the local authority quality improvement review undertaken in March 2025 recognised the significant progress that had been made. There is a positive climate for learning across our school as a result of staff and young people working together to succeed, including in the extensive wider achievement and extra-curricular offer to young people. Our 'Activate, Build and Consolidate' learning and teaching approach is having a positive impact on teacher's planning and pupil experiences. As a result of our focus on improving the physical environment, learner voice and current learning is displayed more effectively across our school.

## PUPIL EQUITY FUNDING



This year we once again used our Pupil Equity Funding (PEF) to support young people facing significant barriers to attending school. Mrs Pogson, our Outreach teacher supported around 38 pupils in engaging and experiencing success with their learning. Additionally, our PEF enabled us to appoint MRs Edwards as an Inclusion Support Worker. Our newly established 'Pod' has provided small group support to targeted young people and improved outcomes as a result.

## NATIONAL IMPROVEMENT PRIORITIES

We have made progress in alignment with the National Improvement Drivers. The school's commitment to enhancing the quality of teaching and learning has been evident through its professional development program for staff as well as the creation of a revised Learning and Teaching Framework. Additionally, the school has continued to develop and support pupil well-being, using the Glasgow Motivational and Wellbeing Toolkit to help inform our approach. This has strengthened our approach and allowed us to offer bespoke support for some of our pupils. Developing leadership across our school community was a focus in session 2024-25 and our newly created Leadership Conference supported our middle leaders in planning for change and leading improvement. This coming year, the establishing of School Improvement Groups and other bespoke leadership opportunities will put staff at the heart of design and decision making. The widening of pupil leadership opportunities will also help direct us on our journey to excellence.

## OUR COMMUNITY

Engaging with our school community is at the heart of everything we do. We prioritise open communication through our regular SWAY newsletters, interactive parent-teacher meetings, and active social media channels to keep everyone informed and involved. We have a very supportive Parent Council who have helped support the school in a number of ways. Putting the school at the heart of the community and the community back at the heart of the school has been a central focus this past session. Projects and events such as our Burns Extravaganza, Expressive Arts Evening and Masked Singer Show have strengthened links with local organisations and different generations.



# IMPROVEMENT PRIORITIES 2025-26

Our school community with its refreshed vision, 'Together we Succeed' emphasises the importance of the whole school community being involved in improving outcomes for young people. Staff and parents/carers state they feel the school's work in engaging with the community is having a positive impact, including improved communication across the school community. Our three drivers for improvement remain steadfast: 'Our Learning', 'Our Wellbeing' and 'Our Community'.

The table below provides the main areas of focus within each of the three areas:

PRIORITY AREA	MAIN AREAS OF FOCUS
OUR LEARNING	<ul style="list-style-type: none"><li>strengthening of 'Our Learning' Framework</li><li>increasing opportunities for pupil voice in their learning</li><li>implementation of our 'Maximising Attainment' strategy</li><li>further develop and enhance the principles and practices of CIRCLE to support all young people in their learning</li></ul>
OUR WELLBEING	<ul style="list-style-type: none"><li>improving attendance</li><li>embedding a common language of wellbeing</li><li>developing our curriculum with regards equality, inclusion and diversity</li></ul>
OUR COMMUNITY	<ul style="list-style-type: none"><li>further strengthen the positive relationships with our community</li><li>broader range of opportunities within and across our curriculum</li><li>enhance wider opportunity experiences for all young people</li><li>preparing young people for life and work</li></ul>

## SELF EVALUATION 2024-25

Using the information gathered by the school over session 2024-25 the school self evaluated itself as follows:

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 & ACHIEVEMENT	SATISFACTORY

\*How Good Is Our School 4 is the framework used in Scotland by which schools self evaluate against. There are 6 levels that schools can use to evaluate themselves against each Quality Indicator. These are: Excellent, Very Good, Good, Satisfactory, Weak and Unsatisfactory