



Perth Academy Acadamaidh Pheairt

Standards & Quality Report 2024-25

Our School An sgoil again

Our shared vision and values are that **As a TEAM, we will RISE**. Our vision is to work as a **TEAM**: Together, Engaged, Achieving **and** Motivated. Our values are **RISE** Respect, Integrity, Safety and **Equity**.

Our school has a strong drive for improvement with wellbeing, equality, inclusion and relationships, young people's rights and high-quality learning and teaching at the centre of our priorities to ensure all learners are supported to thrive, learn and succeed.

Together, a kind, inclusive community. **Engaged** in fun and inspiring learning, **Achieving**, building skills for life. We are ambitious for our learners and strive to encourage them to be **Motivated**.

Our shared values of: **Respect, Integrity, Safety and Equity** (RISE) underpin our practice.

Respect, how we respond to and treat others and how we care for our environment.

Integrity, doing the right thing (even when no one is watching).

Safety, everyone in our community deserves to feel safe.

Equity, everyone gets what they need to help them succeed, this might look different for different people.

Our vision and values and what these mean for us are clearly displayed, known and understood by our learning community. Increasingly our vision and values alongside our relational approaches are evident in interactions around the school.

Our learning community in 2024/25 comprised of just under 1000 children and young people and covers the geographical area of the west of the city of Perth including the Viewlands area, Letham area and the rural communities to the northeast of Perth including Scone, Balbeggie, Collace, Guildtown, Burrelton and the surrounding area.

Perth Academy has an intensive support provision (ISP) which is an integral part of the school and provides full-time places for 32 pupils with a range of complex additional support needs. Pupils are placed from across Perth and Kinross by a central ASN placement panel. Pupils accessing the ISP receive an individualised, pupil-centred educational programme, as outlined in their Individual Education Programme or Coordinated Support Plan. Pupils are full participants in the life of the school and are provided with opportunities for a rich learning and social experience appropriate to their needs. The ISP is staffed by a number of experienced and specially trained teachers and pupil support assistants under the supervision of the Principal Teacher of the Intensive Support Provision.

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

The Senior Leadership Team (SLT) comprises the Headteacher, three Depute Headteachers and a Business Manager. We have 74.4 Full Time Equivalent (FTE) teaching staff, 7 (FTE) support staff who provide business support to the school, 16 Pupil Support Assistants (PSAs) and other support staff who contribute significantly to the support of learning for our young people. We work in close partnership with Tayside Contracts who contribute to our team and our vision by providing the facilities and catering support to our school.

National Awards

Rights Respecting Schools Silver Award

Reading Schools Silver Award

Engaging pupils, staff and parents in Consultation

- The SLT, Middle Leadership Team (MLT) and all staff engage in gathering evidence for self-evaluation which informs change and improvement. The evidence gathered includes data, people's views, and direct observation.
- The school runs a programme of departmental and whole school internal Validated Self-Evaluation (VSE) which involves external scrutiny and provides a comprehensive evaluation against national standards. This session we conducted a whole school VSE on learning, teaching and assessment and departmental VSEs in Social Subjects, English and Mathematics.
- Pupil views are regularly gathered through pupil-led pupil voice conferences (1 per term) surveys, focus groups and dialogue.
- Parent views have been gathered through the Parent Council, individual dialogue and surveys. A collaborative scrutiny group of Parents, Pupils and

staff meet monthly to monitor progress against the school improvement plan to support pace of change against the inspection findings.

- Termly visits from the 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.
- Perth and Kinross Council has introduced a Validated Self Evaluation process (VSE). This is led by the local authority and involves a range of external staff. This session, the PKC used the VSE process to evaluate learning, teaching and assessment in Perth Academy.

Self-Evaluation for Self-Improvement

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

In November 2023 the school was visited by colleagues from Education Scotland, His Majesty's Inspectorate of Education (HMIE). The school underwent a [full inspection model](#).

Following the report, [a letter to parents/carers](#) was issued and a [summarised inspection findings](#) published online. Inspectors undertook a follow-up visit in February 2025 to check on the school's progress on the areas for improvement identified in the inspection. The following [letter](#) issued to parents gave a review of the school's progress. The inspection team will do a further visit between May and September 2027.

Progress and Impact: School improvement priorities 2024–25

Improved Learning, Teaching and Assessment

The school was found to have made **good progress** in improving learning, teaching and assessment in the [further inspection](#) of February 2025

Improved Wellbeing, Equality and Inclusion

Some improvements have been made but this was not yet evidencing sufficient impact at the time of the further inspection. Since February there have been improvements in reported wellbeing indicators of staff and pupils. Approximately 48% of our young people in 2024–25 had identified Additional Support Needs. Around 13% of young people are entitled to free school meals. The school receives an allocation of Pupil Equity Funding (PEF) which is targeted to close the poverty

related attainment gap. ACORN consumer classification indicates that 12% of our young people live in households considered financially stretched or living in urban adversity.

We are proud to have achieved our Silver (Rights Aware) Award in October 2024 and continue our drive towards Gold status. Our school community continues to develop our shared understanding of wellbeing and to understand, support and celebrate inclusivity, equality and diversity. Our Mentors in Violence Prevention (MVP) programme means that 15 pupil mentors have delivered 12 violence reduction training sessions of their peers across the year. Our collaborative work with our third sector partner, mental health charity The Lighthouse, has led to the training of 41 pupils and 17 staff to be mental health ambassadors providing mental health support to 24 pupils in S1-3 over the course of the session.

Improving Pupil Attendance

Attendance for session 2024/25 was 83.3% an increase on 2023/24 of 0.8% this is 2.8% below the PKC average. Improving attendance continues to be a key driver for the whole school. A range of new processes and systems have been implemented to improve this. Appropriate support and interventions for young people are discussed and implemented via House meetings, departmental meetings and the school's Support Management Team meetings and Integrated Team Meetings. Home Room tutors, our Pupil care and Welfare Officer and Principal Teachers of Guidance monitor closely and follow up on attendance matters with young people and families.

Raising Attainment and Achievement

Within the Broad General Education (S1-S3) our young people continue to achieve in line with or better than Perth & Kinross averages. Most pupils exceed Curriculum for Excellence (CfE) level 2 in Literacy by the end of S1 (80%). 68% of S1 pupils also achieved Level 2 Numeracy.

Our S2 pupils performed in line with the PKC average in literacy (93%) while our numeracy performance (88%) was 2% above the PKC average for this year group. We continue to collaborate with colleagues across and beyond the school to look at effective intervention strategies to support improvement.

In S3, there has been improvement in the number of young people achieving level 3 by the end of S3. There has also been an increase in the number of young people achieving level 4 by the end of S3, 65% of S3 pupils achieved level 4 in literacy and 66% in numeracy.

% S3 Young People Achieving Literacy and Numeracy level 3

| Year | Listening & Talking | Reading | Writing | Numeracy |
|----------------------|---------------------|---------|---------|----------|
| 2018-2019 | 82% | 98% | 83% | 86% |
| 2019-2020 | 84% | 84% | 83% | 77% |
| 2021-2022 | 85% | 88% | 83% | 88% |
| 2022-2023 | 89% | 88% | 88% | 89% |
| 2023-2024 | 89% | 89% | 88% | 88% |
| 2024-2025 | 91% | 91% | 90% | 90% |
| PKC 24/25 Average | 93% | 92% | 92% | 91% |

Senior Phase

Our S4 attainment in session 2024-25 was strong, is above the Perth & Kinross average and has improved in all KPIs.

| KPI | 2021/22 | 2022/23 | 2023/24 | 24/25 |
|------------|---------|---------|---------|-------|
| S4 5@3 | 82% | 88% | 84% | 87% |
| S4 5@4 | 80% | 77% | 71% | 78% |
| S4 5@5 A-D | 54% | 53% | 48% | 54% |

In S5 attainment dipped slightly from the previous year. We are continually developing new curricular pathways to ensure *all* young people have suitable and appropriate curriculum opportunities in the Senior Phase. This includes an increase in National Progression Awards (NPAs) which provides a breadth of choice for young people in the Senior Phase.

Young people in S6 performed slightly above PKC averages in all KPIs.

| Year Group/Measure | | 2018- 19 | 2019- 20 | 2020- 21 | 2021- 22 | 2022- 23 | 2023- 24 | 2024- 25 |
|-----------------------|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| S4 | 5 or more @Level 5 | 51% | 58% | 55% | 47% | 53% | 48% | 54% |
| S5 | 1 or more @Level 6 | 60% | 68% | 63% | 65% | 49% | 59% | 52% |
| | 3 or more @level 6 | 38% | 47% | 45% | 45% | 41% | 43% | 40% |
| | 5 or more @level 6 | 13% | 24% | 24% | 21% | 21% | 21% | 19% |
| S6 | 3 or more @level 6 | 49% | 49% | 44% | 51% | 52% | 53% | 54% |
| | 5 or more @level 6 | 38% | 30% | 38% | 37% | 35% | 31% | 34% |
| | 1 or more @level 7 | 24% | 29% | 42% | 31% | 27% | 24% | 29% |

Gaelic Gàidhlig

Pupils studying Gaelic competed in classes in Perform in Perth and the Mod. The whole school undertook activities as part of the annual World Gaelic week. School staff have engaged in professional learning specific to Gàidhlig. Teachers' understanding of the principles of Gàidhlig Medium Education has improved. A few departments are beginning to promote an understanding of Gàidhlig into their subjects for example, through songs within Scottish music and creating Gàidhlig text within technologies. Gàidhlig lessons are being offered for interested staff. The new branding guidelines ensure Gaelic is given a prominent position in all school signage and documentation.

Positive Destinations

In session 2024-25 96% (tbc) of Perth Academy leavers moved into a positive destination. The school's 16+ team work across the year with partners from Skills Development Scotland and other key partners to ensure almost all young people leaving school are settled into higher education, further education or employment.

Pupil Equity Funding (PEF)

The predominant strategic approach to improving attainment and achievement, fostering inclusion and reducing exclusions for those young people most impacted by poverty in our school, is the permanent funding of our Inclusion Assistant. In 2024-25 the work of this officer included alternative to exclusions, proactive support in 1:1 and group work around self-regulation in addition to providing other targeted support with regards supporting school attendance, such as the introduction of barista qualifications in partnership with UHI Perth. There were also several enterprise activities undertaken. Families were supported to participate in our Family Learning events which included family cooking and learning languages together. Our inclusion assistant works closely with the PKC welfare rights team to ensure our families receive any benefits or financial assistance they are entitled to.

Our PEF funding contributes to the funding of a pupil care and welfare officer and provides staffing for our school Breakfast Club. This club is attended by around 15-20 young people each morning between 7:45am – 8:40am. Here young people are welcomed, provided with a nutritious breakfast, set up and prepared for the day ahead. This club continues to support our young people by providing a structure and routine ensuring they are nourished and ready to learn.

Local and national priorities

The school continues to align its efforts with the 5 key national priorities and six drivers of improvement of the [National Improvement Framework](#), and the Perth & Kinross Council Education Improvement Plan priorities of leadership of change and improvement, Inclusive practice (ASN) and learning, teaching and curriculum.

School Capacity for Change and Improvement

Through engagement with the national inspection process, Perth Academy staff have clear improvement targets set and have gained skill and insight establishing and embedding a rigorous process for self-evaluation and improvement. 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.

| Quality Indicator | School Evaluation 2024-25 |
|---|--------------------------------------|
| 1.3 : Leadership of Change | Satisfactory |
| 2.3: Learning, Teaching and Assessment | Satisfactory |
| 3.1: Ensuring Wellbeing, Equity and Inclusion | Weak |
| 3.2 Raising Attainment and Achievement | Satisfactory |

Quality Improvement Priorities for session 2025-2027

- Improve wellbeing, equality and inclusive practice above the 4 contexts of learning
- Further improve learning, teaching and assessment
- Adapt the senior phase curriculum to increase excellence and equity
- Continue to build a collaborative, empowered culture for all
- Further embed and develop Gaelic across the school