

STANDARDS AND QUALITY REPORT 2025-2026

The Community School of Auchterarder



SCHOOL CONTEXT

The Community School of Auchterarder is a 2-18 through school with a total school roll of 987 children. This consists of 497 nursery and primary children, and 490 secondary young people. In Primary, we have 17 classes with specialist teachers in PE and Music. In Secondary, we have a teaching staff allocation of 43.1FTE which is allocated proportionally between curricular areas and pupil support roles.

The Scottish Index of Multiple Deprivation is a relative measure of deprivation across all areas of Scotland. In this context, 78% of children and young people who attend Community School of Auchterarder (Primary) reside in data zones categorised as being within SIMD Quintiles 4 and 5. In Secondary this figure is 83% of children and young people.

Our Senior Leadership Team consists of our Head Teacher, 5 Depute Head Teachers, and our Business Manager. Three Depute Head Teachers are based within our Primary whilst two work within Secondary. Our Senior Leadership Team is supported by a Nursery Leadership Team which consists of a Principal Early Childhood Practitioner, two Senior Early Childhood Practitioners, and our Nursery Teacher. Our Principal ECP oversees the day-to-day operation of the nursery.



DIGITAL SCHOOLS
AWARDS



ATTENDANCE

Throughout Session 2025/26, attendance levels in both Primary and Secondary remained stable by comparison to the previous two sessions. Over three years, attendance in Primary has remained consistent at around 93%. Attendance in Secondary remained stable at 88.7% during Session 2025/26 having been 88.8% in session 2024/25. Primary attendance was 2% higher than the Perth and Kinross average and in Secondary attendance for Session 2025/26 was 1.5% higher than the Perth and Kinross Average.

The maintenance of high levels of attendance continues to be a key priority for our Pastoral Support Team. Our Support Team meets every week to review individual pupil attendance rates and discuss strategies and interventions to improve upon current attendance levels. Our Support Team take a solution focussed, whole school approach to promoting positive attendance at school and work closely with our Community Link Worker, and other professionals, to support children, young people, and families.

Analysis of our attendance data provides reassurance that our approach to supporting children and young people to attend school continues to be effective for most young people.

ATTAINMENT AND ACHIEVEMENT

Developmental Milestones

Developmental Milestones are the building blocks of how we grow, develop, and achieve our potential. The milestones considered for each child are attention, behaviour, emotional development, fine motor skills, gross motor skills, hearing, social development, speech and language and vision.

Please note that the following words are used to describe numbers and proportions: Almost All (91%+), Most (75%-90%), Majority (50%-74%), Less than Half (15%-49%), Few (Less than 15%).

Most of our pre-school children achieved all the appropriate milestones during session 2025/26.

Almost all are predicted to achieve their milestones in Speech and Language.

100% of children achieved their milestones in gross motor development.

Almost all children achieved their milestones in fine motor development.

Almost all children achieved their milestones in social and emotional development.

Almost all children achieved their milestones in attention.

Most children achieved their milestones in language and literacy.

Most children achieved their milestones in numeracy.

Those children not meeting their milestone are identified and receiving support to close this gap in learning.

Attainment in the Broad General Education (BGE) (P1 to S3)

During their years in the Broad General Education, we are asked to report on the progress of children and young people by indicating whether they have achieved the appropriate levels within Curriculum for Excellence in relation to Listening and Talking, Reading, Writing and Maths. The national expectation is that most children and young people will have achieved Early Level by the end of P1, First Level by the end of P4, Second Level by the end of P7 and Third/Fourth Level by the end of S3. The following table shows attainment within the Broad General Education at Community School of Auchterarder and describes the proportion of young people who met the national expectation during Session 2025/26.

	Listening & Talking	Reading	Writing	Maths/Numeracy
Early Level (by P1)	Almost All	Almost All	Most	Most
First Level (by P4)	Almost All	Most	Most	Most
Second Level (by P7)	Almost All	Most	Most	Almost All
Third Level (by S3)	Almost All	Almost All	Almost All	Almost All
Fourth Level (by S3)	Almost All	Almost All	Almost All	Majority

This year's BGE attainment was strong with attainment in listening and talking and reading standing out. We observed a particularly strong performance from our S3 cohort where almost all young people met national expectation in Listening & Talking, Reading, Writing and Maths. Performance at all other stages and measures were equally good with most children and young people achieving national expectations. Our assessments are based upon teacher judgement which is supported and quality assured using data gathered through our young people's completion of national standardised assessments (NSA).

Senior Phase Attainment

Within this report, Senior Phase attainment is reported as a percentage of the relevant year group who achieved each benchmark listed below.

As demonstrated in the figures below, our young people consistently outperform PKC and National Averages in the level of qualification they achieve in Literacy and Numeracy. Our aim is to maintain and improve further on such a strong academic performance at levels 5 and 6.

Senior Phase Literacy (S4, Level 5)

	2021/22		2022/23		2023/24		2024/25		2025/26	
TCSOA	78.1%		84.7%		79.8%		90.2%		96.7%	
PKC	74.3%	↑	73.8%	↑	77.7%	↑	79.7%	↑	80.4%	↑
National	74.6%	↑	75.9%	↑	74.8%	↑	76.9%	↑	79.6%	↑

Senior Phase Literacy (S5, Level 6)

	2021/22		2022/23		2023/24		2024/25		2025/26	
TCSOA	33.7%		49.5%		48.0%		50.9%		63%	
PKC	46.4%	↓	47.4%	↑	46.5%	↑	49.8%	↑	51.4%	↑
National	49.9%	↓	49.2%	↑	48.5%	↓	48.8%	↑	51%	↑

Senior Phase Numeracy (S4, Level 5)

	2021/22		2022/23		2023/24		2024/25		2025/26	
TCSOA	71.9%		60.2%		85.3%		82.4%		79.1%	
PKC	62.2%	↑	59.0%	↑	65.0%	↑	66.7%	↑	69.1%	↑
National	61.6%	↑	64.2%	↓	63.7%	↑	67.7%	↑	70%	↑

Senior Phase Numeracy (S5, Level 6)

	2021/22		2022/23		2023/24		2024/25		2025/26	
TCSOA	18.4%		26.8%		25.5%		25.5%		33.3%	
PKC	22.2%	↓	22.5%	↑	21.9%	↑	26.3%	↓	28.9%	↑
National	23.0%	↓	23.7%	↑	23.4%	↑	26.1%	↓	29.3%	↑

During Session 2025/26, performance in each of the key benchmarks at S4-S6 remained strong by comparison to both Perth & Kinross and National averages. At National 5, we had 572 entries with an overall A-C pass rate of 82.3% (90.9% A-D). These figures are broadly in line with figures from the past five years and demonstrates sustained attainment over time. At Higher, our young people completed 429 qualifications with an overall A-C pass rate of 82.5% (93.5% A-D). These results were the highest over the past five years and testament to the hard work and resilience demonstrated by our young people last session.

Last session we saw an increase in the number of young people achieving 1x Level 7 (Advanced Higher) qualification in S6. Our young people were presented for a total of 43 Advanced Higher qualifications and achieved an A-C pass rate of 86% (95.3% A-D) which is a marked improvement on the year previous.

Positive attainment in S6 continues to be a focus for our school and we aim to improve the culture and ethos of our S6 experience to ensure all young people remain at school with the same ambition and will to Strive to Excel.

Attainment of our young people is consistently strong in S5, with many young people achieving the qualifications they require to move to the next stage of their education. Motivation to complete Level 7 qualifications following young people receiving offers of college and university placements continues to be a

challenge, however one in which we are exploring through the review of our school curriculum and through our communication with young people and families.

Below is a representation of attainment in relation to our Virtual Comparator (VC). Our Virtual Comparator is not an individual school, but it is a way of comparing the performance of all pupils at our school with a group of pupils, taken from around Scotland, who have the same backgrounds as those of our pupils. This gives a fair way of comparing our own performance to that of a similar group of pupils.

S4	5+ awards at SCQF Level 3	5+ awards at SCQF Level 4	1+ awards at SCQF Level 5	5+ awards at SCQF Level 5	7+ awards at SCQF Level 5	1+ awards at SCQF Level 6
2026	89%	88%	95%	68%	49%	34%
2026 VC	89%	86%	90%	66%	43%	13%
2025	93%	85%	90%	71%	60%	23%
2025 VC	89%	85%	90%	64%	45%	12%
2024	94%	94%	95%	73%	52%	19%
2024 VC	90%	87%	93%	68%	45%	12%
2023	84%	83%	86%	60%	45%	1%
2023 VC	91%	89%	92%	67%	46%	7%
2022	88%	85%	89%	65%	55%	3%
2022 VC	89%	87%	91%	64%	35%	6%

S5 (based on S4 cohort)	5+ awards at SCQF Level 5	1+ awards at SCQF Level 6	3+ awards at SCQF Level 6
2026	75%	83%	63%
2026 VC	74%	73%	56%
2025	81%	84%	55%
2025 VC	79%	75%	59%
2024	70%	68%	53%
2024 VC	76%	74%	58%
2023	69%	63%	53%

2023 VC	75%	72%	55%
2022	60%	66%	45%
2022 VC	75%	72%	56%

S6 (based on S4 cohort)	1+award at SCQF Level 6	3+ awards at SCQF Level 6	5+ awards at SCQF Level 6	1+ awards at SCQF Level 7
2026	85%	63%	47%	26%
2026 VC	78%	66%	53%	33%
2025	71%	57%	47%	17%
2025 VC	76%	64%	52%	34%
2024	63%	56%	47%	30%
2024 VC	75%	60%	47%	30%
2023	68%	50%	33%	14%
2023 VC	73%	62%	46%	31%
2022	81%	71%	51%	35%
2022 VC	77%	64%	50%	31%

The data indicates that young people attending the Community School of Auchterarder continue to perform strongly overall when compared with their peers across Perth and Kinross Council and at the national level. We are particularly proud of the improvement shown in this year's results for the lowest attaining 20% of learners.

In our ongoing pursuit of improvement, the school team remains committed to enhancing outcomes for all young people. We continue to place particular emphasis on raising attainment among learners with additional support needs, those within the lowest attaining 20%, and our S6 cohort, who remain a key focus of our efforts.

Wider Achievement

A range of extra-curricular clubs are offered throughout the school year with children going on to participate in local authority events.

Our timetabled wider achievement programme in Secondary offers young people in S1-S3 and S5/6 the opportunity to engage in a range of activities out with their chosen subjects. Examples of wider achievement classes held during Session 2025/26 include: Youth Philanthropy Initiative, Malawi Summit, Music Performance, IDEA Awards, Spanish, Netball, Mindfulness and Refereeing.

A number of trips took place including our annual residential P7 trip to Lendrickmuir.

LEADERSHIP

There were a number of changes in the leadership of the school in session 2025/6 due to periods of secondment and absence. This resulted in staff members being able to benefit from the valuable experience of acting up and provided new ideas and direction as well as maintaining the high standards of expectations and learning.

Our Quality Improvement Plan for Session 2025/26 focussed upon three key improvement outcomes:

1. The quality of learning, teaching and assessment experienced by children and young people will improve
2. The physical and social environment experienced by children and young people will improve.
3. Self-evaluation and quality assurance processes will ensure consistent policy implementation across our school campus.

In Nursery, our three areas for improvement were:

1. Leadership and Management of change.
2. Successes and Achievements: Ensuring Wellbeing, Equality and Inclusion.
3. Learning Provision: Learning, Teaching and Assessment and Family Learning

The nursery has successfully embedded its five key values into daily practice, with almost all children able to discuss the values, explain why they have received a values sticker, and demonstrate pride when their achievements are recognised. Meaningful interactions between staff and children ensure that values are linked to individual learning and developmental milestones, supporting positive attitudes and behaviour.

Family engagement in self-evaluation remains a significant strength. The self-evaluation tree, Padlet, Learning Journals, and foyer displays provide accessible opportunities for stakeholders to share their views, with the majority of families actively contributing through feedback, testimonials, and "Tickled Pink" and "Green for Growth" comments. The "You said, we did" approach has strengthened partnerships and demonstrated that family voice directly influences improvement planning.

Staff confidence, knowledge, and participation in self-evaluation have increased significantly. Regular professional dialogue, quality assurance activities, and collaborative planning have strengthened staff capacity to evaluate practice, contribute to improvement priorities, and measure the impact of change on outcomes for children and families. Leadership at all levels is well established, with all staff undertaking leadership responsibilities and supporting continuous improvement across the setting.

As a result, children continue to benefit from a highly nurturing, inclusive, and high-quality learning environment. Almost all children arrive happy, settled, and confident, supported by strong relationships with staff and families. Parent feedback consistently highlights that children are safe, cared for, and making positive

progress, evidenced through Learning Journals, floor books, observations, displays, consultations, and quality assurance monitoring.

LEARNING

Learning is the core function of the Community School of Auchterarder. All staff reflect on their professional learning each year and set goals to develop their skills to improve learners' experiences in the classroom. As a school, we have embedded our LEARN framework into daily practice to ensure teachers have a shared understanding of high- quality teaching and are supported in preparing highly-effective lessons. In turn, children and young people experience consistency of approach across the school.

In 2025/26 school staff benefitted from a year-long programme of professional learning delivered by Perth Autism Support. This allowed all teaching staff to deepen their understanding of autism and neurodivergence with specific focus on meeting learners' needs in the classroom.

PUPIL EQUITY FUND

As noted earlier in this document, the profile of Community School of Auchterarder is that most young people reside in SIMD Quintiles 4 & 5. No matter their background, most children and young people within our school achieve in line with young people from a similar demographic across Scotland.

Pupil Equity Funding (PEF) is used to fund our Enhanced Support Officer post in Primary. Mrs McNaughton has now been in post for seven years and, in this role, runs our 'Pitstop' where additional input is provided to children who require short interventions to help bridge gaps in their learning. Literacy and Health & Wellbeing groups, supported by our intergenerational volunteers, complement work taking place in classrooms.

Throughout Session 2025/26, Mrs McNaughton and our team of intergenerational volunteers provided literacy support to identified groups of children as well as health and wellbeing support to those identified through our ongoing tracking and monitoring of health and wellbeing.

In Secondary we were able to fund our Pupil Care and Welfare Officer who has made a significant positive impact on the health and wellbeing of an identified cohort of young people. In addition, to support literacy and numeracy across the school, we were able to use some Pupil Equity Funding to purchase a variety of resources including [Achieve Online Resource](#), [Bedrock Learning](#), [Teaching Walkthrus](#) and [Zeta Maths](#). These resources supported the attainment of young people at both universal and additional levels in addition to supporting improved parental engagement.

QUALITY IMPROVEMENT PRIORITIES

Our Quality Improvement Plan is shaped by the National Improvement Framework, the strategic priorities of Perth and Kinross Council, and the specific context of our school.

The school's commitment to enhancing the quality of teaching and learning has been evident through its investment in professional development and the continued embedding of our LEARN framework. Additionally, through our commitment to supporting neurodivergent and ASD learners, we have demonstrated our school's desire to continually improve relationships, deepen our understanding of individual learners and ultimately have developed a culture of dignity and respect for all.

Following thoughtful consideration of feedback from children, young people, parents/carers, and staff, we have identified the following key priorities for the year ahead.

Priority Area	Main Area of Focus
Our Learning	Ensure high-quality learning and teaching which secures engagement and ambition for all
Our Community	Deliver a progressive 2-18 curriculum, strengthened through collaboration and effective family partnerships
Our Wellbeing	Establish a consistent, whole- school approach to social, emotional learning and behaviour to support regulation and readiness to learn.

In addition, we have set improvement outcomes that relate directly to our Nursery setting.

Priority Area	Main Area of Focus
Our Learning	Develop our approaches and planning to Interdisciplinary learning, including some project based learning to embed richer play and learning experiences
Our Community	All staff will confidently, consistently and meaningfully engage with our families and wider community in meaningful learning experiences leading to improvement in the quality of care, play and learning for all children.
Our Wellbeing	All learners will demonstrate an increased ability to identify and express their emotions, access appropriate self-regulation strategies independently, and engage positively in their learning and play.

EVALUATION OF SCHOOL PERFORMANCE

The following evaluations are based on the on-going self-evaluation processes of the Primary and Secondary School.

Quality Indicator 1.3 – <i>Leadership of Change</i>	Evaluation: <i>Satisfactory</i>
Quality Indicator 2.3 – <i>Learning, Teaching and Assessment</i>	Evaluation: <i>Good</i>
Quality Indicator 3.1 – <i>Ensuring Wellbeing, Equity, and Inclusion</i>	Evaluation: <i>Satisfactory</i>
Quality Indicator 3.2 – <i>Attainment and Achievement</i>	Evaluation: <i>Good</i>

Using the information gathered by our Nursery over session 2025-26 the school self-evaluated itself as follows:

How good is our care, play and learning?

Quality Indicator 1.1 – <i>Nurturing care and support</i>	Evaluation: <i>Good</i>
Quality Indicator 1.3 – <i>Play and learning</i>	Evaluation: <i>Very Good</i>

How good is our setting?

Quality Indicator 2.2 – <i>Children experience high-quality facilities</i>	Evaluation: <i>Good</i>
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How good is our leadership?

Quality Indicator 3.1 – <i>Quality assurance and improvement are led well</i>	Evaluation: <i>Very Good</i>
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How good is our staff team?

Quality Indicator 4.3 – <i>Staff deployment</i>	Evaluation: <i>Good</i>
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CONSULTATION

We value feedback from all children, young people, parents/carers, partners, and our community. We aspire to provide the very best experience to all learners which fosters curiosity whilst providing exciting and engaging learning opportunities for all our young people. Where we receive positive feedback, we like to celebrate this as it provides reassurance that we are meeting the needs of our children, young people, and families. Where we receive constructive criticism, we see this as an opportunity to review our practice and improve.

Throughout the year we try to engage with all stakeholders in a range of ways to gather this feedback and inform our continuous cycle of improvement.

Throughout Session 2025/26, we engaged in regular dialogue with our Parent Council on a range of matters, including our improvement priorities and progress towards achieving them. A significant focus was placed on aligning the efforts of both the school and the Parent Council around a shared goal: ensuring that the experience of all children and young people is as positive and enriching as possible.

We have also sought the views of children, young people and parents/carers using a variety of surveys and focus group activities throughout the year. Senior Leaders meeting every day with groups of young people through our Daily Discussions approach to gaining feedback on school-related matters.

Views on a broad range of issues were gathered through our annual parent/carer survey and regular feedback opportunities shared via the Pulse newsletter and through Parent Contact Evenings. The insights gained from these activities have played a valuable role in shaping our strategic improvement priorities for Session 2026/27.