

Summarised inspection findings

Strathallan School

Independent

25 March 2025

Key contextual information

Strathallan School is a co-educational independent boarding and day school situated in rural Perthshire. The school has a preparatory (prep) school and senior school. The prep school opened in 2020. Children and young people from over 40 countries attend the school. There are currently 117 children in the prep school, and 463 young people in the senior school. Almost all children in the prep school are day pupils. A majority of young people in the senior school are boarders.

Children attend the prep school in years 1 to 6 and first and second form. Young people join the senior school in third form. Children in the prep school follow the English National Curriculum and the Pre-Senior Baccalaureate. Young people in third to sixth forms study for National 4s and 5s, GCSEs, A-Levels, Highers and Advanced Highers.

The headmaster has been in post for eight years. He is supported by the senior leadership team (SLT) comprising the senior deputy head, bursar, director of external relations, head of the prep school, deputy head academic, deputy head pastoral and the head of Strathallan Worldwide.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Strathallan School was founded in 1913 to offer an experience of strong academic learning, games and activities where all children and young people have the opportunity to excel. The founder, Harry Riley, believed education should be enjoyable and inclusive. Strathallan School aims to inspire children and young people to discover their talents and reach their full potential. This founding vision continues to be a strong influence in the work and life of the school. Almost all members of the school community demonstrate the well-embedded school values of honesty, respect, humility, kindness, excellence and hard work. Children and young people believe strongly that these values are, and must continue to be, underpinned by love. As a result, Strathallan is a welcoming and inclusive school where staff, parents and learners have high aspirations for themselves and each other. Almost all children and young people feel valued and supported to achieve academically. They experience very high levels of personal success beyond the classroom.
- The headmaster provides highly effective leadership and direction to the school community. His passion for ensuring everyone at Strathallan flourishes is clearly evident. He leads the team with compassion and empathy while setting high standards and expectations for all. The headmaster is supported ably by the senior deputy head. Together, they have been highly successful in leading meaningful, well-paced change and improvement across the school. They take effective account of the schools' founding principles, emerging business needs and the needs of children and young people, in a fast-changing world. Changes to the senior school curriculum offer and the establishment of the prep school, demonstrate the forward

looking, proactive approach to ensuring the school continues to thrive and evolve. Most staff and parents believe the school is well led and managed. They value greatly senior leaders' visibility and active participation in the life of the school.

- The headmaster is very well supported by members of the extended senior leadership team. They undertake skilfully a wide range of important leadership roles across the school community. Senior leaders take on many additional roles to meet the unique demands of the boarding school in addition to their academic remits. They work very well together to ensure that high standards of education, personal growth and pastoral care are continuously maintained across the prep and senior schools.
- Co-curricular staff skilfully lead key areas of the school's work. This includes the many sporting, musical and creative opportunities from which children and young people benefit. Many co-curricular leads are known experts in their field, have achieved national and international success and participate in work at a national level. They ensure an outstanding level of provision is maintained. This supports learners very well to discover their talents and excel. For example, a significant number of young people have gone on to represent Scotland in sporting competitions.
- Governors have established strong, mutually respectful and professional working relationships with senior leaders and staff. They are highly visible within the school community. Governors observe learning, spend time in the boarding houses and engage regularly in discussions with children and young people to gather their views. As a result, the board of governors provides well-informed, strategic direction for the school. This includes an appropriate balance of challenge and support for the headmaster and his leadership team. Governors maintain a clear focus on ensuring all children and young people at Strathallan excel.
- Supported by senior leaders and using views of stakeholders, the headmaster has developed a clear and comprehensive two-year strategic plan. The plan takes into account very well school, local and national priorities and the challenges and opportunities faced by the school. Senior leaders clearly outline improvement priorities under three strategic strands, continuity, sustainability and innovation. The clarity of the improvement priorities within the strategic plan ensures the school community understand fully the rationale for change and continuous improvement.
- The headmaster is proactive in identifying opportunities that support improvement beyond Strathallan. He is developing a number of initiatives including school partnerships and 'Strathallan Worldwide' to facilitate this work. A partnership with a local primary school involves staff from both schools delivering physical education in collaboration. Staff from the local authority primary school articulate clearly the educational benefits for their children and the professional development of staff, to support their skill in delivering high quality learning experiences. In addition, a recently introduced partnership with a local authority secondary school is at the early stages of facilitating joint work between senior staff, supporting learners who require additional support and those who have English as an additional language. Senior leaders and staff should continue to build on this positive work to engage with staff beyond their school.
- Senior leaders have established a highly effective cycle of departmental reviews across the senior school. Heads of department complete a comprehensive self-evaluation of what is working well, areas for development and attainment data. A review team of staff from other departments then engage in a rigorous review of data, lesson observations and pupil focus groups. They provide heads of department with a comprehensive report that successfully supports continuous improvement. Staff articulate clearly the positive impact this has in fostering the strong collegiate culture of self-evaluation and continuous improvement. Staff

value highly the professional dialogue with peers. Governors visit departments after the staff led review is complete. Staff make effective use of governors' additional contributions to inform ongoing self-evaluation and improvements. Senior leaders are now taking steps to develop this approach for the prep school.

- The headmaster has established clear and robust systems to gather the views of staff. This includes five 'constituency' groups which allow staff to discuss important policy, operational and strategic aspects of school life in smaller groups. The headmaster meets with representatives from each group and takes account of staff views. For example, feedback from staff shaped updates to the mobile phone policy. Most staff believe collaborative working across the school is effective in taking forward improvements.
- The expansion to establish a prep school has been a significant development for the school. This has been very well managed by senior leaders through the whole school improvement plan. The current plan outlines clearly the next steps in expanding and improving further the prep school provision. Two assistant heads have been appointed to support the head of prep school. The board of governors are currently exploring ways they can provide increased levels of support and challenge for the prep school. The head of prep school sees the potential this has in further strengthening the planned development of the prep school.
- Senior leaders rightly identified the need to develop further approaches to supporting children and young people who require additional support with their learning. They have taken significant steps to ensure all children and young people are supported to achieve the best possible outcomes. Staff have engaged in a wide range of professional learning to deepen their knowledge and develop their practice. This includes wellbeing, inclusion and targeted approaches to learning and teaching. Young people in the senior school also benefit from an increasing range of pathways to meet their needs. The range of accredited courses available allows young people to access courses that are relevant and lead to positive destinations. Senior leaders are proactive in ensuring the offer in the senior school continues to develop to meet the changing needs of young people and the range of aspirations they have. Current plans to introduce a BTEC qualification in Sport is evidence of the forward-looking approach the school takes.
- All staff show a clear commitment to their own professional learning and development. They engage in meaningful professional review and development activities to reflect on their practice, identify areas of strength and plan future learning and development. Teachers engage fully with the General Teaching Council for Scotland standards to support their professional development. The senior deputy is working with staff to develop bespoke standards for other roles across the school. This is supporting all staff to engage in regular meaningful reflection to support their personal and professional development. Senior leaders have introduced recently an online tool to develop further approaches to staff reviews and development. This is further supporting staff to celebrate their achievements and improve further their professional expertise.
- Children and young people demonstrate highly effective leadership skills across many aspects of school life. They take on a wide range of roles that support effective communication across the school and boarding houses, influence change and improvement and contribute to the ethos and culture of the school. The School Authority is a highly effective group within the school. Captains and prefects represent confidently the views of the wider pupil body. For example, the Pupil Authority highlighted challenges in the library during quiet study times and motivation levels of younger learners to study and revise. They quickly identified solutions including study clubs and peers to act as mentors for younger learners. Children and young people form a range of committees. The Equality, Diversity and Inclusion committee

recognised the need to establish a separate LGBTQI+ discussion group. The group are now influencing whole school approaches to ensure LGBTQI+ children and young people are appropriately supported. A few children in the prep school would welcome further opportunities to share their views and further influence change and improvement. Children and young people demonstrate the strong leadership and communication skills they develop through these roles within the classroom. They are highly successful and confident members of the Strathallan community.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school campus, there is a purposeful, inclusive ethos for learning. Children and young people demonstrate high levels of engagement in all aspects of school life and have a keen interest in learning across their subjects. During lessons, activities and clubs, they work very well in pairs, groups, and teams, as well as individually. Children and young people express their views and opinions articulately and with confidence. They build well on the contributions of others and encourage and support one another.
- There are respectful, caring relationships between adults and children and young people. Staff have high expectations for learning and behaviour across the school. Almost all children and young people are attentive, polite and behave very well. They uphold and demonstrate very well the values of Strathallan during learning times and throughout their daily interactions.
- Staff make highly effective use of facilities, school grounds and visitors to enhance learning during lessons, enrichment and co-curricular activities. Within subject departments, learners develop their skills using a wide range of specialist equipment and resources, such as kilns, three-dimensional printers and recording equipment. Outdoor learning is an essential context in the school's approach to learning and teaching. All children and young people take part regularly in an extensive range of experiences beyond the classroom. Staff provide well-planned activities which promote physical activity and support learners to make connections across their learning. In the prep school, teachers have created attractive classroom environments and displays which showcase children's learning and inspire curiosity. Younger children particularly enjoy learning within the valley woodland as part of lessons. Library staff ensure a diverse range of engaging books and materials which encourage a love of reading. They support children and young people directly with their research and learning. Senior school pupils make regular use of the library for quiet independent study.
- Children and young people develop a breadth of transferable skills through academic lessons and other well-considered programmes, such as the pre-senior baccalaureate, enhancement experiences and the Combined Cadet Force. Many also apply their learning and skills during study trips and academic expeditions, both in and beyond Scotland. Children and young people demonstrate a strong skillset that they use across their learning and daily lives.
- Children and young people value highly the sense of belonging they build through sports teams, and divisional and house times. This plays a significant role in the school's strong 'family' ethos across day and boarding provision. Children and young people develop important qualities through joint events and games and by working towards common goals and merits. They enjoy participating in healthy competition and this supports their resilience and builds self-esteem.

- Sport and music are a highly important feature of academic lessons, co-curricular activity and wider school life. Children and young people benefit greatly from specialist input and detailed feedback provided by a range of expert coaches and instructors. Dedicated tuition and high-quality academy programmes support children and young people very well, with many performing or playing at local, national and international levels.
- For academic learning, in years 1-6 children are taught by their class teacher as well as receiving lessons from specialist teachers in a range of curricular areas, such as French, design technology and physical education. From first form onwards, an extensive range of subject specialist teachers, coaches and instructors plan and provide lessons, activities and experiences. Children and young people benefit from this breadth of input which supports them to develop and extend their knowledge and experiences across the curriculum. Staff offer 'career breakfast sessions' and a sixth form lecture series that provide senior pupils with particularly helpful information and support regarding career options and post-school pathways.
- Senior leaders and staff have agreed features of high-quality learning and teaching to be included in lessons and this supports consistency across the school. In almost all lessons, teachers' instructions and explanations are clear and helpful. They ensure the purpose of learning is shared and children and young people understand how to be successful in their tasks and activities. In the prep school, children are ready to take on a more active role in identifying measures of success with their teacher. In almost all lessons, teachers use starter activities and plenaries well to highlight important aspects, such as skills and key vocabulary. For younger children, teachers often include an exciting starter that inspires curiosity and wonder. Within particular subjects in the senior school, young people have opportunities to lead their own project-based learning and collaborate with peers. Across the prep and senior school, teachers should explore further ways to support children and young people to take greater ownership and lead their learning during lessons.
- Teachers use a range of questioning effectively during lessons to check children and young people's knowledge and understanding and to support engagement. Across the school, a few teachers include well-planned questioning that extends learners' higher order thinking skills, supporting them to analyse, evaluate and justify their thinking. Increasingly, children and young people use skills-based language very well when answering questions about their learning and progress. This is supported very well through sports, the prep school's life skills programme and the pre-senior baccalaureate. In particular, older children in the prep school have a sound understanding of the skills and attributes they develop through their learning. Staff should continue to build on these positive approaches throughout the senior school.
- In almost all classes, teachers plan and deliver learning experiences, tasks and activities which are well-matched to the needs and interests of children and young people. Staff understand children and young people's needs well. They differentiate well using a range of resources, digital technologies and levels of personalised support. In the senior school, a few teachers could increase the pace of learning during lessons. In the prep school, support staff assist children very well during lessons. They intervene skilfully asking considered questions and offering helpful commentary. This builds children's confidence and helps them feel successful in their learning.
- Teachers use digital technologies effectively to support and enhance learning experiences. They integrate a range of technologies into classroom routines and lessons which motivate and engage children and young people well. For example, in most departments staff make regular use of multimedia clips and music. In the prep school, children are confident using a variety of digital tools independently to access apps, games and activities. Across the school, learners use interactive programmable resources effectively to explore and extend their skills in coding.

They also use structured reading and mathematics online programmes well for practice during self-directed learning time. In the senior school, young people use digital technology effectively to revisit course or lesson content and reinforce their learning through online collaborative platforms. Teachers should continue to explore ways to enhance their teaching using digital technologies to support further learners' increasingly sophisticated technical skills.

- In the prep school, younger children benefit from play and discovery experiences during lessons and outdoor learning. Teachers review and continue to develop the quality of the learning environment and spaces in the classroom and garden area, using children's interests and opinions to help inform any changes. Children are eager to explore natural resources, tools and toys. Staff are highly responsive and encouraging in their interactions with younger children. As a result, children are increasingly confident and sustain their concentration well during their learning. They are well-prepared for and eager to experience greater challenge in aspects of their learning and increase further their independence. As planned, staff should continue to extend the range of teaching approaches used to support and challenge young children, using guidance on play and early learning and development.
- Almost all teachers provide children and young people with supportive and constructive oral feedback throughout lessons and activities which supports them very well to reflect on their own learning. In a few prep school classes and subject departments, staff provide highly effective written feedback on children and young people's work to praise progress and to identify next steps in learning. Learners find regular opportunities to peer and self-assess their work helpful during lessons and tutor times. In the prep school, teachers could support children to understand more clearly their individual targets and next steps in learning. In fifth form, young people highly value the 'sanhedrin' meeting with the headmaster to review trial examination outcomes and discuss next steps for progression. Across the senior school, young people benefit greatly from dedicated weekly academic tutor time to look at their individual attainment and relevant skills development.
- In the prep and senior schools, teachers use a range of summative and standardised assessments very well. They assess children and young people's learning and skills regularly in different contexts and across the curriculum. Senior leaders and teachers make effective use of assessment information to evaluate children and young people's progress in learning. Teachers use data from informal and formal assessments well to support their evaluations of children and young people's progress and attainment. Staff have embedded, effective processes in place for moderation and verification. They meet regularly to discuss expected levels and standards of work and learning across all curricular areas. This supports teachers' confidence and accuracy when making professional judgements. As planned, staff will benefit from further opportunities to discuss standards and approaches to teaching and assessment across departments and with colleagues in other schools.
- Teachers make effective use of curriculum frameworks and progression pathways to plan children and young people's learning across the curriculum and through enrichment activities. They plan well over different timescales and make considered adaptations to their planning as a result of learning evaluations and assessment. In the prep school, within cross curricular learning, children enjoy selecting particular aspects to learn more about and choosing how they will learn. In the senior school, young people appreciate the wide choice of subjects offered. Across the school, staff could increase opportunities for children and young people to plan and make choices in their learning during lessons.
- Teachers monitor and record regularly children and young people's learning progress and attainment in detail. Staff within departments maintain a comprehensive overview of progress for young people across fourth form to upper sixth form. Senior leaders are reviewing and

developing systems that provide an overview of children and young people's progress from the start of prep school through to end of third form. This will support staff to understand more fully each individual's entire learning journey across the curriculum and identify patterns or gaps clearly across cohorts and groups of learners.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and governors.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff, children and young people have worked together effectively to develop the very strong sense of community evident throughout Strathallan School. The school values of 'respect, kindness, humility, hard work, excellence and honesty', underpinned by 'love', are very visible in the relationships and interactions between members of the school community. As a result, children and young people are proud of their school and have a strong sense of belonging. A determination to ensure that learners feel part of a 'family' at school is at the heart of staff's work. Learners who board and those who attend during the daytime feel a strong connection with their Houses as part of the House system. Staff have worked hard to ensure that there are other positive bonds and relationships developed for learners. For example, prep school children are also members of pastoral groups called 'divisionals' or 'divs'. This is helping to ensure positive relationships between staff and learners. Most children and young people say that staff and other learners treat them fairly and respectfully.
- The school community's shared understanding of wellbeing is supported well by the school values. Learners discuss these values confidently and relate them articulately to their daily experiences in school and how they should seek to interact with their peers. Children from the prep school can relate the school values well to the United Nations Convention on the Rights of the Child (UNCRC). Young people in the senior school support their peers in roles as wellbeing ambassadors. These approaches are supporting children and young people to have a better understanding of their own wellbeing and their rights and those of others.
- Children and young people benefit from the support of a wide range of staff with whom they work and interact. This includes teachers, coaches, matrons, medical staff and other staff across the school. This wide range of staff consistently engaging with learners and colleagues to consider wellbeing on a frequent and well-planned basis is an important strength of the school. Individual staff often work with learners in a range of different contexts, such as teaching, games and tutor time. This engagement beyond the classroom, helps staff to develop a greater understanding of children and young people as individuals. A wide range of staff share this information very frequently through a programme of structured meetings. This understanding supports effectively staff's understanding of learners' wellbeing and individual needs, to allow for more effective targeted interventions and actions. Staff support children and young people very effectively to consider and discuss their wellbeing throughout each week. For example, there are weekly meetings with Housemasters and Housemistresses, and also with academic tutors. This balance of learners' meetings with pastoral and academic link staff is supporting children and young people very well to understand how their wellbeing is related to attainment and achievement. House teams meet regularly with senior leaders to review details of these learner meetings and staff communications and to discuss specific children and young people who may need further support. As a result, staff intervene early. The school's

evidence shows that staff's early interventions are leading to improved outcomes for identified children and young people.

- All children and young people engage regularly in self-evaluation activities and other learning to help them identify strengths and challenges relating to their wellbeing. For example, learners use the wellbeing indicators, complete the 'My World Triangle' self-evaluation tool, resilience self-evaluations and daily emotional check-ins. This approach is supporting children and young people to be more confident, independent and resilient. As a next step, senior leaders should consider how to develop a strategic whole-school overview which tracks all children and young people's wellbeing within each year. This should help them to further understand trends and patterns in learners' wellbeing over time, and to evaluate the impact of whole-school policies and inform future development priorities.
- Children and young people benefit from a very wide range of activities across the life of the school which support their wellbeing. They learn to be healthy and active through sporting activities and outdoor learning experiences on the school's extensive rural campus. For example, they take part in structured wellbeing walks, games throughout the week and sporting activities. Staff work closely with health partners at the school's health and wellbeing centre to find strategies to support individual learners with their health and to provide support for all children and young people on how to stay healthy. This is helping children and young people to understand the importance of looking after their health.
- All learners are included well in the school community. For example, day pupils are members of Houses alongside boarders, to help ensure there are no barriers between these groups. Most prep school children and almost all senior school young people say that they feel safe in school and that the school helps them to feel safe.
- Children and young people learn about health and wellbeing across the curriculum, including in the personal and social development programme. For example, they learn about healthy eating; financial management; peer abuse and substance abuse. This curriculum content and delivery is supporting children and young people to be better prepared to meet challenges in life.
- Senior leaders understand that they have responsibilities in relation to statutory guidance. They have been proactive in making connections with other services, such as with social work colleagues in the local authority. Senior leaders should continue to engage with national guidance as they review and develop their policies and planning in relation to wellbeing, equality and inclusion.
- Senior leaders are keen to ensure that potential barriers to learning among children and young people are identified and addressed. Staff consider each learner's needs in line with Getting It Right for Every Child (GIRFEC) This approach helps staff to organise their wide range of information about children and young people into a structured format and make increasingly effective and early interventions. For example, staff provide support for children and young people with anxiety or mental health challenges.
- Support for learning (SfL) staff work effectively with small groups of learners. SfL staff share appropriate information with teachers about the needs of learners. SfL staff meet with children and young people regularly to review this information and existing support strategies. Staff engage in regular reviews of progress of learners with pastoral and academic support staff and other colleagues. Staff also engage in 'Pupil Pursuits' where they spend time following a learner over a course of lessons to evaluate the effectiveness of strategies. These steps are

helping to develop more helpful and specific support strategies to support children and young people in their learning in classes across the school.

- Staff across the school support positive behaviours consistently and this is reflected in almost all interactions throughout the school. Children and young people behave very well. A minority of children and young people feel school staff do not deal well with bullying. As planned, senior leaders should work with learners, staff and families to establish a clear, shared understanding of the school's approaches to addressing bullying behaviour.
- Children and young people across the school appreciate opportunities to learn about and celebrate equality and diversity. Celebrations of the school's multinational community is an important part of school life. For example, high-profile events include national celebrations, international meals and the weekly National Dress Day. School staff continue to work with young people to ensure that an increasing range of diversity and difference is understood and celebrated among the school community. For example, learners on the Equality, Diversity and Inclusion Committee have worked well with staff to improve the school community's understanding around neurodiversity. Staff are proactive in considering what supports may be needed for learners with protected characteristics, now and in the future. Staff have worked with learners to ensure that the school library includes books which are more representative of the school community. Initiatives such as partnership work with schools and children's care settings overseas and visiting speakers, are given a high profile in assemblies and at chapel. As a result, children and young people learn more about each other, develop empathy and have the opportunity to have their own lives and backgrounds celebrated. Staff and learners' strong emphasis on equality and diversity is supporting an increasingly inclusive community for children and young people at Strathallan School.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Prep School

- Overall, attainment in literacy, English, numeracy and mathematics is very good. Most children across all stages of the prep school achieve expected standards. Most children are achieving expected levels of attainment in writing, reading, listening and talking, with a few working beyond expected levels. Children with additional support needs or barriers to learning are making strong progress in their learning and achievements.

Attainment in literacy

- Across the prep school, children's listening and talking skills are developing very well. Most younger children listen well to others as they share confidently their ideas and interests. Older children engage very well with peers and adults and build on the ideas and opinions of others. They share their views and are increasingly skilled at asking their peers in-depth questions to deepen their understanding of differing opinions. Most children across all stages enjoy reading a wide variety of books and look forward to their regular visits to the prep school library. Younger children sequence correctly and put pictures and events in order using language such as 'first, next, then and finally'. They recognise, say and write individual and blended sounds with confidence. Most read and create a range of sentences with accuracy and for a variety of genres. Most older children read fluently and with expression. They summarise texts and answer literal and inferential questions very well. The majority of children would benefit from more opportunities to examine authors' techniques and the reasons they use them, such as emotive language. Across the prep school, standards of children's handwriting and presentation skills are of a high quality. Almost all younger children write one or more sentences independently. They use capital letters and full stops correctly and apply their strong knowledge of sounds to spell common and tricky words. Most older children demonstrate an understanding of the features of different genres and apply these successfully in their own writing. They accurately use a wide range of punctuation including exclamation marks, apostrophes and commas to separate a list.

Attainment in numeracy

- Across all stages of the prep school, almost all children demonstrate a sound understanding of place value. Most younger children are confident with simple addition and subtraction using number lines. They count forwards and backwards in sequence correctly and identify missing numbers. They recognise and know the value of an increasing range of coins and use £ and p symbols accurately when recording totals. All children name two-dimensional shapes and recognise these in different contexts, including in nature. Most older children use a range of mental strategies and written methods accurately across all four operations. They explain and justify their solutions with confidence. They transfer and apply their skills well when solving multi-step or word problems. Almost all children convert between improper fractions and mixed numbers and understand well how to simplify fractions. They present and interpret information

in tables, charts and graphs in mathematics lessons, and in other curricular subjects. Across all stages, children will benefit from continuing to develop their mathematical vocabulary and mental agility.

Senior School

Attainment in literacy and numeracy

Third Form

- Almost all children and young people make very good progress in literacy and numeracy. By the end of third form, most young people have achieved or exceed the expected level at Key Stage 3 in literacy and numeracy.

Fourth and Fifth Form

- Almost all young people achieve at least a GCSE grade four to nine in English and mathematics by the end of fifth form. Attainment in English has been of a high standard over a number of years. Attainment in mathematics has improved in recent years and is of a high standard. Staff in the mathematics department have increased attainment by adapting their curriculum, ensuring appropriate challenge and using digital tools to support progress. A few young people have strong success in national mathematics competitions.

Attainment over time

Prep School

- Teachers gather detailed information about children's attainment in reading, spelling, writing and numeracy and use this to plan learning for individual children. This data shows a trend of high levels of attainment across the school. Senior leaders are developing systems to improve further their approaches to tracking children's progress as they move through the school. By the end of year 6, almost all children achieve or exceed the expected level at Key Stage 2 across their subject areas. Children's attainment over time is sustained, extended or increased across all stages.

Third Form

- By the end of third form, most young people achieve or exceed the expected level at Key Stage 3 across their subject areas. Staff engage in comprehensive approaches to monitoring young people's progress and attainment through forms one to three, at both a whole school and departmental level. This includes staff's careful and sensitive approach to both the academic and pastoral support offered to young people. Senior leaders should now streamline approaches to monitoring progress to support further their analysis of data to raise attainment.
- Young people identified as requiring additional support with their learning make strong progress through forms one to three.

Fourth and Fifth Form

- Young people predominantly sit eight GCSEs in fifth form. Most young people achieved eight or more GCSEs in 2024. This is an improvement on the previous year. Staff are exploring increasingly the range of National Qualifications at National 4 and National 5 to more fully meet the needs of the changing school population.
- Most young people achieved a grade four to nine across all GCSEs that they are presented for. A minority of young people achieve a grade 9 to 7 in their GCSEs. Most young people who have identified additional support needs achieve a grade four to nine in their GCSEs.

Lower and Upper Sixth Form

- Staff have been very reflective of the needs of young people who attend Strathallan School. They have adjusted their academic curriculum through feedback from staff, young people and their families. As a result, the number of young people sitting A-levels, Highers and Advanced Highers fluctuates from year to year. Overall, young people's attainment is of a high standard and is maintained over a number of years. Staff are very aware of any drops in attainment and have strong systems in place to address these.
- At Higher, most young people presented for courses are awarded a grade A to C. A minority are awarded a grade A. At Advanced Higher, attainment has increased, and most young people received a grade A to C. At A-level, almost all young people achieve a grade A* to D. Almost all young people who are on the A-level pathway achieve at least three A-levels.
- Most young people who have an identified additional support need achieve a grade A to C in their Highers. Almost all young people who have an identified additional support need achieve a grade A to C at Advanced Higher. Almost all young people who have an identified additional support need achieve a grade A* to D at A-level.
- Children's and young people's attendance is high. When children and young people are absent, there are effective procedures to respond to and support learners who may be struggling to attend school.

Overall quality of learners' achievement

- The opportunities for achievement provided by staff for children and young people within and beyond the school are a key strength of the school. They are recognised and celebrated in a range of ways. For example, through termly colours and awards assemblies, use of social media, weekly parental newsletters and an annual speech day. Staff provide a wide variety of experiences for all children and young people. Senior leaders and governors mitigate very effectively against potential barriers to participation in these activities through sensitive and effective pastoral and financial support where appropriate. They host specific fundraising events which are well attended and successfully raise money towards funds that support trips and outings.
- From first to sixth form, a minority of children and young people are awarded scholarships in a range of disciplines including music, sport, performing arts and academic achievement. Children and young people who are 'scholars' demonstrate strong academic achievement and wider success in their chosen specialist areas.
- In the prep school, children benefit from sporting activities within and beyond school, including regular sports fixtures and a hockey tour. In the senior school, a few young people successfully compete at national level and are supported by a wide variety of highly qualified and skilled coaches. All children's and young people's participation in sporting events supports and showcases their athletic talents, teamwork and sportsmanship.
- Almost all children and young people are developing an extensive range of teamwork, leadership, cooperation and collaborative skills. This includes sporting, drama, performing arts, music and science technology engineering and mathematics (STEM) based achievements. Activities include swimming, rugby, hockey, clay pigeon shooting, netball, pipe and drum bands, choirs and musical performances. Children and young people also benefit from achievements which enhance curriculum learning experiences. For example, learners visited Heriot-Watt University to learn about forensic science and develop problem solving,

investigative and analytical skills. Across the school, a significant number of children and young people are involved in clubs including the Eco club, chess club and photography club.

- Almost all children and young people are developing their leadership capacity, independence and resilience through well-planned programmes, an annual activity week and outdoor-education experiences. These include an expanding membership of the Combined Cadet Force, Duke of Edinburgh's Award scheme and John Muir Award. In addition, form camps and participation in rewilding schemes give children and young people chances to build friendships and develop their environmental awareness of the wider world. This supports learners to become responsible citizens and increase their global awareness.
- There is a very strong focus on ensuring children and young people support communities and causes through fundraising and volunteering. This reflects the school values and ethos of honesty, respect, humility, kindness, excellence and hard work. Children and young people organise a wide range of fundraising activities in order to support charities such as the local food bank, Children in Need and a project in Kenya. Children and young people gain skills in teamwork, collaboration and communication. This work and involvement in the community is a key strength and reinforces the school's commitment to give back to society. As a result, they develop and promote a strong sense of service, care and responsibility for others. Senior leaders and teachers should continue to expand further ways in which young people can access individual accreditation for the wide range of achievements in which they experience success.

Equity for all learners

- Staff across the school have implemented strong systems to track and monitor children and young people's progress. All staff are very aware of children and young people's academic needs. They have clear systems in place to identify children and young people who have gaps in their attainment or who are not on track with their expected progress through, for example, academic GIRFEC meetings. Staff employ a range of thoughtful strategies to support children and young people. This is particularly evident in their work to support international students who are new to English language, to access the curriculum.
- The headmaster, senior leaders, staff and governors understand their children, young people and their families' circumstances very well. Senior leaders are clear in their approach to ensuring equity of experience when children and young people join the school with bursary support. They take positive steps to ensure children and young people access the full range of curriculum activities and opportunities. Senior leaders highlight that children and young people who receive financial support make very strong progress from prior levels of attainment on joining the school. By the time these young people leave school from sixth form, all move on to a positive destination and most have achieved at least three Highers or better, with many achieving A-levels or Advanced Highers.
- All young people receive support to enter a positive destination on leaving school. Most young people gain places at universities in Scotland, the United Kingdom or internationally. Most young people attend their first-choice university with a minority of young people studying STEM. A few young people leave school to employment, college or apprenticeships. Staff are proactively developing their support for a wider range of pathways beyond a traditional university route. This includes a greater focus on degree apprenticeships, college courses and employment opportunities.

Practice worth sharing more widely

Children and young people access a rich and diverse range of opportunities beyond the classroom. This includes sport, performing arts, music and outdoor learning experiences. Children and young people develop a wide range of skills and attributes through their participation in enrichment and co-curricular activities. The skills and attributes developed, support children and young people very well to attain academic success within the classroom.

Staff and governors engage in a highly effective and robust cycle of senior school departmental reviews. This embedded approach to self-evaluation and ongoing improvement fosters a strong culture of professional support and challenge.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.