

ATTAINMENT AND ACHIEVEMENT

Curriculum for Excellence seeks to enable every child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. In the Broad General Education (BGE), the curriculum is organised into 8 broad curriculum areas and learning is planned around experiences and outcomes (Es & Os). Es & Os are divided into 5 different levels that broadly reflect different stages of learning. Young people progress at different rates. During S1-S3 most young people will be working within 3rd and 4th level Es & Os. A learner is deemed to be 'secure' at a level when he or she can apply their learning in different ways e.g. through projects, investigations, interdisciplinary learning. At the end of S3, we measure the number of learners who are deemed secure in literacy and numeracy at 3rd level or above.

	June 2015	June 2016
Literacy		
• Reading	69%	79%
• Writing	69%	79%
• Listening and Talking	72%	76%
Numeracy	80%	77%

SQA attainment in the 2016 diet is summarised as follows:

	2015 - %Pass	2016 - %Pass
S4 (SCQF Level 5)		
5+	43	37
S5 (SCQF Level 6)		
1+ Highers	46	55
3+ Highers	23	36
5+ Highers	11	17
S6		
1+ Highers	25	58
3+ Highers	36	33
5+ Highers	26	23
1+ Adv Highers	25	25

At Perth Grammar School, attendance and punctuality remains a focus for close monitoring and action to effect an improvement in attainment. During session 2015-16 attendance was slightly poorer and unauthorised absence has increased.

	% Attendance	% Authorised	% Unauthorised
2014-15	91.03	6.09	2.76
2015-16	90.83	5.80	3.25

Our self-evaluation processes, included termly visits from PKC Senior Officers, an increased focus on *How Good Is Our School 4?* and departmental/faculty reviews, confirm progress in relation to our three 2015-16 improvement priorities.

- Curriculum** - Our curriculum is flexible and dynamic, taking account of the principles of curriculum design, enabling all learners to find personalised pathways to meet their needs and providing opportunities for personal achievement.
 - Learners are provided with the entitlement to a BGE with clear progression pathways into the senior phase and beyond which are designed to meet the needs of all.
 - This is supported by high quality arrangements for universal and targeted support, including profiling to enable young people to make informed choices at key transition points.
 - Engagement with local employers to support the school's response to Developing Scotland's Young Workforce has increased substantially.
- Self-evaluation** – We now have a well-developed culture of self-evaluation which has a positive impact upon the experiences of all young people, particularly through the department/faculty review process. Through this we provide good quality support for career long professional learning and promote good quality leadership at all levels.
 - High quality evidence from self-evaluation has a sustained impact upon the quality of learning and teaching experiences for all young people.
 - There has been increased engagement of parents, community and partners in improvement.
- Improved Experiences for all Learners** – We have a challenging and achievable expectation for all learners. Learners are supported to become actively engaged in their learning and participate fully in the life of the school and wider community.
 - Evidence of improved pace and challenge.
 - We have an increasingly positive ethos where learners, staff and partners have high expectations of themselves and others.
 - Improved processes are in place to plan and recognise learners' achievements and contributions are celebrated in our school.
- Improvements in Performance** – Improved attainment levels, with a continued upward trend at N5 in S4 and the excellent performance of last year's S4 translated into even better results in S5 is ensuring almost all our young people (97%) left school with the necessary qualifications and achievements to reach a positive destination. This figure was the highest in Perth & Kinross and the second highest in

- Tayside. These improvements in performance have been the result of:
- Improvements to the curriculum and progression pathways to support pupils to maximise attainment and achievement.
- More careful tracking of pupil performance and interventions to support the needs of those identified.
- Improved home and in-school study support including information for parents and a clear assessment calendar

LEARNING

Everyone in the Perth Grammar School learning community is considered a 'learner'. Perth Grammar School staff continue to engage in professional learning in order to develop their own skills and improve classroom practice.

Young people continue to learn in and out of the classroom. A few of the many learning opportunities afforded to our young people are listed below.

- 128 pupils involved in international experiences including exchanges
- To celebrate wider achievement, pupils from across the school community attended a very successful Night of Champions event organised in conjunction with LiveActive, the PE department and Perth Grammar Sports Trust.
- S2 pupils participated in the Youth & Philanthropy Initiative (YPI) for the first time.

Many further examples can be found via our website under 'Celebrating Success' and on Twitter @PerthGrammar.

LEADERSHIP

We are proud of our staff team here at Perth Grammar School and staff continue to work together to continuously improve experiences for all learners. For example, restorative approaches and the roll out of the PRAISE system to promote a positive learning environment. The school continues to explore new leadership opportunities for pupils to ensure leadership for and by all. Staff continue to lead and develop workshops for colleagues on a range of topics in the form of lunchtime and twilight sessions.

IMPROVEMENT PRIORITIES for 2016-2017

Our self-evaluation has helped us to set our improvement priorities:

1. **Success and achievements** - Learners are developing employability skills in every aspect of curriculum and the school identifies selective interventions to 'Close the Gap'.
2. **Learning provision** – Focus on enhancing the quality of learning and teaching in the context of a positive climate for learning.
3. **Leadership and management** – Develop leadership and teamwork at all levels based on a Rights Respecting Schools journey and by consolidating our shared vision.

NB staff, learners, parent council members, and local authority staff have been consulted in the compilation of this report.



PERTH GRAMMAR SCHOOL



STANDARDS AND QUALITY REPORT 2015 – 2016

SCHOOL VALUES AND AIMS

At Perth Grammar, through our core values of 'Pride, Respect, Ambition' we aim to encourage and support our young people to flourish as global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive in life, learning and work.

Our ethos is tied into these values and we aim to meet the needs of all our school community. To do this we will work in partnership with pupils, parents and carers, our community and professional agencies.

To achieve this we:

Develop **Pride** in self, school, community.

Promote **Respect** for self and others, the environment and the wider community

Promote **Ambition** by raising levels of attainment, giving opportunities for achievement, celebrating success and by offering a breadth and depth of curriculum which will enrich and enhance learning.