

**PERTH GRAMMAR SCHOOL**  
**STANDARDS AND QUALITY REPORT**  
**2016 – 2017**



**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. With pride we respect, with ambition we strive.

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.

**ATTAINMENT AND ACHIEVEMENT**

Curriculum for Excellence seeks to enable every young person to be a successful learner, confident individual, responsible citizen and an effective contributor. The curriculum is organised into 8 broad curriculum areas and learning is planned around Experiences and Outcomes (Es and Os). Es and 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 3<sup>rd</sup> and 4<sup>th</sup> level Es and 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 3<sup>rd</sup> level or are working within 4<sup>th</sup> level.

	<b>June 2016</b>	<b>June 2017</b>
• Reading	79%	74%
• Writing	79%	75%
• Listening & Talking	76%	77%
• Numeracy	77%	81%

SQA attainment in the 2017 diet is summarised as follows:

	<b>2016 % Pass</b>	<b>2017 % Pass</b>
<b>S4 (SCQF Level 5)</b>		
5+	37	30
<b>S5 (SCQF Level 6)</b>		
1+ Highers	54	51
3+ Highers	36	28
5+ Highers	17	13
<b>S6 (SCQF Level 7)</b>		
1+ Adv. Highers	25	34

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.

	<b>% Attendance</b>	<b>% Authorised</b>	<b>% Unauthorised</b>
<b>2015-16</b>	90.08	5.69	3.24
<b>2016-17</b>	90.40	6.06	3.44

Our self-evaluation processes, included termly visits from PKC Senior Officers, an increased focus on *How Good Is Our School 4?*, department/faculty reviews and Headteacher self-evaluation sessions. These confirm progress in relation to our three 2016-17 improvement priorities.

### **1. Successes and achievements**

- The school production of 'The Wiz', involving large numbers of young people and staff met with great acclaim from our learning community.
- We developed an understanding of *Closing the Gap* to ensure that we reduce the poverty related attainment gap through selective interventions.
- With 96.9% of our learners going into sustained positive leavers destinations, we have continued to have one of the highest success rates in Tayside.
- All staff was trained in the use of the Insight Benchmarking tool to improve the use of performance data more effectively.

### **2. Learning provision**

- The school deployed a clear Learning and Teaching policy produced by pupils, staff and parents to ensure ongoing opportunities to discuss pedagogy, carry out action research and share best practice.
- We continue to be committed to restorative practice and this was demonstrated through development of a revised Relationships Policy as well as training for Staff and partner agencies in Mentors in Violence Prevention (MVP).
- Departments/faculties engaged in the Significant Aspects of Learning to further review the Broad General Education and the progress of this into the Senior Phase.

### **3. Leadership and management**

- Pupils, parents and staff are clear on our overarching vision of becoming an outstanding learning community with focus placed on our values of *Pride, Respect and Ambition*.
- The school secured 'Record of Commitment', stage one of our journey to becoming a Rights Respecting School.
- Improved processes are in place to plan and recognise learners' achievements and contributions are celebrated in our school.
- The appointment of a Developing Young Workforce (DYW) Officer helped to embed our commitment to this.

## LEARNING

Perth Grammar School is a learning community where everyone is seen as a learner. All staff reflect on their professional learning each year and set goals to develop their skills to improve learners' experiences in the classroom.

We are committed to all our young people's intellectual, social and ethical growth and well-being. For this reason young people benefited last session from a range of learning opportunities to enable them to flourish - many further examples can be found via our website under 'Celebrating Success' and on Twitter @PerthGrammar:

- Over 400 pupils took part in outdoor or residential experiences from local to international level including trips to London, Madrid, Italy and Tanzania.
- Pupils entered the Bar National Mock Trial Competition for the first time.

## LEADERSHIP

Leadership for learning was, and will continue to be, a major focus for the school. Several staff has undergone leadership training with Scottish College for Educational Leadership (SCEL) or the local authority Aspiring Leaders programme. This has resulted in them taking on increased leadership roles in school.

Pupils have developed leadership of their own learning both in and out of the classroom. This can be seen in paired reading programmes with S1 pupils paired with S3 pupils and S1 pupils with Primary 1 pupils. Our senior pupil leadership team made an outstanding contribution to the school. They played a key role in representing the school in the community and at events. They also successfully organised and managed a large group of prefects, ensuring that they supported the school throughout the year in a range of activities.

Our system of Support for Pupils has been restructured with three full time Principal Teachers Pupil Support (Guidance) taking on an enhanced role.

Many other pupils took on leadership roles including a group of girls who helped to develop a local authority gender equality initiative called Challenge to Change.

## IMPROVEMENT PRIORITIES for 2017-2018

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

1. **Achievement** - To help ensure equity for all learners by consolidating achievement and attainment.
2. **Learning** - The quality of Learning, Teaching and Assessment is improved across the curriculum and enhances learner engagement.
3. **Leadership** - All members of our learning community are leaders of learning and change.

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