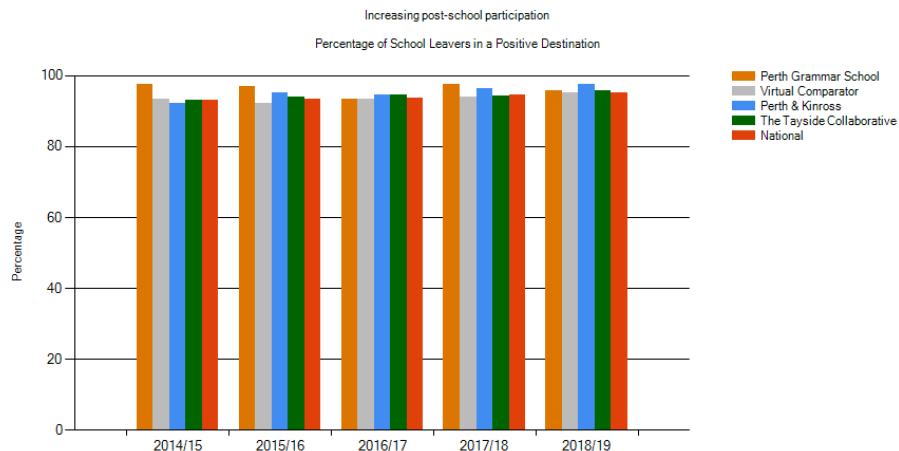


## Increasing post school participation



The school continues a strong performance in positive leavers' destinations, consistently above our Virtual Comparator at 95.65%.

### SQA Attainment in the 2019-20 diet is summarised as follows:

	2019 % Pass	2020 % Pass
<b>S4 (SCQF Level 5)</b>		
5+	40	48
<b>S5 (SCQF Level 6)</b>		
1+ Highers	45	58
3+ Highers	29	38
5+ Highers	14	10
<b>S6 (SCQF Level 7)</b>		
1+ Adv Highers	14	23

	% Attendance	% Authorised	% Unauthorised
<b>2018-19</b>	89.10	6.10	4.70
<b>2019-20</b>	87.80	7.10	5.00

The school will focus on attendance and latecoming in session 2020-21 as part of its *Ambition* and *Learning 360* agenda.

*With Pride, We Respect, With Ambition, We Strive.*



NB This report and the underlying data on which it is based have been compiled in consultation with staff, learners, parent council members, partners and local authority officers.

### School Values and Aims

*With Pride We Respect, With Ambition We Strive.*

Our vision at Perth Grammar School is to be an outstanding learning community with the highest aspirations for, and expectations of, all learners every day. Through our core values of 'Pride, Respect, Ambition', we 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 underpinned by these values and they guide all of our efforts to meet the needs of everyone in our school community. This is a collaborative venture where we work in partnership with pupils, parents and carers, our community and professional agencies. To achieve this we:

- Develop **Pride** in self, school and community.
- Promote **Respect** for self and others, the environment and the wider community.
- Increase **Ambition** by raising levels of attainment, giving opportunities for achievement, celebrating success and offering a breadth and depth of curriculum which enriches and enhances learning.

Our self-evaluation processes include termly visits from PKC Senior Officers, an increased focus on *How Good Is Our School? 4*, faculty reviews and attainment reviews. These confirm progress in relation to our three 2019-20 improvement priorities.

#### 1. Successes and achievements

- Our virtual Prizegiving was a huge success with over 580 families and community members logging in to watch live on YouTube.
- Perth Grammar School pupils won The Hunter Foundation's climate challenge competition and attended an evening with Sir David Attenborough.
- S2 pupils in conjunction with our main strategic partner, Robertson Group, planted trees as part of the carbon offsetting programme.

#### 2. Learning provision

- Curricular pathways have evolved and more National Progression (NPA) qualifications and Wider Achievements were made available including Health and Wellbeing, Employability and level 6 Sport and Fitness.
- In support of *Developing the Young Workforce* agenda, funded by Perth Grammar Community Trust, pupils in S6 qualified as lifeguards through the introduction of the National Pool Lifeguard Qualification (NLPQ).
- 7 staff achieved Microsoft Innovative Expert status and in March the school moved to learning online and adapted well to a blended learning model utilising Microsoft Office.

### 3. Leadership and management

- All faculty leaders have completed the middle leadership course with Perth & Kinross Council.
- There are now 5 Child Protection Officers in the school including all Principal Teachers Pupil Support (Guidance).
- *Apps for Good* was a hugely successful project with learners leading designing apps addressing current issues within Health and Wellbeing. This brought together a number of partners as judges and was a family learning opportunity attended by parents.

### Learning

Perth Grammar School is a learning community where everyone is 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. Young people benefited last session from a range of learning opportunities to enable them to develop as effective contributors, responsible learners, successful learners and confident individuals - many examples can be found via our website <https://perthgrammar.org.uk/index.asp> and on Twitter @PerthGrammar .

In November 2019, the school received a short model inspection report from HMI Education Scotland. The findings can be found here: <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4024> .

### Leadership

At whole school level we enhanced learner voice by establishing *Article 12* and continue to work towards achieving Gold Rights Respecting Schools status. Pupil leadership both in and out of the classroom took place in a variety of ways from further consolidating Mentors in Violence Prevention (MVP), My World of Work Ambassadors and through Tutor Time.

### Improvement Priorities for 2020-2021

Our self-evaluation has helped us to set our improvement priorities for a new three-year cycle 2019-2022:

1. **Achievement** - Raise attainment and achievement for all young people. To support this, improve approaches to assessing and monitoring young people's progress, particularly S1-S3.
2. **Learning** - Further develop a shared understanding of high-quality learning and teaching to improve the motivation and engagement of young people. Ensure appropriate challenge for all young people to maximise progress in their learning.
3. **Leadership** - Improve approaches to ensuring equity for all learners. To support this, senior leaders should make better use of data to target

interventions appropriately. This includes monitoring planned interventions regularly to ensure they have the desired impact.

### 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. Progress within any level is identified by the terms 'Emerging, Enhancing and Extending'. Each stage of progress takes account of the breadth of learning at that level, the degree of challenge and how well a learner applies their Higher Order Thinking skills in different and unfamiliar circumstances. During S1-S3 most young people will be working within 3<sup>rd</sup> and 4<sup>th</sup> level E's & O's. 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.

By the end of S3	June 2019	June 2020
• Reading	81%	83%
• Writing	82%	83%
• Listening & Talking	86%	83%
• Numeracy	81%	87%

### Improving attainment in literacy and numeracy – Senior Phase



Performance in Literacy and Numeracy has been increasing steadily over the last 4 years and is now above the Virtual Comparator at SCQF Level 4 & 5.