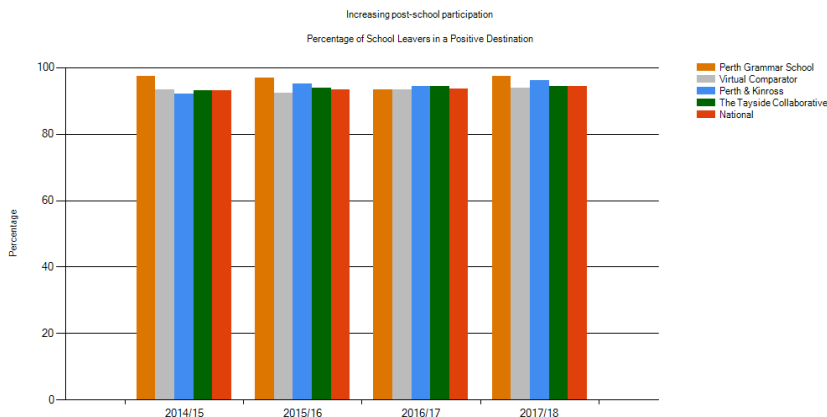


## Increasing post school participation



The school continues a strong performance in positive leavers' destinations, increasing to 97.4%.

## SQA Attainment in the 2018 diet is summarised as follows:

	2018 % Pass	2019 % Pass
<b>S4 (SCQF Level 5)</b>		
5+	27	30
<b>S5 (SCQF Level 6)</b>		
1+ Highers	45	51
3+ Highers	26	25
5+ Highers	14	12
<b>S6 (SCQF Level 7)</b>		
1+ Adv Highers	20	18

	% Attendance	% Authorised	% Unauthorised
<b>2017-18</b>	89.00	6.60	4.20
<b>2018-19</b>	89.10	6.10	4.70

At Perth Grammar School, attendance and punctuality remain a focus for close monitoring and action to help improve attainment. During session 2018-19 attendance was similar whereas unauthorised absence has increased by 0.5%.

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 its 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*, department/faculty reviews and attainment reviews. These confirm progress in relation to our three 2018-19 improvement priorities.

### 1. Successes and achievements

- 952 certificates of achievement and excellence were awarded to our young people at Prizegiving.
- Over 60 pupils participated for the first time in *The Wee Sleep Out* supporting our ambition to become a Gold Rights Respecting School.
- In November in partnership with Skills Development Scotland (SDS) we held a speed-networking event with local employers and all of S2 as means of informing student learner pathways.

### 2. Learning provision

- All of our associated primaries participated in the development of a progressive Skills Framework across the Local Management Group (LMG).
- 100 S4-S6 pupils attended the 'Fire-Up' Scotland event held at the SSE Hydro designed to empower and motivate young people from across Scotland.

### 3. Leadership and management

- Our main strategic partnership Robertson Group led a Science, Technology, Engineering and Mathematics (STEM) interdisciplinary project for S1 on house design.
- Ambassador roles for pupils were established in Scottish Credit and Qualification Framework (SCQF) to promote progression pathways to pupils, staff, parents and partners. Similarly, Mental Health Ambassadors were established in the Senior Phase to raise the profile of this important matter.
- The Facilities Team were finalists in Tayside Contracts Outstanding Contribution Award.

### 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:

- The school supported the S1 intake for the new secondary, Bertha Park High School by welcoming the pupils as part of Perth Grammar first year.
- Expressive Arts held a three night sell out show of the musical *Grease*.
- All staff have been involved in enquiry based practice in our Leading Learning Groups (LLGs).

### Leadership

Pupil leadership both in and out of the classroom took place in a variety of ways from further consolidating Mentors in Violence Prevention (MVP), Equalities, My World of Work Ambassadors and through Tutor Time (as of August 2018). Leadership roles to support closing the poverty related attainment gap helped to raise the profile of this with staff to ensure appropriate interventions. Five staff were promoted to acting Principal Teacher roles, two of whom have successfully achieved permanent promoted posts.

### Improvement Priorities for 2019-2020

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

1. **Achievement** - To 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.

### 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 E's & O's. 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.

By the end of S3	June 2018	June 2019
• Reading	83%	81%
• Writing	82%	82%
• Listening & Talking	85%	86%
• Numeracy	88%	81%

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



Performance in Literacy and Numeracy at SCQF Level 4 shows an improving picture at Level 4 and an overall positive three year trend at Level 5.