



## Improving Attainment for All

Insight data for the schools shows an improving attainment for all picture with S4 and S5 outperforming our virtual comparators which is testament to our Ambition Agenda. The highest 20% and lowest 20% for S6 were slightly above the Virtual Comparator Comparisons reflecting positive attainment and provision of opportunities for all.

### SQA Attainment in the 2021-22 diet is summarised as follows:

	2020/21 % Award	2021/22 % Award
<b>S4 (SCQF Level 5)</b>		
5+	39	56
<b>S5 (SCQF Level 6)</b>		
1+ Highers	65	68
3+ Highers	40	46
5+ Highers	15	22
<b>S6 (SCQF Level 7)</b>		
1+ Adv Highers	52	49

	% Attendance	% Authorised	% Unauthorised
<b>2020-21</b>	90.24	5.29	4.44
<b>2021-22</b>	87.70	7.29	4.93

The school will continue to focus on attendance and late coming in session 2021-22 as part of its *Ambition* and *Learning 360* agenda via our Intervention Team (funded by Pupil Equity Funding) and Learner Support.

*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

Perth Grammar School's vision is to be an outstanding learning community with the highest aspirations for, and expectations of, all learners. Through our core values of 'Pride, Respect, Ambition', we encourage and support our young people to flourish as global citizens with the skills, knowledge 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 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 included liaison with PKC Senior Officers and responding to our Education Scotland action points. These confirm progress in relation to our three 2021-24 improvement priorities.

### 1. Successes and achievements

- Our Awards Ceremony took on a new format held in the school itself to recognise achievements and in response to experience of doing this online during the pandemic.
- Senior Phase learners resumed in person examinations and so for many of our young people they sat their first assessments in the SQA diet.
- We had Perth & Kinross Social and Healthcare, SSE, the NHS and the Army deliver sessions for over 200 pupils on careers and pathways. 30 pupils secured work experience placements last year which was a successful number following the pandemic.

### 2. Learning provision

- Perth Grammar commemorated 50 years. The school invited ex-pupils and teachers to a celebration of the school where stories and history were shared.

- The school designed and launched its own tartan.
- For the first time in over two years, we welcomed back parents to join us for an in-person transition event.

### 3. Leadership and management

- School staff led 52 examples of action research to help enhance learning and teaching.
- DYW – 120 pupils took part in the “Hydrogen Challenge” organised by Arcola Energy. In teams they designed, built and raced their own hydrogen powered cars. Pupils experienced a real breadth of learning, teamwork and competition.
- Our S1 football team won the first ever Perth and Kinross Jubilee Cup. The final was played against Perth High School and supported by our local club Jeanfield Swifts who provided the venue and supported the school with coaching for the teams.

### 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. Many examples can be found via our website <https://perthgrammar.org.uk>, on Twitter @PerthGrammar and Instagram #perthgrammar.

A return visit from HMI Education Scotland took place following our original inspection report from November 2019. The document that reflects the significant progress that the school continues to make can be accessed here: [perthgsvl211221.pdf](https://perthgsvl211221.pdf) ([education.gov.scot](http://education.gov.scot)).

### Leadership

At whole school level we continue our Rights Respecting Schools status and currently hold Silver accreditation.

Pupil leadership takes the shape of our ‘Article 12’ group and learner participation was sought throughout the year on a number of key matters including reasserting uniform, our relationships policy and regularly with regards learning and teaching.

### Improvement Priorities for 2021-2022

Our self-evaluation has helped us to set our improvement priorities for a new three-year cycle 2021-2024:

1. **Achievement** - To raise attainment and achievement for all young people with a focus on improving approaches to assessing and monitoring young people’s progress (particularly S1-S3). *Ambition Agenda*.
2. **Learning** - To further develop a shared understanding of high-quality learning and teaching to improve the motivation and engagement of young people and move to a shared approach in teacher practice to maximise learner progress. *Learning 360*.
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. To ensure that our school community makes continuous improvement by implementing change strategies responding to the needs and vision, values and aims of our learning community.

### 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. 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. 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 2020	June 2021
• Reading	83%	88%
• Writing	83%	89%
• Listening & Talking	83%	89%
• Numeracy	87%	86%

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

Perth Grammar’s performance in Literacy and Numeracy at SCQF 5, 2021, 2020 and 2019 is greater than our Virtual Comparator.