



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 overview is summarised as follows:

	2021/2022 % Award	2022/23 % Award
S4 (SCQF Level 5)		
5+	56	37
S5 (SCQF Level 6)		
1+ Highers	68	71
3+ Highers	46	48
5+ Highers	22	27
S6 (SCQF Level 7)		
1+ Adv Highers	49	48

	% Attendance	% Authorised	% Unauthorised
2020-21	87.70	7.29	4.93
2021-22	86.12	8.11	5.69

The school will continue to focus on attendance and late coming in session 2022-23 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 have included local authority termly visits, responding to the requirement for a Progress Report [Final Perth Grammar School- Progress Report December 2022.pdf \(pkc.gov.uk\)](#) from Perth and Kinross Council (PKC) in response to our Education Scotland visit in December 2021 and original inspections in November 2020. Furthermore, Perth Grammar School participated in a Validated-Self-Evaluation (VSE) Visit. These confirm progress in relation to our three 2021-24 improvement priorities.

1. Successes and achievements

- Extra-curricular activities resumed and included a busy Sports Fayre and extensive pupil success in Expressive Arts competitions.
- As part of our 'Ambition' agenda the school commenced Supported Study in Term 2 and had the highest sign-up to e-Sgoil webinars.
- The school's wider achievement options gained national recognition for 'Creative Thinking' and new qualifications were introduced including Barista training.

2. Learning provision

- Promethean boards were installed across the school supporting a modern learning and teaching interface.
- The library gained the Silver Reading School Award once again reaffirming the importance of this resource for learners.
- Parent Council helped to promote our House system with a pupil informed decision to purchase a tokens and points display.

3. Leadership and management

- All staff engaged in an input on the Perth & Kinross Council Employee Offer Experience reasserting local values alongside those of the school.
- In the course of the year multiple staff demonstrated leadership, management and a desire for professional learning through an increased interest in acting opportunities and appointments to internal, as well as external, promoted positions reflecting an ability to develop as a team.
- The Addams Family was a sell-out production involving over 100 young people and staff.

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 final update in relation to the original Education Scotland short model inspection was provided to The Executive Sub Committee of Learning and Families Committee in March the significant progress that the school continues to make can be accessed here: [\(1\) Executive Sub Committee of Learning and Families Committee 20 March 2023 - YouTube](#)

Leadership

At whole school level we continue our Rights Respecting Schools status and now seek reaccreditation at Silver. Pupil leadership takes the shape of our 'Article 12' Group with pupils able to identify interventions in place to support this such as Chatterbox and QR codes. Almost all pupils agree that their learning needs are being met. The school's validation on inclusive practices was validated following a two day visit comprising a range of external partners and peer school staff.

Improvement Priorities for 2022-2023

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 3rd and 4th 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 3rd level or are working within 4th level.

By the end of S3	June 2021	June 2022
• Reading	88%	88%
• Writing	89%	85%
• Listening & Talking	89%	87%
• Numeracy	86%	85%

Improving attainment in literacy and numeracy – Senior Phase

Perth Grammar's performance in Literacy and Numeracy at SCQF 5, 2022, 2021 and 2020 is greater than our Virtual Comparator.