

Perth Grammar School



School Handbook

Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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Introduction



At Perth Grammar, through our core values of ‘Pride, Respect, Ambition’ we aim to encourage and support our young people to flourish as young global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive in life, learning and work. This is in the context of our overarching vision of becoming an outstanding learning community with the highest expectation of and aspirations for all learners. Our motto is With Pride, We Respect, With Ambition, We Strive.

Everything we do is geared towards this aim – our ethos, our curriculum, the opportunities we offer for qualifications and other achievements, the types of learning approaches we encourage, the activities we offer out of school and beyond the normal school day and the changes we make to the buildings and grounds. We offer a very wide range of opportunities to succeed in qualifications within the Scottish Credit and Qualifications Framework (SCQF) and build up a portfolio of other achievements.

Ultimately our children and young people say that it is the staff team and the relationships that they develop that are the unique selling point to our school.

Perth Grammar School continues to celebrate success across a wide range of areas. Highlights include 244 pupils received values certificates and 56 academic awards at our annual celebration ceremony, a sell-out school production of *School of Rock*, delivered by our Expressive Arts faculty, multiple victories by our Senior Phase football team, engagement in prestigious competitions such as Young Artist and ISP Pocket Garden Design and a pupil expedition to Tanzania supporting community development projects.

We are proud to be recognised locally and nationally as an improving school, with commendations for progress in attainment and wider achievement. Our approach to high-quality learning and teaching is guided by the Perth Grammar School 5 (PGS5) principles (Effective communication, Clear expectations, Positive relationships, Accessible learning and Everyone engaged)

Perth Grammar School belongs to each and every one of us. Please join in and play an active part in what goes on here. Our Parent Council strongly supports the school and its commitment to developing home-school links. You will always be most welcome to visit to see for yourself what we do and how successful we are in achieving our vision. Should you have any questions or concerns whatsoever, please do not hesitate to contact me. We look forward to learning with you.

Martin Reid | Interim Acting Headteacher

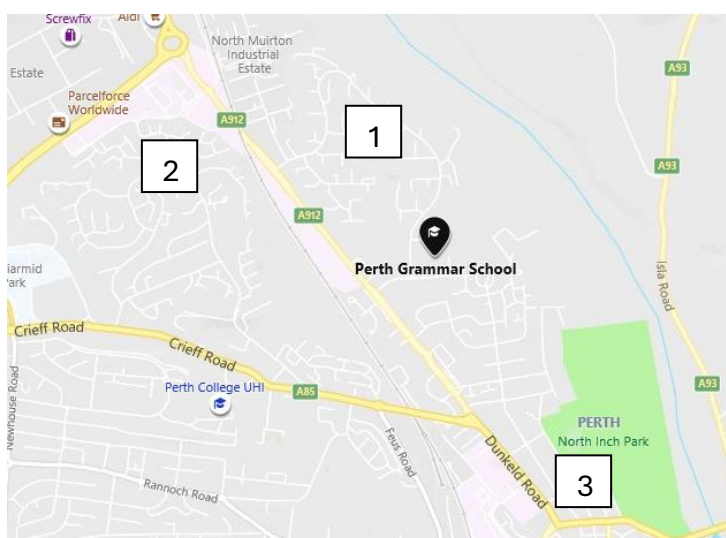
“The best interests of the child must be a top priority in all decisions and actions that affect children and young people” **Article 3: UN Convention on the Rights of the Child**

Enrolment and Catchment Area

Perth Grammar School is one of the four comprehensive non-denominational secondary schools that serve Perth City and neighbouring areas. The organisation of secondary education in this area is based on the transfer of all pupils from associated primary schools to a designated secondary school. The list of primary schools in the Perth Grammar Local Management Group (LMG) are:

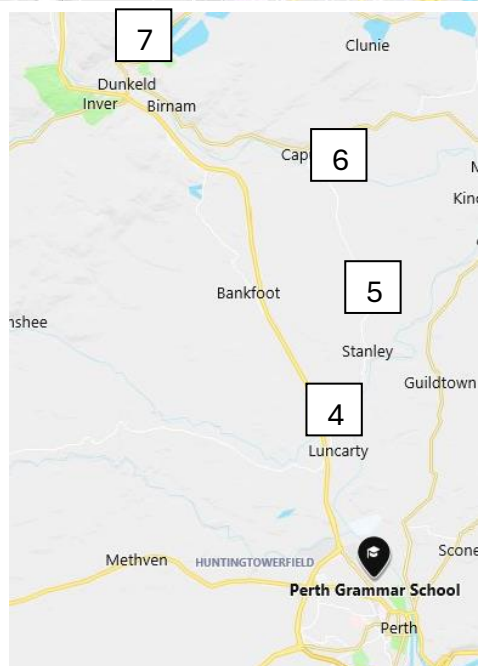
Perth City

- 1 [Riverside](#) Primary School
- 2 [Tulloch](#) Primary School
- 3 [St Ninian's](#) Primary School



Rural area

- 4 [Luncarty](#) Primary School
- 5 [Stanley](#) Primary School
- 6 [Murthly](#) Primary School
- 7 [The Royal School of Dunkeld](#)



Each year learners who live beyond our catchment area also seek entry to the school through placing requests. To arrange a visit please contact us on 01738 472800.

Visit the Perth and Kinross Council [website](#) to find your school catchment area.

Contact Details

Headteacher	Mr M Reid (Interim Acting)
School roll	700
Address	Perth Grammar School, Gowans Terrace, PERTH, PH1 5AZ
General Enquiries	01738 472800
Email	PerthGrammar@pkc.gov.uk
Website	www.PerthGrammar.org.uk
Social Media	@PerthGrammar
Parent Council	Roy McIntosh (Chair - PerthGrammar@pkc.gov.uk)

The school office telephones are manned between 8.30am and 4pm Monday to Friday.

Pupil Absences and Appointments

To report a pupil absence, call our attendance line on 01738 472888 or text us on 07860049526 with name, registration group and reason for absence. Alternatively, you can send an email to PGSPupilAbsence@pkc.gov.uk.

House Teams

Contact your young person's Guidance Teacher to discuss their progress or if you have a concern.

Almond	Earn	Lomond
Mr Sinclair DavidSinclair@pkc.gov.uk 01738 472816	Mr McMahon KDMcMahon@pkc.gov.uk 01738 472821	Mr Cameron StephenCameron@pkc.gov.uk 01738 472822

Complaints

The school deals with complaints as part of Perth and Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

www.pkc.gov.uk/complaints

Communicating with Parents and Carers

View the School Parental Communication Policy on our website – www.perthgrammar.org.uk/Policy. This policy seeks to define the means by which the school maintains good communications with parents and other stakeholders. It should provide an overview of what parents can expect of the school and, in turn, what the school will expect of parents.

School Values and Ethos

Our core values of “Pride, Respect and Ambition” are at the heart of all we do in Perth Grammar 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.

With Pride, We Respect, With Ambition, We Strive

Partnerships, Rights and Responsibilities

In fulfilling our aims, we seek to involve pupils, parents, school staff, the local community, the Local Authority, and the wider world in the life of the school. The most important of these partnerships is the three-way relationship between pupils, parents and the school staff. Each of these groups has significant expectations of the others and these are reflected in the responsibilities set out below:

Responsibilities of Pupils

- Attend school regularly, on time and ready to take part in learning
- Produce the best possible classwork and homework
- Aim for the highest standards in all aspects of school life
- Cooperate with staff and accept local authority policy and the school’s relationship policy
- Consider and respect the feelings and property of other people both in school and in the wider community
- Care for the grounds, buildings, furniture, equipment, and books provided by the school.

Responsibilities of Parents

- Show that they support the school in setting the highest standards
- Make sure their children come to school regularly, on time, alert and ready to learn
- Take an active and supportive interest in all aspects of their children’s work
- Support the school relationships policy and local authority procedures, helping their children to achieve resilience and develop a growth mindset
- Encourage their children to make constructive and enjoyable use of both their study and leisure time.

Responsibilities of School Staff

- Develop each individual pupil’s talents as fully as possible to enable them to flourish as young global citizens
- Plan and teach effectively and set the highest standards in work, learning and behaviour

- Set and assess classwork and homework which encourages all pupils to attain the highest standards
- Ensure that each pupil understands how to make the next steps to improve their learning
- Care for each child when at school as a good parent of a large family
- Help pupils to leave school able and enthusiastic about making the best possible contribution to their local and wider community.



Relationships for Respect

Our school promotes an environment where all stakeholders interact in a restorative manner and contribute to a restorative ethos. If a pupil displays poor behaviour, we will endeavour to find the reasons behind this. We will encourage them to reflect on the impact of their actions and counsel them on an appropriate response to help them resolve the situation and repair any harm.

The relationship policy gives teachers a suite of interventions to help resolve any unacceptable behaviour. If these actions do not result in a positive outcome, further interventions will be taken to help get a resolution where we will decide the appropriate next steps which may include involving parents.



Parents/Carers will receive positive and negative referral emails throughout the year. At the end of each term STRIVE emails will be sent with some young people meeting the Headteacher to discuss their awards.

An awards ceremony and celebrating success assemblies are held at the end of session celebrating the academic and wider achievements of young people.



Every child has the right to an education. Discipline in schools must respect children's dignity and their rights. **Article 28: UN Convention on the Rights of the Child**

Parental Involvement

We aspire to offer parents an open door where we keep you informed and involved and respond to concerns.

We know from national research that children do better at school and achieve more in life when parents and schools work together. Parents are the first educators of a child and have the most influential role in their child's education. We are therefore committed to working together with parents to ensure that every child does the best they can at school and beyond.

There are three main ways in which parents can become involved in the school:

- Supporting learning at home.
- Home/School Partnership through parent contact meetings and other events which are advertised in the Parent Bulletin for example, T with the HT and Faculty Study Support events.
- Parental Representation for example, through the Parent Council.

You can find out more about parental involvement on the Perth and Kinross Council website - www.pkc.gov.uk/parental-involvement

Parents Evening

Parents' Evenings take place in person at Perth Grammar School. Typically, these take place in S1 – November, S2 – January, S3 – January, S4 – October, S5/6 – November. Appointments can be made online via our online booking system which is communicated to parents/carers two weeks prior to the evening.

Parent Engagement

Throughout the year parents will have the opportunity to join us at learning events, information evenings and digital feedback sessions. Dates and times of these events are shared weekly in the parent bulletin. The bulletin is also the communication method for sharing parental surveys.

Transitions

Primary to Secondary Transition

Each year we work with our primary colleagues to run a programme of events to make sure that the transition from primary school to Perth Grammar School is a positive experience. We are in regular contact with our cluster primary schools during the school session to learn as much as possible about our new pupils. The Principal Teacher of Learner Support works with the Transition Depute Head Teacher to support and organise an enhanced transition programme for any pupils with additional support needs or specific requirements. The enhanced transition programme will involve pupils and their families as well as teachers from the primary school and Perth Grammar. Pupils and parents are given the opportunity to visit the school and ask questions of staff and current pupils.

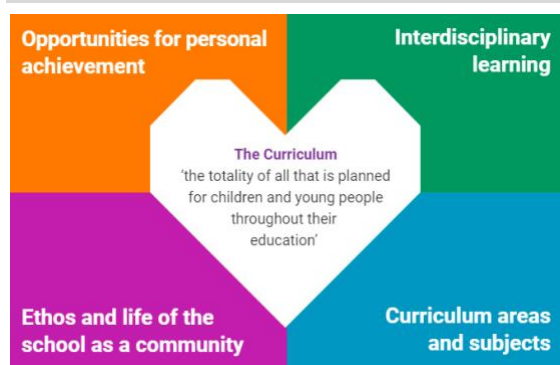
Broad General Education to Senior Phase

At Perth Grammar School we provide young people with pathways which guides and supports them as they move from the Broad General Education into their Senior Phase years which you can read more about in next section of the handbook on The Curriculum.

Beyond the Senior Phase

Within the Senior Phase there is an integrated approach to support young people with their next steps in further education, employment or skills development as they prepare to move on from school. We have strong links with Skills Development Scotland (SDS) and PKC Developing Young Workforce (DYW) to ensure a wide range of options and pathways are available to our pupils.

The Curriculum



Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Curriculum is defined as the totality of all that is

planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts.



Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

You can learn more about Scotland's Curriculum for Excellence (CfE) at www.scotlandscurriculum.scot.

Borad General Education (S1-S3)

All pupils are offered a Broad General Education starting in nursery and continuing until the end of S3, building on previous learning and increasingly encouraging young people to make choices and decisions to personalise their curriculum to suit their interests and abilities. In secondary school, pupils will experience a wide range of subjects across eight curriculum areas:

- Expressive Arts (including Art, Drama and Music)
- Languages and Literacy (including English, French, and Spanish)
- Health and Wellbeing (including Physical Education, Home Economics and Social Education)
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences (including Biology, Chemistry and Physics)
- Social Studies (including Geography, History, Modern Studies and Business Education)
- Technologies (including IT, Computing Science, as well as a range of practical and design activities).

Learning is organised around the 'Experiences and Outcomes' (E's and O's) and assessment planned using Benchmarks. The former is divided into five different levels that broadly reflect the different stages of learning. These levels recognise that young people progress at different rates. In S1-S3, most pupils will be working within the 3rd and 4th level E's and O's. As they progress through S1-S3, pupils will be offered opportunities for choice within curriculum areas as well as a range of wider achievement electives. More recently, there has been an increased focus on developing transferable skills including leadership, health and wellbeing, creativity, working together, digital, thinking, literacy, problem solving and enterprise. Throughout, there is also a continuous focus on Literacy, Numeracy and Health and Wellbeing across all curriculum areas. Interdisciplinary learning is also introduced through a range of real-life contexts to encourage pupils to make connections across their learning and apply skills in different contexts. This includes extra input in Science, Technology, Engineering, Arts and Maths (STEAM) and in supporting the Scottish Government 1+2 modern language initiative where all pupils have additional Spanish. All of these experiences will prepare them to embark with confidence upon their chosen pathway in the Senior Phase.

The Senior Phase (S4-S6)

The Senior Phase of our Curriculum for Excellence begins in S4 and continues through to the end of S6. In this phase, pupils make choices regarding the courses they will study within the Scottish Credit and Qualifications Framework (SCQF). This includes a wide range of both academic and vocational qualifications which support them towards their chosen positive destination whether this is at the end of S4, S5 or S6. An essential feature of this stage will include clear progression routes for each pupil, with a distinct focus on advancing their qualifications, coupled with opportunities for them to expand and refine their skill set.

Following decisions taken towards the end of the BGE, most pupils will progress to study their six best courses throughout S4. All S5 pupils are expected to choose a course in every column, however, S6 pupils may be granted a supported study column depending on the rigour of their choices or the needs of the individual. Through these courses they will prepare for the assessments at whatever level is appropriate for them (usually SCQF level 3, 4 or 5). This will lead to a range of different qualifications from the Scottish Qualification Authority (SQA) including National Course Awards, National Progression Awards (NPA's) and Skills for Work courses. For the most part these are delivered in school with some at Perth College.

During S5 and S6, a range of courses at Level 6 and 7 in the SCQF are added to our suite of courses including SQA Higher and Advanced Higher Qualifications. Pupils will be offered guidance and support to plan a programme that will raise their own personal attainment before progressing to the next appropriate level of qualification. All pupils have the opportunity to study six courses but depending on the rigour of their choices or the needs of individuals, some S6 pupils may choose fewer than six and include study time, wider achievement or citizenship. Our ultimate aim is to ensure that all pupils at Perth Grammar are able to move on to a positive destination with a strong portfolio of skills and achievements.

Religious Observance

Core provision for Religious Education is included in the curriculum from S1 to S4. In first and second year these courses follow the guidelines specified in the national programme for Religious and Moral Education. In addition, moral issues are discussed as part of social education classes.

Perth Grammar School has established working links with Perth Riverside Church and the Street Pastors/School Pastors. We welcome developing partnerships with denominational bodies at local and national level to fulfil our Religious Observance requirements.

Parents have the right to withdraw their child from attending Religious Education. Those who wish to exercise this right should write to the Head Teacher explaining both their wishes and the reason for these wishes. Alternative arrangements will then be made.

The Careers Service

Patricia Wood and Katy Hargrove, the school's Careers Advisers from Skills Development Scotland (SDS), are based in the school and are here to support pupils to develop their Career Management Skills.

The service provided includes:

- One-to-one career coaching from S2, where all pupils will receive support with their subject choice, through to pupils leaving school
- A drop-in service in school during lunchtimes
- Group sessions for all year groups around Career Management Skills and Labour Market Information
- Support for parents is also available. Trisha and/or Katy will be attending each Parents Contact Events and will be available for appointments at these.

All pupils can access high quality careers information and advice through www.myworldofwork.co.uk which also has a section for parents at www.myworldofwork.co.uk/parents.

Social Education

Over the last few years Social Education has evolved through Curriculum for Excellence. Feedback from pupils has been taken into account when making these changes and the course has a strong focus on skills for learning, life and work.

The aims of this programme are to offer every pupil an opportunity to:

- Develop skills for the world of work, like presenting, teamwork and leadership.
- Developing an understanding of the growing up process.
- Make informed choices about the world of work, leisure, and responsibility.
- Develop self-esteem and self-awareness.

These are some of the examples within the courses from S1-6. We also have numerous expert speakers on current issues like drugs, sexual health and relationship, financial education and dealing with stress. This course is continuously developing to make sure that pupil's Health and Wellbeing is at the centre of their learning.

Assessment and Reporting

Broad General Education (S1-S3)

When your child joins S1, they continue their Broad General Education, building on primary education. We receive detailed information from their primary school about strengths, learning styles, and attainment in English and Maths, along with a P7 profile celebrating their achievements. Some students have personalised learning plans developed with input from primary staff, parents, and the students themselves, while others may need additional support identified later. Most S1 pupils undergo baseline assessments to identify strengths and areas needing support, helping us tailor our approach to each student's potential. Regular tracking reports for S1-S3 pupils are sent to parents, detailing progress in all curricular areas, effort, behaviour, and homework, with additional comments on skill development and key areas like literacy, numeracy, and health and wellbeing.

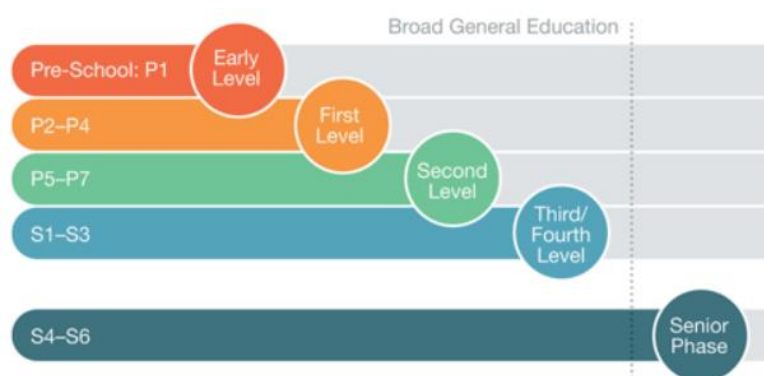


Diagram 1

Reports provide an indication of progress within a subject area. Firstly, this progress is identified by a statement which references the “*Level Achieved*” by a young person. Diagram 1 illustrates the journey through the various levels that young people will

make as they move through Primary 1 until S3. Each level covers progress across a long period of time, which can be up to 3 years, so in order to identify progress within a single year, and even with a school term, we also track where a young person is in their journey

within the next level. This progress within a level is measured using the terms “Emerging, Enhancing and Extending” which are described fully in diagram 2.

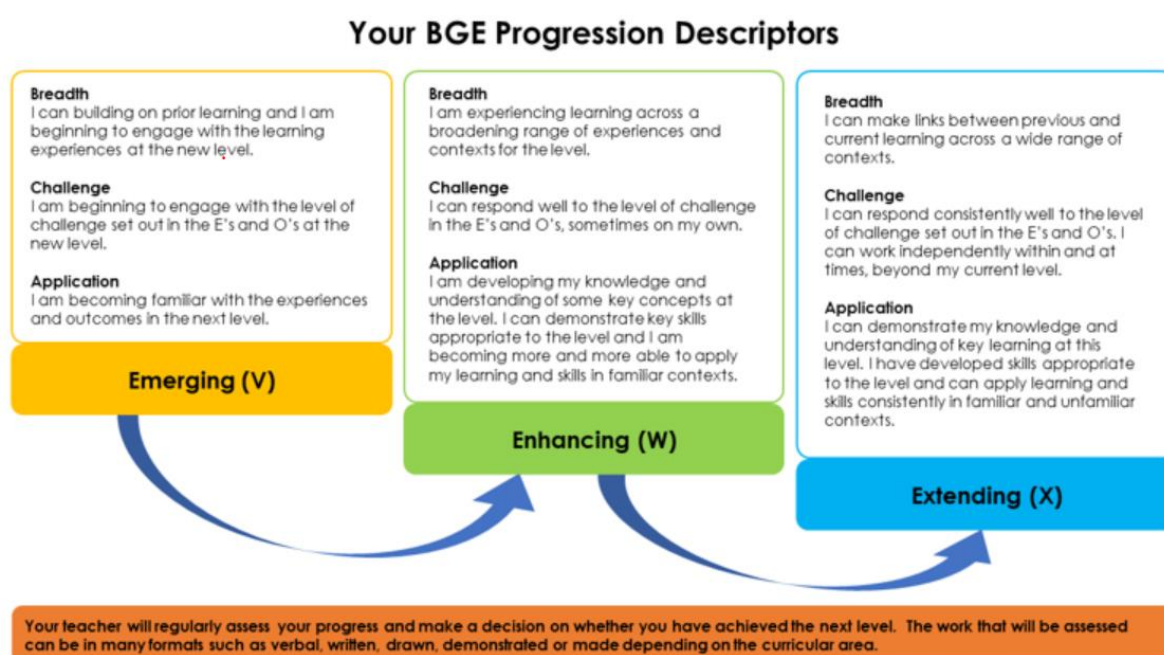
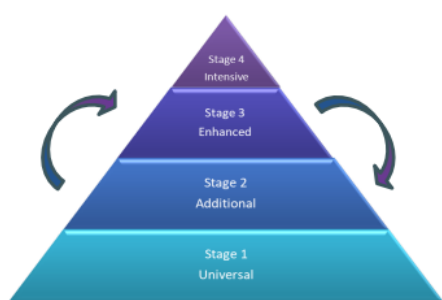


Diagram 2

Senior Phase (S4-S6)

In the Senior Phase, students build on their Broad General Education to pursue formal qualifications, with courses ranging from SCQF 2 to SCQF 7 based on prior attainment. Staff set and monitor target grades, shared with parents, to ensure students achieve their potential. Tracking reports provide current attainment levels, and interventions are offered if needed. In S5, students typically select their five most successful courses from S4, while S6 offers opportunities to broaden their studies. Regular assessments and parent meetings help track progress and discuss next steps.

Support for Pupils



The Staged Intervention Framework provides schools with a clear structure to support children and young people who face barriers to access their learning. The staged intervention model is based on four levels (figure 1).

The aim is to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing and improve education and wellbeing outcomes through a least intrusive approach.

Stage1	Universal	Identification of need and classroom-based interventions.
Stage 2	Additional	Assessment, planning, approaches and interventions by school-based staff.
Stage 3	Enhanced	Assessment, planning and interventions, including targeted services and partner agencies.
Stage 4	Intensive	Assessment, planning and delivery of education out with a mainstream setting.

The Framework is designed to be flexible and allow for movement between the four identified stages of assessment, planning and intervention depending on changing needs of children and young people. The Staged Intervention Framework:

- Provides a solution-focused approach to meeting needs of children and young people with additional support needs at the earliest opportunity and with the least intrusive level of intervention, with the level of intervention possibly changing over time;
- Involves the child or young person, parents or carers, school staff and, where relevant, other professionals, in working in partnership to get it right for every child;
- Provides a common language that helps children, young people, parents, carers, school staff and other professionals to understand the systems in place to support children and young people with additional support needs to access their education;
- Outlines the responsibilities of staff, expected assessment approaches and planning processes at each level of the framework.

Advice for Parents/Carers

Provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0345 123 2303
- Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk. Enquire provides a range of clear and easy-to-read guides and factsheets including The parents’ guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

School Improvement

Specific attainment information is available in our Standards and Quality report which can be found here on the school website:

[Perth Grammar - School Improvement](#)

School Policies and Procedures

School policies and procedures are available on our website.

www.perthgrammar.org.uk/Policy/

Child Protection Officers

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government’s approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 ‘indicators’:

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Child Protection Officers

Greg Duncan, Depute Headteacher (Child Protection Coordinator)

David Sinclair, Principal Teacher of Guidance (Almond)

Kevin McMahon, Principal Teacher of Guidance (Earn)

Stephen Cameron, Principal Teacher of Guidance (Lomond)

Lucy McIntosh, Principal Teacher of Intensive Support Provision