

Perth Grammar School

Standards and Quality Report 2024 - 2025

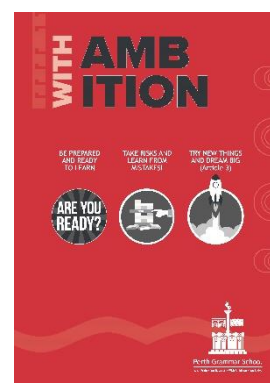


School Values and Aims

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, an extensive lesson observation schedule incorporating all staff and a faculty review. Perth Grammar School participated in a Validated-Self-Evaluation (VSE) Visit in January 2023. These measures along with the evidence generated at whole school, faculty and classroom level, confirm progress in relation to our 2024-25 school improvement areas, local priorities and National Improvement Framework.

1. Successes and achievements

- At the Awards Ceremony in June, 244 young people received values certificates, while 56 were recognised with academic awards.
- Our Senior Phase football team celebrated a successful season, securing multiple victories in the Perth & Kinross Schools League.
- Our young people had numerous successes in a range of competitions including Young Artist and ISP Pocket Garden Design competitions.
- The Expressive Arts faculty produced our bi-annual School Show, which this year was School of Rock. It was a resounding success and the cast and crew performed for a sellout audience for a run of three nights.

2. Learning provision

- Perth Grammar pupils embarked on a life-changing expedition to Tanzania with the Vine Trust, engaging in community development and cultural exchange as part of a global citizenship initiative.
- S1 pupils participated in Our Community Parliament events, while senior Modern Studies students had the opportunity to meet the Deputy Speaker of the House of Lords as part of the Learning with the Lord's programme.
- Perth Grammar pupils held a well-received Broad General Education (S1-3) Winter Disco and Senior Phase (S4-6) Winter Ceilidh raising funds for Mission Christmas.

3. Leadership and management

- The school welcomed over 300 family members to Celebrating Success House Assemblies, as part of our ongoing parental engagement.
- Staff participated in developing Project Based Learning in partnership with Daydream Believers to enhance engagement across S1-3 supported by an Acting Principal Teacher of Attainment.
- Perth Grammar hosted a Creative Conversations series and published a ThinkPiece on the summative element of inspection as part of Education Scotland's 'Connected and Collaborative Systems Leadership'.

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 our Instagram account @PerthGrammar.

At Perth Grammar we have a shared understanding of high-quality learning and teaching through our 'PGS5' lesson features; positive relationships, effective communication, accessible learning, clear expectations, everyone engaged.

Leadership

Leading Learning Groups (LLGs) have been utilised to share high-quality learning and teaching and follow a programme designed to support and challenge teachers

and support staff in practice. All teachers have been members of LLG triads and were led by a team of teachers. Improvement and Change Groups (ICGs) have been established to secure delivery of improvement priorities and ensure that all staff are actively engaged in whole school progress in keeping of professional standards.

Pupil Improvement Groups are made up of senior pupils who take an active role in supporting key areas of school development. These groups focus on a range of topics—from promoting wellbeing and inclusion to enhancing learning and teaching practices—allowing pupils to contribute meaningfully to the school community.

The Headteacher holds regular Focus Groups meetings across year groups on school improvement themes. Faculties have access to 'We Said, We Did' displays to share next steps with learners. Almost all pupils agree that their learning needs are being met.

Improvement Priorities for 2025-2026

Our self-evaluation has helped us to set our improvement priorities that will inform a new three-year cycle 2024-2027:

1. **Achievement** – Ambition Agenda - *Strive for 5* - continue to raise attainment in the Senior Phase to reach stretch targets where appropriate. Continue InReach and OUTReach Programmes for those attending but not engaging sufficiently. Implement a system to track and accredit Wider Achievement both in and out of school. Improve approaches to assessing and monitoring young people's progress (S1-S3).
2. **Learning** - To further develop a shared practice of high-quality learning and teaching ('PGS5') to improve the motivation and engagement of young people and, establish detailed and consistent expectations for each theme. *Learning 360*.
3. **Leadership** – Continuation of Nurture Programme, enhance improvements to maximise attendance and establish a new Health and Wellbeing Strategy.

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 2024	June 2025
• Reading	91%	91%
• Writing	91%	91%

• Listening & Talking	91%	92%
• Numeracy	86%	89%

Improving attainment in literacy and numeracy – Senior Phase

Perth Grammar's performance in Literacy and Numeracy at SCQF 5 over the past five years is greater than our Virtual Comparator. Literacy and Numeracy at SCQF 4, 2022 and 2023 is also greater than our Virtual Comparator.

Improving Attainment for All

Overall, performance across cohorts was largely in line with Virtual Comparator schools. Insight data for the school shows a slight decrease in positive leaver destinations however, this reflected knowledge of the cohort is the 3rd highest performance in the past five years. Perth Grammar's performance in relation to attainment versus deprivation is favourable, performing greater or in line with most deciles.

SQA Attainment in the 2023-24 diet is summarised as follows:

	2023/2024 % Award	2024/25 % Award
S4 (SCQF Level 5)		
5+	30	34
S5 (SCQF Level 6)		
1+ Highers	64	51
3+ Highers	33	29
5+ Highers	14	15
S6 (SCQF Level 7)		
1+ Adv Highers	46	16

	% Attendance	% Authorised Absence	% Unauthorised Absence
2023-24	87.3	6.6	6.0
2024-25	86.0	6.8	7.1

There was a slight decline in our young people's average overall attendance, with authorised absence in line with the previous session, and an increase in unauthorised absence.

Progress and impact of Pupil Equity Funding (PEF)

The school continued an attendance and uniform drive during the year and will continue to focus on attendance, punctuality and uniform in session 2025-26 as part of its *Ambition* and *Learning 360* agenda via our Intervention Team and Learner Support. A daily breakfast club continued to be a success, viable because of PEF.

Core Quality Indicator	Evaluation
QI 1.3 Leadership of Change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory

QI 3.2 Raising Attainment and Achievement	Satisfactory
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Perth Grammar is well placed to follow self-evaluation internal processes and participate in Termly Visits, as expected in partnership with Education and Learning, Perth & Kinross Council, by means of its' capacity for ongoing improvement.

At Perth Grammar School, we are committed to providing a supportive and inclusive learning environment for all our students. As part of our Ambition Agenda, we operate two distinct programs: OUTReach and INReach. These initiatives aim to address attendance challenges, enhance student engagement and maximise attainment levels.

The OUTReach programme targets learners who face significant attendance issues, resulting in disengagement from mainstream learning settings. Our goal is to re-engage these students and empower them with essential qualifications.

The Attendance & Family Engagement Officer (A&FEO), a newly established role within Perth Grammar School's Support Faculty, was introduced to foster a safe, inclusive, and engaging support for pupils, with a strong focus on improving attendance and participation for pupils with low attendance. By working closely with pupils, families, and external agencies, the A&FEO has identified and addressed barriers to learning, ensuring pupils feel supported both in and out of the classroom. Through proactive strategies such as home visits, and targeted interventions, the role aims to enhance pupil wellbeing, promote positive behaviour, and contribute to raising attainment across the school community.

Progress and impact against improvement priorities

Leadership of change is best extolled through the fact that our school values are embedded and permeate through the work and life of the school. Pride, Respect and Ambition are constantly referred to by pupils and staff. The values are referenced through class lessons and celebrated in the context of attainment and achievement e.g. 'wee wins', 'strive for success' awards and awards ceremony. Our vision, values and objectives are not just inscribed on paper but are embodied in the very fabric of our school culture. There are consistent processes in place to support approaches to learning and teaching due to our 'PGS5' Pedagogy and Equity Programme. The allocation of collegiate time is closely linked to the delivery of school improvement priorities and national expectations.

Quality of Learning, Teaching and Assessment has made notable improvements in fostering constructive engagement and collaboration among pupils through strong relationships and restorative practices. The nurturing environment has led to high levels of pupil motivation and active participation. Differentiation and digital technology have enhanced learning experiences, though there is room for growth in technological skills. Resources are readily accessible, and the learning environment is well-organised. Teachers effectively use diverse questioning techniques and provide targeted feedback, though lesson pacing and engagement levels vary. The use of Class Notebook has been optimised, and assessment practices are detailed but could be more rigorous. Efforts to bridge the attainment gap are ongoing, with

planning tailored to individual needs and systematic moderation activities ensuring consistent teaching quality.

Steady progress has been made in attainment in literacy and numeracy. Effective focussed Literacy and Numeracy interventions have been put in place in the BGE including- supported sets (small group), paired reading and Fresh Start. Interventions were based on data including SNSA, NGRA and teacher judgements. PTs with whole school responsibilities for Literacy and Numeracy identified gaps in learning and these became the focus for whole school moderation. Learners' achievements were highlighted and celebrated in Celebrating Success House Assemblies. In its second year now the invitation to parents, friends and family to be part of this celebration delivered a high level of parent engagement across year groups.

Perth Grammar remains accredited as a Silver Award Rights Respecting School ensuring that rights education is a consistent part of school life and curriculum. Through Perth Grammar's commitment to The Nurturing Relationships programme and the establishment of a Health and Wellbeing Improvement and Change Group (ICG), young people continue to be engaged in discussions and activities designed to promote their wellbeing.

Consultation

The Senior Leadership Team (SLT), Extended Leadership Team (ELT) and all staff are involved in gathering evidence for self-evaluation which informs change and improvement. The evidence gathered includes data, pupil's views, and direct observations. To build capacity and support development Perth Grammar Validated Self-Evaluation (VSE) Faculty Review process brings external scrutiny and provides a comprehensive evaluation against national standards.

Pupil views are regularly gathered through surveys, Headteacher and Depute Headteacher focus groups, faculty feedback and learning conversations.

Parent views are gathered by the school using our parent survey, variations of 'Tea with the HT' sessions as well as individual feedback. Parents attended a focus group as part of our VSE programme and were consulted during the development of our school policies. Parents views are also gathered by the Parent Council and discussed at regular meetings.

Termly visits from the Quality Improvement Officer (QIO) validate the school's processes for school improvement and scrutinises the schools' self-evaluation, improvement plan and attainment data.

School self –evaluation, improvement plan and Standards and Quality Report is published on an annual basis.