

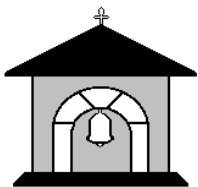


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

**Grantown Primary School**



# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

| All  | Almost all | Most      | Majority  | Less than half | Few       |
|------|------------|-----------|-----------|----------------|-----------|
| 100% | Over 90%   | 75% - 90% | 50% - 74% | 15% - 49%      | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

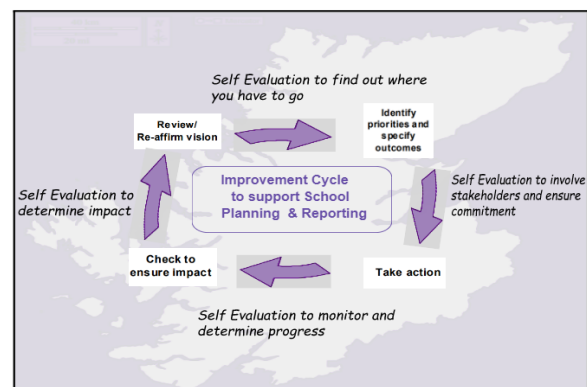
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kip Clark  
Head Teacher  
Grantown Primary School

# School Profile

## Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

|                            |                                   |  |
|----------------------------|-----------------------------------|--|
| <b>Attendance</b><br>93.6% | <b>Average Class Size</b><br>25.4 | <b>Meeting PE Target</b><br>Target Met |
|----------------------------|-----------------------------------|--|

|  |                                |                                    |
|--|--------------------------------|------------------------------------|
| <b>Pupil Numbers (inc nursery)</b><br>203(+32 nursery) | <b>Teacher Numbers</b><br>10.4 | <b>Pupil Teacher Ratio</b><br>19.5 |
|--|--------------------------------|------------------------------------|

|                    |                    |                    |                     |                     |                     |                     |                     |                     |
|--------------------|--------------------|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>N3</b><br>43.7% | <b>N4</b><br>56.2% | <b>P1</b><br>9.90% | <b>P2</b><br>17.20% | <b>P3</b><br>16.30% | <b>P4</b><br>11.30% | <b>P5</b><br>14.80% | <b>P6</b><br>15.30% | <b>P7</b><br>15.30% |
|--------------------|--------------------|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

|                                     |                         |                         |                          |                          |                         |
|-------------------------------------|-------------------------|-------------------------|--------------------------|--------------------------|-------------------------|
| <b>SIMD Q1<sup>1</sup></b><br>0-10% | <b>SIMD Q2</b><br>0-10% | <b>SIMD Q2</b><br>0-10% | <b>SIMD Q3</b><br>10-20% | <b>SIMD Q5</b><br>80-90% | <b>Unknown</b><br>0-10% |
|-------------------------------------|-------------------------|-------------------------|--------------------------|--------------------------|-------------------------|

|                                  |                         |                                  |                         |                                 |                       |
|----------------------------------|-------------------------|----------------------------------|-------------------------|---------------------------------|-----------------------|
| <b>ASN<sup>2</sup></b><br>20-30% | <b>No ASN</b><br>70-80% | <b>FSM<sup>3</sup></b><br>70-80% | <b>No FSM</b><br>20-30% | <b>EAL<sup>4</sup></b><br>0-10% | <b>No EAL</b><br>90+% |
|----------------------------------|-------------------------|----------------------------------|-------------------------|---------------------------------|-----------------------|

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Most           | Most           | Most                         | Most            |

We have had no exclusions this year.

The headteacher has overall leadership responsibility for Grantown Primary School.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#### Vision

Every child has the possibility to achieve their potential in an encouraging and supportive environment, where everyone shows respect for all members of the school community.

#### Aims

Staff and Learners to give their best to each other.

To provide high quality learning experiences and challenges.

To encourage learners to be positive about themselves and their learning.

To develop resilience and perseverance.

To value, respect and include everyone.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

**Develop clear processes for moderation and the transfer of information**

#### **Purpose:**

Associated School Group Staff collaborated to develop a shared understanding of progress in learning across levels and into the senior phase, leading to improved confidence in using benchmarking tools to assess numeracy. The next step was to develop a similar document for literacy. ASG staff worked to further moderate assessment tools so that they can develop a consistent tracking system for literacy.

#### **Progress:**

Content:

- ✓ Closing the attainment gap between the most and least disadvantaged children and young people continues to be a priority for the ASG and staff have improved confidence in using benchmarks in writing and numeracy.

#### **Impact:**

- ✓ Tracking and monitoring tools for Numeracy are well-understood and used effectively to track progress, enabling staff to be confident in making judgements for achievement of a level.
- ✓ Progress and attainment meetings are embedded, and staff find this close scrutiny of assessment information and learner progress useful in developing specific learning programmes. This has improved target setting, leading to improvement in attainment in writing and numeracy.
- ✓ Transition documentation for Numeracy has been refined to reflect benchmarks and is used across the ASG, leading to improved transfer of information for all P7 pupils.
- ✓ A programme for visits from grammar school staff has been established, supporting moderation with information shared about third level benchmarks and expectations in learning in S1. This helped staff tailor teaching for some pupils who were working at this level improving transitions.

#### **Next steps:**

Feedback from NSA and SOFA indicates gaps in Maths, specifically practical maths. Time is planned throughout the year for a cycle of regular teaching and learning blocks with emphasis on specific aspects of maths. ASG colleagues have also identified maths as an area for improvement and there is a plan for moderation across the ASG with a focus on First/Second Level maths.

School Priority:

**Improve attainment in Literacy**

#### **Purpose:**

NSA data revealed gaps in key aspects of literacy: punctuation, grammar, and reading for information. Staff identified inconsistencies in knowledge of phonics at upper stages affecting decoding and spelling. Staff focused on developing cohesive strategies for literacy using the Highland Literacy Progression across levels to provide standardisation and consistency.

**Progress:**

Content:

- ✓ Raising attainment in literacy continues to be a priority for staff and they have focused on improving use of data and assessment tools to identify gaps and target teaching.

**Impact:**

- ✓ SOFA and NSA were completed earlier in the year in November and December for P2 to P7. The data from these assessments was used diagnostically to identify gaps in learning and target teaching. The improved use of this data enabled staff to fine tune planning and lessons, resulting in improved attainment in reading and writing for learners.
- ✓ Children have enjoyed the experience of paired reading throughout the session and this strategy is now established between senior and infant classes. This has resulted in positive, supportive relationships between pupils with P7 pupils taking the lead in running well attended breaktime clubs for younger children.
- ✓ Staff revisited benchmarks for writing and good progress has been made in using Highland Council assessment tools to moderate writing across the school. Staff are more confident in making judgements for achievement of a level.
- ✓ Nursery Staff focused on developing a language rich environment, embedding the use of Words Up strategies to support vocabulary and communication skills.

**Next steps:**

The majority of children have good decoding skills and are able to read fluently by P4, but there are gaps in reading for meaning. SNSA and SOFA assessments indicate that children need to be taught how to make the connections between ideas and text to fully comprehend and identify detailed features and core messages. There will be a focus on teaching specific comprehension skills, and an emphasis on developing vocabulary at all levels from Nursery to P7.

**School Priority:**

**Purpose:**

Parent survey feedback, staff observations and data has highlighted a need to refresh family learning resources and approaches to homework. The survey established that the majority of parents are in favour of homework, and many parents requested additional guidance on how best to support their child.

**Progress:**

- ✓ Staff continue to focus on closing the attainment gap between the most and least disadvantaged children and young people. Family learning packs and support have been

**Impact:**

- ✓ New strategies for homework were taught in class, with some of the same games and resources used for regular class mental maths activities. Practical learning packs for children in P1 to P3 were developed and used to

established at Early and First Level and new homework policy introduced.

support class learning and homework, resulting in greater uptake of homework at these stages.

#### **Next steps:**

Staff will identify opportunities where more practical aspects of learning can be developed at Second Level, incorporating challenge activities and outdoor learning.

## **Progress and impact of Pupil Equity Fund** **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

---

There are flexible learning pathways in place for learners to ensure support and challenge using specific interventions. We purchased particular reading and writing materials, and software. We identified PSA time to be utilised for supporting specific literacy and mental maths programmes for target children.

The impact of this consistent support is that most children are on track with learning in literacy and numeracy, specific ASL children continue to require support, and this will be ongoing next year using the same programme for support.

Family learning packs were purchased with a demonstration of the resources at Parent Evening. These were shared at the Parent Council meeting in the second term and the packs were introduced from October 30<sup>th</sup>. The resource packs enabled children to have better access to necessary practical resources for homework and the impact has been more children are engaging with homework.

## **Wider achievements** **Coileanaidhean nas fharsainghe**

---

This year the school has enjoyed workshops delivered by The Cairngorm Ranger Service on a range of topics including the impact of climate and tourism on local habitats, and the flora and fauna in Anagach Woods. Children in P6 participated in tree planting on the Muckrach Estate, with rangers from the Royal Horticultural and Environment Trust. P6 and P7 attended a Newton Pop Up Room at the local YM Community Centre where they found out about Energy and Renewables. P1 were visited by 'Super Fan,' a theatre group, for a Circus workshop, they were co-creators with the 'Super Fan' team to provide the background sound effects for a show held at the Boat of Garten Community Hall. P1 attended the performance at a later date to see and hear the 'Super Fan' show which included all their sound effects. P7 attended the Schools Ski and Snowboarding Programme and enjoyed an exciting residential adventure sports trip at Lagganlia Outdoor Centre, as part of the associated school group transition programme. P6 completed their Youth Leadership awards with High Life Highland and did Bikeability Training. They also enjoyed a day of outdoor activities with Cairngorm Activities at Craggan Outdoors. Other classes went to the local ceramicist, Smarty Art, for a lesson on painting ceramics.

House Captains laid a wreath on behalf of the school at the annual Remembrance Service in Grantown Square. There was a whole school Christmas Nativity performance and P7 arranged and hosted a Burns Supper for their parents. The school athletics team were runners up in the South Schools Athletics Championships held in Inverness.

## **Comments from learners, families, stakeholders and staff**

'I can see a huge difference in my daughter's understanding of the mechanics of writing and she can discuss at length what she has been learning about and she often independently practises this at home. I know the school have been working hard to raise literacy. She also tells me that she enjoys maths and I have been very pleasantly surprised to see the level at which she understands her learning in numeracy.'

There is a noticeable difference in the children who have been receiving precision teaching time. They are more confident in having a go at sounding out words and have more focus in class during literacy lessons. Concentration is better and they are becoming more independent.

Children using Toe by Toe understand phonic patterns better, and their word processing time has improved.

The Stephen Graham Writing programme has improved writing skills and it is great that the Grammar School continue with the same approach.

We used the HGIOS questions with children to find out how they feel about school and have summarised the comments:

Nearly all children feel listened to.

All children felt safe and that there was an adult at school that they knew they could talk to.

Most children felt there was opportunity at school to develop leadership skills.

Children felt that they were part of decision making and gave examples such as setting up nurture room, football rotas, playground pals, lunchtime clubs.

Nearly all children said behaviour was good and could name the school values.

Children appreciated that staff used different ways to present learning – Outdoor, chromebooks, partner work, collaborative work, displays, shows for parents.

Children expressed that school was a calm, safe space and that they had places to go if they needed to feel calm or get help. The nurture room, ASN room and school office were all mentioned as a place to go to get help.

PSA's were mentioned as supportive in class and playground.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

|  | ELC  | PRIMARY |
|--|------|---------|
| <b>QI 1.3</b><br>Leadership of change  | Good | Good    |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Good    |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good    |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | Good    |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.



## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

---

- Raising attainment in Reading
- Raising attainment in Writing
- Moderation in Maths

## Planning ahead

### A' planadh air adhart

---

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [www.grantownprimary.wordpress.com](http://www.grantownprimary.wordpress.com) or by contacting the school office.