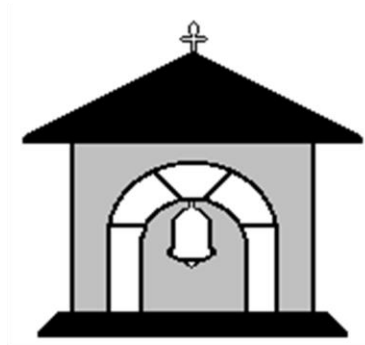


Standards and Quality Report

2021/22



GRANTOWN PRIMARY SCHOOL

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HIGHLAND COUNCIL | SOUTH STREET, GRANTOWN ON SPEY, PH26 3HZ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

The catchment area includes the community of Grantown on Spey and surrounding smaller rural and more isolated communities. The school has a roll of 239 which includes Nursery.

The school catchment covers deciles 5 and above according to the Scottish Index of Multiple Deprivation, 34% of pupils have recognised additional needs, 7% registered for free school meals and 6% of pupils use English as an additional language. The school has a large outdoor area which is utilised in various ways, growing plants and vegetables, sport, outdoor classroom, an adventure area, school gardens and for recreational play. There is a Nursery, Breakfast and Out of School Hours Club. The school has an active Parent Council providing a high level of commitment and support.

Our School Vision, Values and Aims

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.

Values: Respect Kindness Positivity Equality and Inclusion Honesty

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Most children support the school values
- We have a lot of outdoor spaces to learn and play in

- We have been safe during the pandemic, everyone in school has followed the rules
- We have a good buddy system in the school and Playground Pals to help the younger children
- Girls now play football and have their own football day
- Teachers work hard to help us learn
- We can choose our topics

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- We need to work on some behaviour issues, bad language, and honesty especially on the pitch and in the playground
- We need to have more opportunities for playground games, not everyone wants to play football
- We need to develop a system for everybody's voice to be heard
- We would like the gardens to have more flowers

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Recovery from Covid 19 impact

Progress and impact:

Last session, 21/22, recovery from the impact of Covid 19 was our highest priority in line with the key driver, 'Improvement in children and young people's health and wellbeing,' from the National Improvement Framework.

Despite ongoing issues arising from continuous covid infections and class closures, we made good progress and achieved the following:

For Children

- Learning environment audits – leading to the creation of nurture spaces in every classroom and the provision of specific resources to support children in developing awareness of emotions and self-regulation skills.
- Increased time for counselling for children provided by the Children's Service Worker within the school day -resulting in improvements in attendance for some children.
- Extension to the school buddy system through the introduction of Playground Pals and Learning support buddies – leading to fewer incidents in the playground and smoother transitions after breaktimes, greater pupil engagement in learning activities for specific children.
- In response to the introduction of 1140 hours, Staff in nursery refined routines to manage energy levels, creating opportunities for rest and relaxation, enabling smoother transitions.
- Introduction of whole school nurture programme, Emotion Works -providing a common language for emotions from Nursery to P7, enabling opportunities for discussions and greater understanding to support well-being.

For Staff

- Relevant systems and routines developed collegiately to manage risks from Covid 19 -staff reported that they felt safer and well supported by SMT.
- Opportunity for key staff to attend training resulting in positive working relationships to develop purposeful and relevant Work Time Agreement.

Next steps:

- Continue to use Emotion Works resource to deepen children's understanding of the school values, supporting resilience and self-regulation and improving behaviour when in the playground.
- Develop intergenerational relationships across the school community through houses, groups, and clubs.
- Focus on establishing supportive peer networks building on the success of Playground Pals e.g., introducing Peer Reading Buddies, Nursery Transition Friends
- Develop Staff team uniting OOSC and Nursery staff as one team in preparation for both being on single site.
- Develop opportunities for leadership -PT accessing ELC training in preparation for movement of P1 into ELCC.

Improvement Project 2:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: *Recovery from Covid 19 impact*

Progress and impact:

The experience of lockdowns, and Covid 19 restrictions has impacted learner engagement and most children reported they had missed face to face learning. Staff identified that some children had gaps in their knowledge and skills. Staff focused on the National Improvement Framework driver, 'Improvement in attainment, particularly in literacy and numeracy.'

Despite ongoing issues arising from continuous covid infections, staff absences, and class closures, we made progress and achieved the following:

- Staff resumed the use of the Maths No Problem programme for the teaching of maths concepts and procedures. They accessed training via the Academy and used the Hub resources to support teaching. This was the first 'full year' of using the programme, following the introduction in November 2019 resulting in improved attainment at P4 and P5, evidenced in ACEL, SNSA and INCAS data.
- Specific low entry/ high interest reading resources were trialled to support children with gaps in reading. Staff accessed further training, Talk for Writing, to support the teaching of writing. These initiatives resulted in improved learner engagement and raised attainment at P5 and P6 as evidenced by ACEL and INCAS data.

Next steps:

- Staff to access training in teaching writing with the aim of improving attainment in writing at P4, and P6 by 5%.
- Whole school focus on using refreshed resources from HC for teaching reading leading to an improvement in attainment of 10% in reading at P1, P4 and P7.
- Develop use of Wraparound Phonics to support decoding skills at Early and First Levels.
- Extend the use of Rapid Readers to support disengaged learners.
- Introduce Reading Eggs as a learning support tool for children experiencing difficulty in literacy.
- Introduce Numicon resources and wider opportunities for spatial learning experiences as part of Play Based Learning approach at Early Level.
- Improve Assessment and Moderation strategies in Learning, Teaching and Assessment in Literacy and Numeracy across ASG to support transition processes.

Improvement Project 3:

Primary focus: Parent/carer involvement and engagement

Year of Project: 1

Purpose: *Recovery from Covid Impact*

Progress and impact:

Prior to Covid there had been numerous points of communication at the school, these required streamlining and updating to include digital solutions. Also, lockdowns and Covid restrictions have resulted in gaps in communication systems across the school as identified from staff audits, pupil surveys, and discussions with Parent Council. The focus for this improvement was the National Improvement Framework Driver Parent/carer engagement and involvement. Covid continued to impact opportunities for direct face to face engagement for pupils and parents/carers, however, progress was made:

- Staff reintroduced weekly classroom updates to the Blog uploading photographs and information regarding class activities.

- Staff accessed training and received continuous support so that BSL was introduced in P1, P1/2 as L3 option.

Next steps:

- Extend BSL as L3 to other classes accessing online staff training.
- Reintroduce opportunities for development of Pupil Voice via regular pupil group meetings.
- Develop opportunity for pupil engagement with Building Project via liaison with Project Team, reporting to whole school community.

GME Project: *(For GME settings and secondary – delete this section if not required or duplicate if necessary)*

Primary focus: Choose an item.

Year of Project: Choose an item.

Purpose: *What issue is this addressing/rationale for change(brief statement)*

Progress and impact:

Content:

- ✓ Progress towards NIF drivers and GME priorities is communicated clearly and briefly
- ✓ Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear
- ✓ Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted
- ✓ Insert an overarching high-level evaluative statement, e.g. Very good progress was made in this area.

Next steps:

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Good

Our children and young people believe we have made the following progress this session:

Our relationships	Theme 1 Good
Our learning and teaching	Theme 2 Good
Our school and community	Theme 3 Good

Theme 4 Good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.