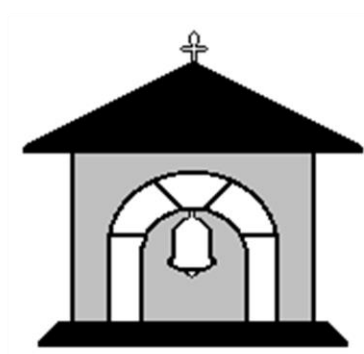


GRANTOWN PRIMARY STANDARDS AND QUALITY REPORT

2022/23



Grantown Primary School
HIGHLAND COUNCIL

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

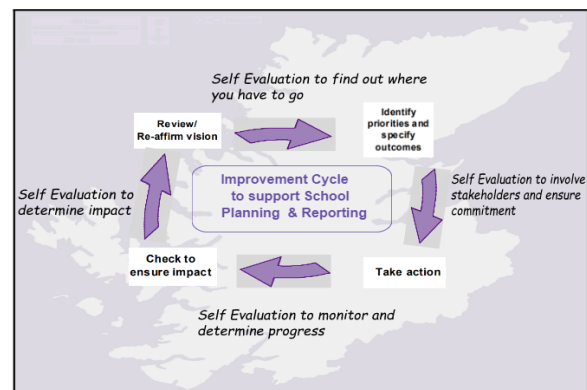
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 Profile

RESPECT KINDNESS HONESTY EQUALITY AND INCLUSION POSITIVITY

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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.

Attendance 94%	Average Class Size 24.3	Meeting PE Target Target Met						
Pupil Numbers 239	Teacher Numbers 10	Pupil Teacher Ratio 21.1						
N3 XX%	N4 XX%	P1 13.7%	P2 16%	P3 10%	P4 14.2%	P5 14.2%	P6 14.2%	P7 17.8%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 80-90%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 33%	No ASN 60-70%	FSM³ 60-70%	No FSM 30-40%	EAL⁴ 0-10%	No EAL 90+%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

We have had no exclusions this year.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no exclusions this year.

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.

Values

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

Respect, Kindness, Honesty, Equality and Inclusion, Positivity

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.

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:

Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This priority was developed in response to a dip in attainment in both Literacy and Numeracy across the Associated School Group (ASG) and to improve confidence across the schools in using the curriculum benchmarks.

Progress:

- ✓ Staff in the Associated School Group made considerable progress to moderate literacy and numeracy learning, teaching, and assessment.
- ✓ Key staff and senior leaders in the Associated School Group successfully collaborated to develop a universal tracking document for numeracy to improve the transfer of information from primary into secondary.
- ✓ Staff in the Associated School Group shared writing assessment methods to support continuity at the senior phase.
- ✓ Professional learning has focused on the successful delivery of improvement and staff received training on the effective use of high-quality assessment tasks to measure progress and achievement.
- ✓ There is a more consistent programme for transition arrangements for children from Nursery and Playgroup to P1, and from P7 to the Grammar School.

Impact:

- ✓ Most Associated School Group Staff have a shared understanding of progress in learning across levels and into the senior phase, leading to improved confidence in using benchmarking tools to assess literacy and numeracy.
- ✓ A tracking document for Maths has been developed to be used by all the primary school P7 classes from August '23 to provide effective shared information at transition.
- ✓ Staff will use the same writing assessment tools in P7 and S1 to ensure continuity for learners in planning, marking and feedback.
- ✓ Most staff have an improved understanding of planning for assessment of the application of knowledge, understanding and skills across the curriculum. There is improved clarity over linking outcomes to benchmarks, leading to purposeful learner pathways.
- ✓ Most children demonstrate confidence during transition, ensuring well-being. Parent feedback has been positive and further evaluation will be made in August when children start schools.

Next steps:

RESPECT KINDNESS HONESTY EQUALITY AND INCLUSION POSITIVITY

- ✓ Associated School Group staff will continue to collaborate to develop clear processes for the transfer of information about young people's learning focusing on developing a tracking document for literacy.
- ✓ Staff will explore and develop an effective digital system for profiling from Nursery to P7 to give clear and purposeful information to support continuity in learning at all points of transition.

School Priority:

Improving attainment in Literacy

Purpose:

Improvement in reading and writing is gradual, but not consistent across levels, and there is a need to refresh our approaches to the learning, teaching and assessment of literacy.

Progress:

Content:

- ✓ Staff evaluated assessment data and reviewed resources for reading, writing, and spelling. They identified the need to update reading materials in line with learner pathways and children's needs. New materials were purchased including a digital reading intervention package.
- ✓ Senior leaders have taken positive action to support and train Pupil Support Assistants in the use of specific interventions, following early identification of children with gaps in vocabulary, auditory discrimination, and the understanding of word boundaries. Resource packs and workstations were set up for each PSA and each child requiring support.
- ✓ Training for all staff has focused on raising attainment in literacy. Class Teachers accessed Highland Council literacy training focusing on the Three Wave Model, Gradual Release of Responsibility methods, Epic 8 comprehension materials, Decoding and Phonics. Nursery staff had training on Story Reading and Literacy for All. Four staff members attended specific online training in teaching writing -Stephen Graham Writing.
- ✓ Staff moderated writing jotters across P1 to P7, comparing/discussing assessment of curriculum benchmarks.
- ✓ Most class teachers identified Highland Council Literacy online resources as key tool in PRD area for development.
- ✓ P7 children trained as Paired Reading Buddies for P1.

Impact:

- ✓ The digital resource has motivated more learners to engage with reading, especially reluctant readers, and data indicates a considerable improvement of 28% across combined P1,4 and 7 for literacy.
- ✓ The focus on early intervention together with the effective introduction of new methods for teaching phonics has led to a significant improvement in attainment in literacy at P1 of 20%.
- ✓ The commitment to improving the quality of teaching in literacy across all staff groups has led to improved consistency in the teaching of writing across P1 to P3 and at P4 to P7. Attainment in writing has gone up by 7% across P1/4 and 7. Staff are more confident in their assessments and there is a commitment to ongoing moderation of writing. PSAs are more confident in delivering short, targeted support sessions, and data indicates steady progress for some children.
- ✓ A successful system for paired reading has been established for P7 buddies and P1 children enhancing learner engagement.

Next steps:

RESPECT

KINDNESS

HONESTY

EQUALITY AND INCLUSION

POSITIVITY

- The development of policy and cohesive strategies for the three aspects of literacy teaching at GPS, including a progressive writing continuum from P1 to P7
- Development of Family Learning resources and extension of Reading Buddy system to Nursery
- Aim to gain Reading School status

School Priority:

Pupil Voice

Purpose:

Improve opportunities for learner participation and pupil voice.

Progress:

Content:

- ✓ Themed days and weeks are now established within the school calendar with broad learner participation from Nursery to P7.
- ✓ The senior managers provided systematic training for P7 and P6 as Reading Buddies for Paired Reading and other literacy activities.
- ✓ A P7 Garden Group has been established, utilising enthusiasm and pupil skills. They created and presented a garden design to the Building Project Team to extend a school memorial garden. They successfully trained and mentored interested children in P6 to take on the responsibility for the garden areas in the school.
- ✓ A new digital system for Pupil Council has been trialled by P6 with a view to rolling out across the school 23/24.
- ✓ Arrangements for P7 Playground Pals for P1 children have become an instrumental part of the transition process and increase the opportunities for intergenerational learning between classes.
- ✓ The P6 cohort have received Youth Leadership training via Highlife Highland in preparation for P7 responsibilities

Impact:

- ✓ Themed days and weeks incorporated into the Seasonal Backdrop to the school year providing a well- balanced annual timetable with opportunities for learner participation identified in planning.
- ✓ Staff evaluation identified positive intergenerational relationships, Playground Pals and paired reading sessions have positively influenced outcomes in behaviour in the playground.
- ✓ Aiden's Memorial Garden is to become a sensory Wellness Garden to benefit all and will support nurture programmes in the school.
- ✓ The popularity and high profile of the Garden Group has motivated other children to want to join and take on responsibility. People in the local community have donated plants and seeds to the group. The work of the Garden Group will go towards Green Flag application.
- ✓ The digital system for Pupil Council and opportunities for Pupil Voice will be used in all classes, supporting systems for self-evaluation and improvement.
- ✓ Feedback from Nursery, Playgroup, parents and the P6 buddies has demonstrated how positive the experience was for all.

Next steps:

- Digital system for Pupil Council and opportunities for Pupil Voice will be used in all classes.
- Paired Maths Buddy system to be trialled at Nursery/P1.

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

The impact of the Pupil Equity Fund is as follows:

RESPECT KINDNESS HONESTY EQUALITY AND INCLUSION POSITIVITY

1. Nurture Resources purchased for each classroom:

Materials used as part of targeted interventions to provide 'break-out' space within each class
Emotion Works programme purchased for whole school -Nursery to P7 to provide resources for emotional literacy programme, leading to most children understanding and using the vocabulary for emotions in conversations and discussions. The impact on the school as a whole has been reduced numbers of children using Reflection Room at playtimes.

2. PSA programmes for targeted support for a specific group of children:

Progress in reading and writing for majority (70%) of group. Progress in numeracy for majority (65%) of group.

3. Continued development of Play-based pedagogy:

The majority of learners have made progress in literacy and numeracy, achieving the level at early, and are on track at first.

4. Embedding Maths No Problem maths mastery approach:

Numeracy results across P1/4 / 7 indicate an 18% improvement in attainment.

5. Targeted support provided by Children's Service Worker for those children exhibiting anxiety and loss of confidence following the pandemic:

There was consistent CSW input leading to improved attendance for 60% of learners.

6. Pupil Voice –various structures and systems:

Staff absences impacted capacity to provide regular meetings of various pupil groups. Progress was limited; however, a digital solution has been identified and organised for August.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils in Primary 5 attended an A9 Academy Roadshow at the Craig MacLean Centre in September to explore team building challenges.

Cairngorm Ranger services ran workshops for all pupils on the Countryside Code in September.

P6 pupils participated in a series of A9 Academy workshops to investigate the roles and career pathways of Geologists, Environmentalists and Civil Engineers in road building.

P6 and P7 pupils attended a Newton Room pop-up workshop on Robotics and Maths in October.

P7 participated in a BBC supported coding workshop run by University of Edinburgh in October.

House Captains represented the school at the Remembrance Day service in November at the Grantown Square War Memorial.

The school held a 'wear something spotty' day and raised £184 for Children in Need in November.

P1 to P3 performed 'The Wiggly Nativity' and P4 to P7 held a carol concert for the wider community at Inverallan Church in December.

Primary 7 pupils organised and hosted a Burns Supper at a local hotel for parents in January.

Pupils joined the Big Bird Watch in January.

Several children successfully entered the Badenoch Music Competition in March.

P7 attended the Snow Sports Activities in March on Cairngorm.

The school celebrated World Book Day in March with children dressing up and book/author related activities held throughout the day

Children dressed in red and did fun activities in class to mark Comic Relief, raising £194 in donations.

Nursery and P1 attended Safe, Strong and Free workshops in Term 3.

Primary 4 children attended regular outdoor learning workshops, 'Little Saplings' across a six-week period.

P7 participated in a Salmon Fisheries workshop and had a salmon hatchery in their class culminating in the release of salmon to a Spey tributary.

P7 Rotary Club Quiz Team won the Strathspey Rotary Club Quiz and went on to the next round of the competition, where they were runners up. They were entered in the final stage of the competition and came 10th.

Grantown Primary Athletics Team won the cup at the South Area Athletics Competition at Bught Park.

A group of pupils in P7 independently planned and designed an extension to Aiden's Memorial Garden (in the school grounds) and made a presentation to Compass and the Building Project design team. The outcome is

that Compass will do some of the groundwork for the garden extension. The area is to become Aiden's Wellness Garden, a sensory garden for the use of all.

The Garden Group have also planted vegetables in the school garden and pockets of flowers in the school grounds. They have trained P6 pupils to take on the running of the garden next year.

A dog from Highland Therapets has visited the school every fortnight since March to support children's well-being and confidence.

Most classes have attended woodland workshops run by Cairngorm Ranger service throughout the spring and summer.

Nursery children visited the Fire Station in February to learn about fire prevention and safety.

The Nursery children have held a Forest School session every Thursday at Anagach Woods throughout the year.

Nursery have attended Grantown Library every Tuesday and enjoyed a Book Bug event in May.

The Nursery had a visit from the local Strathspey Vets to find out about animal welfare and the role of a vet in Term 4.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Children's comments about the new literacy digital resource- Reading Eggs:

'Every time I do it, it makes me better at reading.'

'I like reading all the books in the library. I like the animals and creatures. I also like playing Fast Phonics.'

'I like the fact it helps you to read. It gives you tasks to do.'

'Reading express is fun, it is harder and there are a lot more things to do.'

Staff Comments:

'We have an improved working partnership with Grantown Grammar School and a shared approach to moderation.'

'Talk for Writing and Stephen Graham Writing provide baseline structures for scaffolding learners and assessment.'

'The Highland Literacy Tile has a wealth of resources, and the refreshed Highland Literacy Progression is a comprehensive tool.'

'The children love Reading Eggs, and this has been hugely motivating for them.'

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	SECONDARY
QI 1.3 Leadership of change	Good	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Satisfactory	Choose an item.

QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory	Choose an item.

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

Priority 1 – Develop clear processes for moderation and the transfer of information

- Continue with the development of clear processes for the transfer of information with ASG colleagues, focusing on further moderation and development of a tracking document for literacy.
- Explore and develop an effective digital system for profiling from Nursery to P7.

Priority 2 – Improve attainment in literacy

- Develop policy and cohesive strategies for literacy teaching across levels
- Develop a progressive writing continuum from P1 to P7 and beyond
- Extend reading buddy system to Nursery -sharing stories
- Develop language rich environment in Nursery to mitigate post pandemic vocabulary gap
- Aim to gain Reading School status

Priority 3 - Development of Family Learning resources to support parents and carers with a focus on closing the attainment gap

- Establish parent workshops for literacy and numeracy
- Introduce new homework policy and system in response to recent parent survey, data, and staff discussions
- Provide handouts /information for parents to access appropriate resources at home to support learners

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website grantownprimary@highland.gov.uk or by contacting the school office.