



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

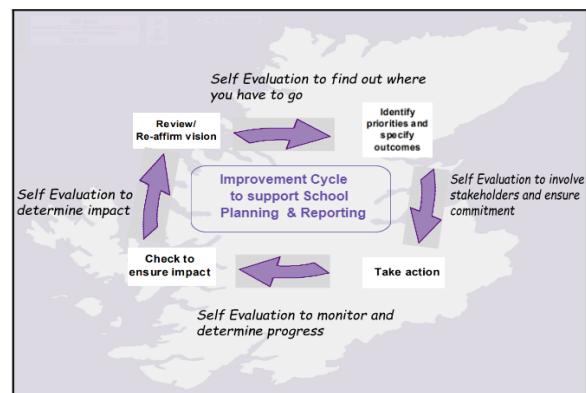
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Name
Sara Riach
Grantown Primary School

School Profile

Pròfil 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 93.4%	Average Class Size 25.2	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 223 (+29 nursery)	Teacher Numbers 10.4	Pupil Teacher Ratio 21.4
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N3 44%	N4 56%	P1 14.3%
P2 10.3%	P3 17.4%	P4 17%
P5 11.2%	P6 14.8%	P7 14.8%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q2 0-10%
SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%
No FSM 20-30%	EAL⁴ 0-10%	No EAL 90%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

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

Respect, Kindness, Positivity, Equality, Honesty

Aims

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

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

Ath-sgrùadh 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:

Raising attainment in Writing

Purpose:

Our data shows that attainment in Writing has been below the National average at First Level for several years and although there has been gradual improvement, it has been inconsistent. P4 staff have attended the National Improving Writing Programme, with the aim that the majority of the 2024/25 P4 cohort will achieve more than the National average of 70% in First Level CfE Writing. Over the last two years some staff accessed the Stephen Graham training programme for teaching writing, and the impact of this has been raised attainment at P5, P6 and P7.

Progress:

- Raising attainment in Writing continues to be a priority throughout the school.
- All classes apply the core aims of the two writing programmes in use.
- Writing is a key component each day across the whole school.

Impact:

- ✓ SOFA and NSA were completed in November as a diagnostic assessment to find gaps in learning.
- ✓ Attainment meetings were scheduled to scrutinise data and analyses areas to focus on.
- ✓ 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 engaged more with writing in P4.
- ✓ Core writing skills have improved in P4.
- ✓ 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:

- To use a consistent progression and programme across the school for teaching writing.
- To focus on Tools for writing to introduce, develop and apply writing skills.
- To create a literacy pathway across the school so a variety of writing is in place.
- To link reading, writing and Listening & Talking together.
- To use consistent assessment tools across the school for comparative data
- To plan writing units and assessment through a yearly planner.
- To moderate writing across the school
- To scrutinise data to look at support and progress.

School Priority:

Respect, Kindness, Positivity, Equality, Honesty

Raising Attainment in Reading

Purpose:

The majority of children have good decoding skills and are able to read fluently by P4, but there have been gaps in reading for meaning and a vocabulary gap. SNSA and SOFA assessments indicated 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.

The staff team need to develop a rationale for teaching literacy, and they should embrace new Highland Council methodology for teaching reading.

Progress:

- Raising attainment in literacy continues to be a priority for staff
- The Highland Literacy Programme Epic Eight is being used by practitioners
- Comprehension skills are focused on throughout the school
- A wider range of books are in class for confident readers.

Impact:

- ✓ Data from assessments was used diagnostically to identify gaps in learning and target teaching.
- ✓ Reading strategies are displayed and used by some classes.
- ✓ Whole class reading is in place across the school.
- ✓ Children have enjoyed the experience of paired reading throughout the session and this strategy is now established between senior and infant classes.
- ✓ P7 pupils are taking the lead in running paired reading sessions.
- ✓ Nursery Staff focused on developing a language rich environment, embedding the use of Words Up strategies to support vocabulary and communication skills.
- ✓ Attainment is improving in reading.

Next steps:

- To use a consistent progression and programme across the school for teaching Reading.
- To focus on core skills to improve comprehension.
- To use The Highland Literacy and Phonological tool kits to support reading.
- To create a reading framework across the school to support reading and literacy skills
- To ensure that different types of reading are in place from enjoyment and choice through to group and whole class reading.
- To provide a wider range of reading materials for all children.
- To link reading, writing and Listening & Talking together.
- To use consistent assessment tools for reading across the school for comparative data
- To moderate reading across the school
- To scrutinise data to look at support and progress.

Purpose:

Feedback from practitioners indicates gaps in Maths, specifically practical maths. As part of the self-evaluation process Staff have identified gaps in Maths as a result of Covid lockdowns / on-line learning, (parents didn't have the practical resources to support this type of learning). Time is planned throughout the year for a cycle of regular teaching and learning blocks with emphasis on specific aspects of maths. ASG colleagues also have maths on their improvement plans and the plan is for ASG moderation with a focus on First/Second Level maths.

Progress:

- Whole school are using Maths No problem for a consistent approach.
- Closing the attainment gap between the most and least disadvantaged children and young people continues to be a priority for the ASG.
- staff have improved confidence in using benchmarks in writing and numeracy.

- ✓ 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 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.

Next steps:

- To focus on Number skills in numeracy from P1-P7 to provide a solid understanding of number.
- To create a Numeracy pathway for each level to ensure Number skills are continuously taught.
- To use consistent assessment tools across the school for comparative data
- To introduce mental maths across the school
- To moderate Numeracy across the school
- To scrutinise data and identify progression.
- To provide support groups and resources for pupils to boost confidence and understanding.

Progress and impact of Pupil Equity Fund

Respect, Kindness, Positivity, Equality, Honesty

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- A variety of learning pathways in place for learners to ensure support and challenge
- Specific interventions are in place to support learning.
- 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 engaged in learning and making progress in literacy and numeracy.
- Specific ASL children continue to require support.
- The same programmes will be used to provide consistency.
- Child support workers are in place to support pupils with learning and HWB

Wider achievements

Coileanaidhean nas fharsainge

- P4-5 The Cairngorm Ranger Service provided workshops on a range of topics including the impact of climate and tourism on local habitats,
- P1-5 Cairngorm National Park provided lessons on our local environment and surroundings in Anagach woods.
- P6 and P7 attended a Newton Pop Up Room in Grantown with a focus on coding and technology.
- P1 received a bronze award from The RSPB for their creative wildlife project.
- P6 organised an enterprise day to raise money towards their outdoor education trip at Craggan.
- P7 undertook a series of experience days to provide them with trial runs at a variety of local activities such as curling, outdoor bowls, rugby and orienteering.
- P7 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 by training to be buddies for P6.
- P6 completed the Bikeability Training.
- P6 enjoyed a day of outdoor activities with Cairngorm Activities at Craggan Outdoors.
- P2 visited local ceramicist, Smarty Art, for a lesson on painting ceramics.
- P3 visited a local farm as part of the Farm to Fork programme.
- P4&5 had an adventure day at Landmark as part of their outdoor programme.
- P1 worked with local artists to create eprints for the school.
- P7 organised a school sponsor day to raise money for a new school library.
- 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
- 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

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

PUPIL VOICE

- We can talk to adults, and we know they are there to help us and listen to us.
- We get to do lots of fun activities in school with our teachers and other people come in to help us.
- We get to be leaders by running clubs, organising events and supporting younger pupils in reading and being buddies.
- We are asked about what we would like and how we would like to learn.
- Nearly all children said behaviour was good and could name the school values.
- We take part in a variety of Outdoor learning from the woods to gardening and big adventures like Lagganlia and Cairngorm adventure.
- 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 is a nice safe space where we can go if we need some extra time.
- The garden is looking more colourful and it is great we can take on the responsibility of making it even better.
- We are really liking the extra equipment at playtime as it make splaying more fun.
- The sponsor day was fun and it raised lots of money for the library.

STAFF VOICE

Our school is a lovely, equitable learning environment, with very spacious grounds for play. The children take pride in their surroundings and follow school values, which are reinforced regularly. The school has established strong links with the community and communication with parents has improved. New systems are in place to streamline planning and storing of information. This means that staff are well informed and there is an increased sense of cohesion.

There are many high-level needs, which does put pressure on staffing and impacts teaching and learning. This is managed in the best way possible. All staff are enthusiastic about developing our curriculum framework further, to ensure clear learning pathways and progression across each stage.

GPS is developing a stronger community ethos. Lunchtime groups have been initiated whereby the P7 can support the infant school develop new skills. Support from P7 in the P1 class has helped the children strengthen reading skills and understanding of literacy and numeracy games. The school playground has more activities and structure helping relationships across the school.

Weekly celebration assemblies have created a positive ethos, with a focus on school values supporting positive behaviour management in class.

There is still further support needed with guidance on learning, teaching and assessment cycles. A clearer vision for IDL units and numeracy schemes for P1 would be helpful.

Staff feel that the school is in a new era and are enjoying the recent changes because we feel more supported and more aware of what is coming ahead as a whole school. We are able to use our voice to influence change and can see the school moving a positive direction.

Grantown Primary has a fantastic learning and teaching ethos.

Pupils are engaged and enthusiastic in their learning, are polite and have an increased respect in and around the school.

Communication is excellent between SMT and staff as is the communication between School and home for parents. Everything is very well organised.

All staff very much feel part of a large team and there is a great atmosphere in and around the school.

Our school really tries it's very best to cater for all pupils' needs but in this present situation of funding etc this is an area which would benefit from some kind of improvement.

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
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

The school has had a change in management in February.

Key priorities for improvement planning Priomhachasan airson planadh airson leasachadh

- Curriculum planning and Pathways
- Parental engagement
- Highland Council Priority

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.