



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Grantown Primary/ELC



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%

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School Profile

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 93.6%			Average Class Size 25.3			Meeting PE Target Target Met			
Pupil Numbers (inc nursery) 228 (+22 nursery) = 250			Teacher Numbers 11			Pupil Teacher Ratio 20.7			
N3 3.6%	N4 5.2%	P1 14%	P2 12.8%	P3 8.8%	P4 15.6%	P5 16.8%	P6 10%	P7 13.2%	
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%		SIMD Q5 0-10%		Unknown 0-10%	
ASN ² 34.6%		No ASN 65.4%	FSM ³ 12.7%		No FSM 87.3%		EAL ⁴ 5.2%		No EAL 94.8%

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

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

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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, Fairness, 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.

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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 1: Curriculum		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
- Whole School team has organised 3-year curriculum for Literacy, Numeracy, HWB and IDL. This links core teaching to popular IDL units and provides breadth and depth over the cycle. - Teaching/ELC staff been proactive in constructing a curriculum in numeracy and Literacy, focusing on key tools and skill and making sure that progression is taking place across levels. - Teachers are more confident in planning as now refer to curriculum document and organise their term plan to reflect specific coverage. - Gap analysis of the developmental is in shared to support planning in ELC. - A whole school approach has been popular when teaching IDL. Forward planning meetings have enabled staff to discuss E&O, benchmarks and outcomes for each level. Whole school celebrations have allowed learners to share their outcomes and engage families through open days, homework and experiences. - An overall understanding of Interdisciplinary Learning is apparent. There is more enthusiasm involved with teaching skills across subjects. Staff have made an increased effort to use partners and provide enriched experiences. - An organised pathway for each area has provided a united attitude towards understanding E&O at each stage in ELC and primary.	✓ Collegiate agreement on what makes a good school. ✓ Agreed approach to what makes a good lesson ✓ Exploring different Teaching & learning styles ✓ Agree on practice for writing, reading & numeracy ✓ Improving the quality of work at all stages ✓ Improved engagement in class ✓ Agreed content in learning jotters ✓ Agreed marking policy ✓ Agreed approach to what makes a positive learning environment ✓ Collegiate approach to improving standards for all pupils in their learning through teaching, feedback, pupil voice and environment.	2.2 CURRICULUM SSES
Impact		
The school curriculum is organised and structured. Teachers have a greater understanding of what to teach and feel more reassured that depth, breadth and progressive skills feature across the curriculum pathway. There is better balance in what is being delivered across the school each year and interest of the pupils has improved and is now incorporated at the planning stage of the process. Teachers have more time to focus on context, providing enriched experiences and teaching the appropriate content as an organised curriculum provides a coherent, sustainable and efficient model to use.		

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School Priority 2: Learning, Teaching and Assessment (planning & progressions)		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
- Yearly and Termly planning content has been collegiately agreed. All planning is quality assured each term and feedback given to the team. A unified approach to term planning has supported better understanding of what is to be taught at each stage. - ELC have adopted in the moment planning and are using floor books to evidence learning. - There is an improved use of agreed programmes and consistent resources in place for Numeracy, Literacy and HWB. Resources are more accessible for all to use and work together through a shared drive. - There is a much-increased use of THC progressions in Literacy and Numeracy and HWB creating a consistent approach. EL has started to engage with THC progressions. - Leadership groups have created progressions for Tools for writing, Number and tools for reading. - A whole school assessment calendar has supported teachers to plan and teach at the correct level and pace. Consistent Assessment resources have started in Numeracy, Reading and Writing. Moderation has begun between stage partners. - Collegiate discussions have supported the understanding of data and a standardised outcome in assessments has provided more clarity for teachers to reach a level based on both qualitative and quantitative outcomes. - Data trackers have been introduced for Data meetings. The meetings reflect on individual learners, whole class performance and provide information for P&A data entry.	✓ Review new assessment calendar to make more sustainable across the session. ✓ Work within the ASG to standardise progression/assessments for Literacy using THC model. ✓ Further refine assessments for reading and number. ✓ Support teachers in make confident judgement of a level through consistent assessment material and marking scheme. ✓ Moderate across the school and ASG to agree levels. ✓ Work with GGS to support levelling. ✓ Create a standardised year tracker which follows curriculum areas. ✓ Create whole school year on year tracker. Understanding in between levels	2.3 LEARNING, TEACHING & ASSESSMENT SSES
Impact		
Quality standardised planning has supported staff to deliver more focused teaching and allowed more strategic planning over a term. Evaluation of planning has provided positive feedback, and collegiate discussions have addressed the importance of planning for all areas, making connections in learning and providing differentiated work for all pupils. Assessments have been embedded into the planning timeline and are used to support data meetings. There is further room for assessments to be more consistent across the ASG in Literacy and Numeracy. Levelling has improved throughout and teachers are more confident with their judgement and using the information to support ACEL and P&A data. Data needs to be tracked more consistently and year on year tracking will provide more information on pupils across time		

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School Priority 3: Stakeholder engagement		
School Improvement Plan Priority 3		
Summary of progress and impact	Next steps	Stakeholder Views
- As a result of a more balanced curriculum and organised pathways, more connections have been made with local partners to support enriched experiences in learning. - The curriculum has provided the opportunity to evaluate partners being used and to review the relevance to the schools learning. - Staff have made huge efforts to involve local partners through experiences in and out of school and ELC. - The knowledge and connections with school staff and parents have enabled a wider range of activities so all learners can try new experiences. - The Parent Council and school have become more connected and focused on shared goals to improve the experiences for children across ELC to school. The PC have been essential in providing funds for outdoor education experiences and are applying for grants to improve the outdoor environment for ELC. - A whole school approach to IDL has enabled families to be more engaged. A project homework is set each term for families to work together. This is celebrated through successful open afternoons and assemblies. This has been built into the school calendar and further celebrations will grow in the next session. - The communication from ELC/school to home has improved through Termly newsletter, PC Facebook and weekly bulletins and celebration of achievements. - Pupils across the school have opportunities to take on leadership roles. All P7 pupils have a designated role to help improve the school and to teach the importance or responsibility, teamwork and a positive attitude as they go towards their next destination.	✓ Continue with leadership roles and extend to other year groups. ✓ Build on Pupil council to self evaluate the school using HGIORS. ✓ Use the New Framework for ELC self-evaluation ✓ Extend opportunities for parental involvement through assemblies, performances, open afternoons and play and stay sessions and transitions from ELC to school ✓ Develop new relationships with new partners to compliment IDL learning and further skills for ELC and school.	2.7 PARTNERSHIPS SSES
Impact		
We have built positive relationships with home through improving our communication and celebrating success. There are greater connection with existing partners which are more involved in school project and learning. New relevant partnerships have been made to provide a wider range of experiences which has supported pupils being more engaged and improved participation. Pupils have taken on more leadership roles to support their peers and have enjoyed leadership responsibilities. This needs to continue to grow in next session through Pupil voice and feedback.		

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Progress and impact of Pupil Equity Fund

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 Numeracy 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 individual and targeted support specific to their needs.
- Consistent programmes support all pupils.
- Child support workers are in place to support pupils with learning and HWB
- Outdoor Education programmes have supported pupils.

Wider achievements

Coileanaidhean nas fharsainghe

- P4-5 The Cairngorm Ranger Service provided workshops on a range of topics including the impact of climate and tourism on local habitats,
- Whole school - Christmas performance
- Whole school – Outdoor education with Cairngorm National Park.
- Whole school – Ancient civilisation exhibition for parents and local partners
- Cairngorm National Park provided lessons on our local environment and surroundings in Anagach woods focussing on Nature and Art.
- P1 took part in a Dance workshop to explore movement and balance as part of the expressive arts programme.
- P2 visited local ceramicist, Smarty Art, for a lesson on painting ceramics.
- P3 visited the local sports centre HLH to engage in games.
- P4&5 had an adventure day at Landmark as part of their outdoor programme
- P4&5 visited a travelling Art exhibition as part of the expressive arts IDL.
- P4-7 Cross Country tournament in Boat of Garten. Grantown came first overall.
- P5 worked in partnership with a local artist looking at local landscaped.
- P6 completed their Youth Leadership awards with High Life Highland by training to be buddies for P6.
- P6 completed the Bikeability Training.
- P6 organised an enterprise day to raise money towards their outdoor education trip at Cairngorm Activities.
- P7 undertook a series of experience days to provide them with trial runs at a variety of local activities such as curling, cooking, printing and rugby.
- P7 visited the local art gallery to create screen printed bags.
- P7 enjoyed an exciting residential adventure sports trip at Lagganlia Outdoor Centre, as part of the associated school group transition programme.
- P7 attended a science fair in Grantown with a focus on technology.
- P7 organised a school sponsor day to raise money for a new expressive arts room within the school.
- P7 arranged and hosted the annual Burns Supper for their parents. Plus,

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Comments from learners, families, stakeholders and staff

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

Pupils	Parents	Staff
- We enjoy working with their teacher and other adults in the class. They know their headteacher and like her coming into class. - we like working with other classes especially at paired reading and digital skills. - We like playing with their friends and having fun in our fantastic playground. - We find the star awards are exciting each week at assembly. We also like listening to others and their achievements at assembly. - We liked it when they could share their work with parents when they came in for open days and displayed artwork. - Teachers are good. - We like our friends. - We like most of the classes. - We think our Head Teacher is approachable and we know she will help us with any problems. - PSA's help us and the Head Teacher shows us what to do. - Sometimes the teachers are fun and sometimes they're more serious. - It's fun to go to go on school trips with our friends. - Some of us like going to see the child support worker for a chat. - We like going to the new library each week. - We like having a big PE hall. - We like people coming to visit the school like Polly the ranger and the Glasgow Science Centre. - We like the football pitch and playing football at lunch and the new goals. - We liked going to the woods for outdoor education. - Most of us liked the open afternoon for parents to see our work. - We liked the having opportunities to raise money for the school and look forward to seeing anew art room. - We like having a big playground. - We feel relationships between pupils and staff are good - We are good at following our school values. - We all help each other. - The school is one big team. - We include people. - Teachers are friendly and don't have any favourites. - The PSAs are friendly.	In the last year Grantown Primary School has dramatically increased its position in the community and within the parent body. Encouraging open lines of communication and keeping parents informed of the day to day at the school and encouraging parents to be engage with what's going on. It is clear that the school have begun to take behaviour more seriously and are now working from a new behavioural policy that has all working from the same set of values. It has been encouraging to see consistency with uniform expectations once again and it is clear that the staff now appreciate the added value of taking the children out of school to experience new things. It is clear to me that my children have an increased sense of happiness at school with them speaking with pride about various fundraisers and also with excitement about upcoming opportunities to spend time with their friends outside of the classroom. I can only assume that these changes have largely come about because of the change in head teacher and it is extremely encouraging as a parent council member to feel that our contribution to the school matters and our input appreciated. Since the new appointment of Headteacher a year ago, there has been a significant change in the atmosphere within the school. Her leadership has fostered a positive and inclusive culture, where pupils, staff and families are now working together effectively. Expectations for behaviour and learning are consistently high and the implementation of a new, clearer, behaviour policy has really helped this. I think the pupil body has a renewed sense of ambition for themselves and pride in the school. In the last year communication has continued to improve and I feel very well informed about what is going on and also about my daughter progress. As a P7 parent, my child has enjoyed the extra responsibilities and appreciates the effort the school has gone to to provide wider opportunities to make P7 more engaging. It is nice to see the environment improve and better use of the rooms in the school.	I have enjoyed seeing the school become more vibrant and focused over the last year. I like how we all have a stronger team approach to our planning and school decisions. It is positive to have resources more organised so they can be easily accessible. LTA is much more organised and focused. This makes planning easier as we work through whole school assessments. I like how we now take the lead on certain projects and that parental and community participation is encouraged and shared. It is wonderful to see this exemplified through parental engagement e.g. sponsors and open days, verbal feedback. All these points have made being a new teacher and particularly at this school much easier and welcoming. I am looking forward to seeing further development next year. Ther has been a huge shift to a more positive ethos with new leadership. The organisation and management of learning and teaching and assessment is clearer and easier to follow as a class teacher. Our work is appreciated and teamwork encouraged. There is a great team spirit. It has been good to have the opportunity to have regular staff social events to get to know each other out with work, I think the school has progressed well. The expectations are clear, resources to plan, teach and assess are well organised and the communication across the school is much better. Open afternoons and bringing in local community members strengthen relationships with the wider community. I feel the school values could be revisited and updated to be more in line with the current school ethos. I feel the view about the schools progress and ethos and community are more positive and links have been made. Staff appreciate progress with communication . Great leadership, clear and easy to follow teaching and assessment guidelines, been fantastic to have this structure and guidance as a probationer. Feel valued and have lots of opportunities for teamwork/socialising. Very supportive and inclusive team. I think the school has a lovely ethos. There is a nice buzz about the place and the pupils show respect for each other and for the adults.I think the P7s set a nice tone and this filters down throughout the school. The addition of lots of clubs and responsibilities all add to this as well as

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		expectations being clear and achievements celebrated. The children seem proud of their school now and there are lots of things going on for all age groups which is nice. I believe this is also true about the school being a bit more involved in the community - pupils going out to events and visitors coming in to the school. There is progress with the curriculum and teaching as we are being well led and all policies, planning, progressions have been updated and we are all doing the same thing. It is all very transparent and easy to see what we should be doing collegiately and within the class for each stage.
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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: Satisfactory

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Quality Learning and Teaching
2. Assessment
3. Data and Tracking

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.