

# STANDARDS AND QUALITY REPORT

## AITHISG INBHEAN IS CÀILEACHD

2024/25



**Grantown Grammar School**  
HIGHLAND COUNCIL



# School Profile

## Pròfil na Sgoile

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 sources.

Grantown Grammar School is located in a rural serving the local community of Grantown on Spey, Carrbridge, Nethybridge and Boat of Garten in the Cairngorms National Park. We have four associated primary schools.

There are currently 370 children and young people on the school roll. The headteacher is supported by two Depute Headteachers, nine curriculum Faculty Heads, two Principal Teachers of Guidance and one Principal Teacher Support for Learning.

More than 50% of pupils use school transport. Of our current pupils, approximately 42.3% have recognised additional support needs and approximately 5.5% are registered for free school meals.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Almost all young people achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all young people who face barriers to learning are making very good progress towards meeting their individual targets.

We have had 3 exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## Date relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
364	87.87%	37

S1 65	S2 63	S3 75	S4 65	S5 56	S6 34
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SIMD Q1 24.2%	SIMD Q2 0%	SIMD Q3 61.3%	SIMD Q4 4.9%	SIMD Q5 9.1%	Unknown 0.5%
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ASN 42.3%	FSM 5.5%	EAL 4.1%
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### Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprived areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

## Attainment

### Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

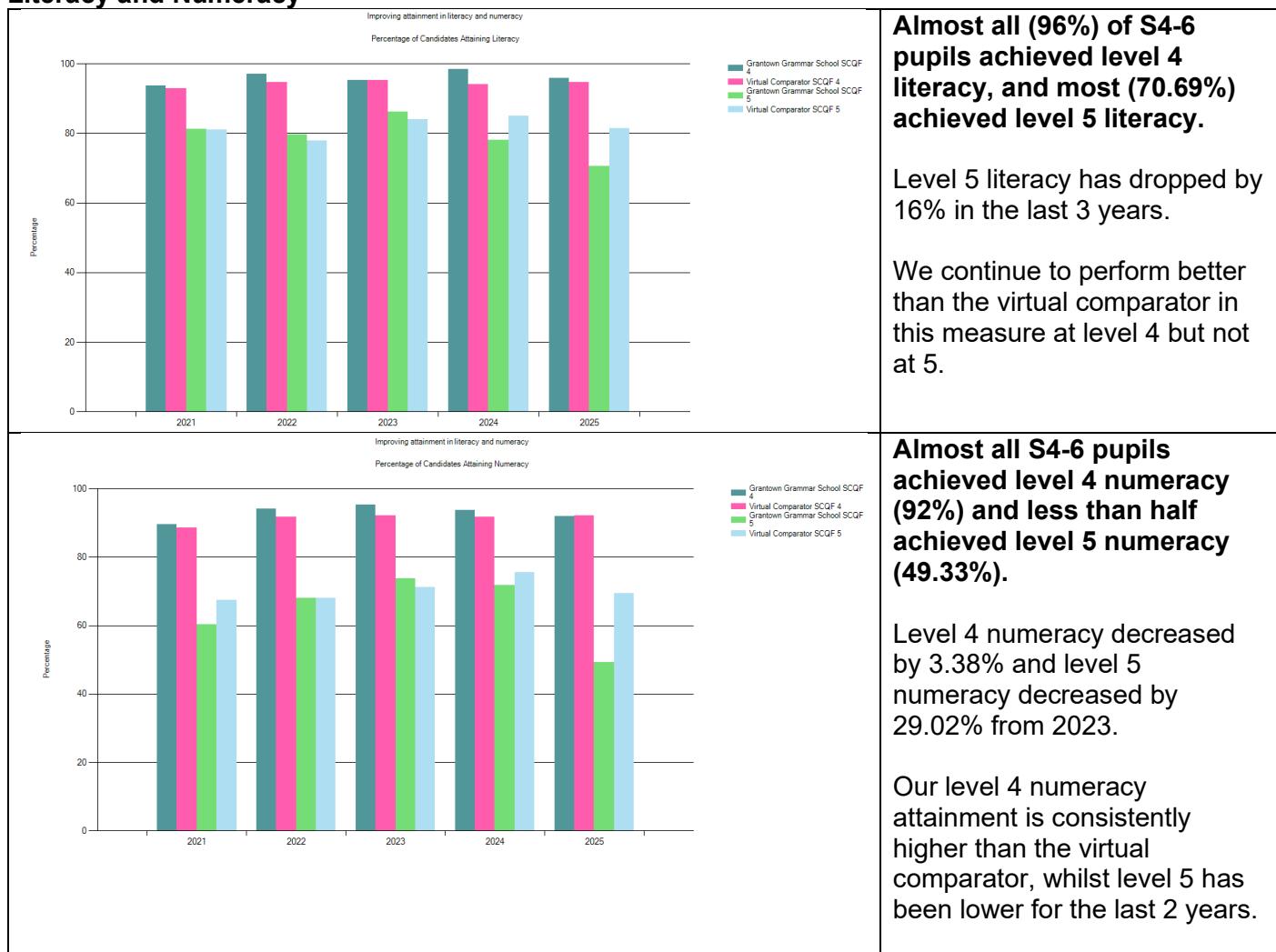
Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Almost all

Level 4

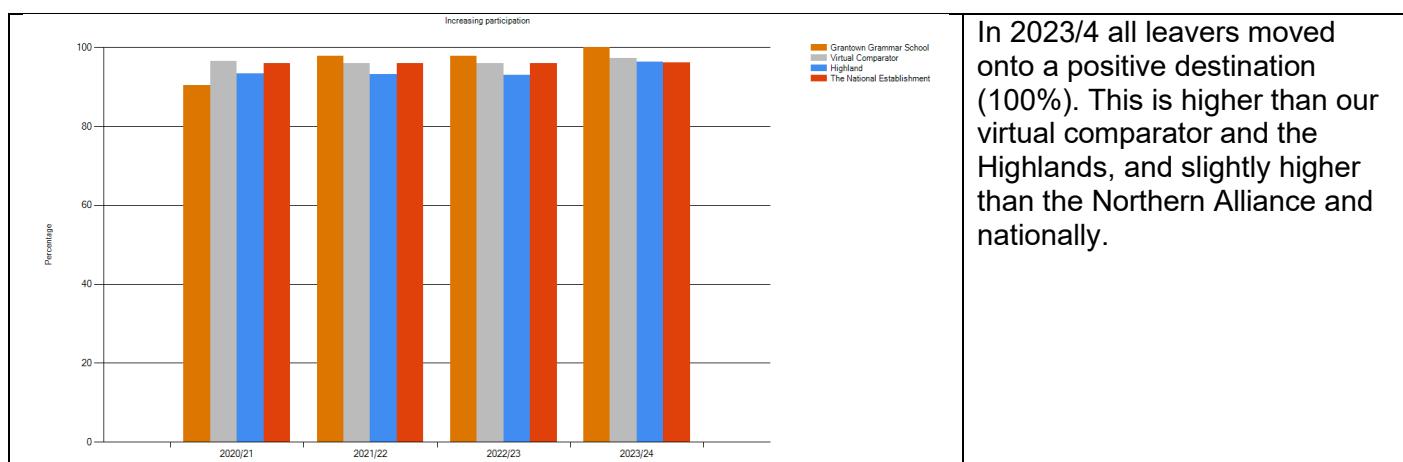
Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Most

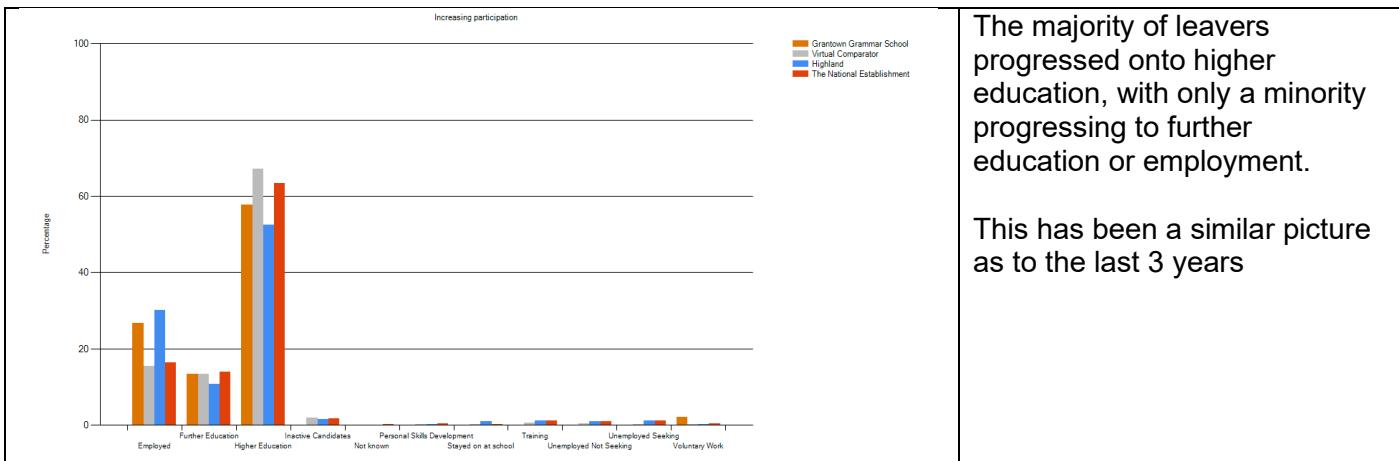
## Senior Phase

### Literacy and Numeracy



### Senior Phase Leavers

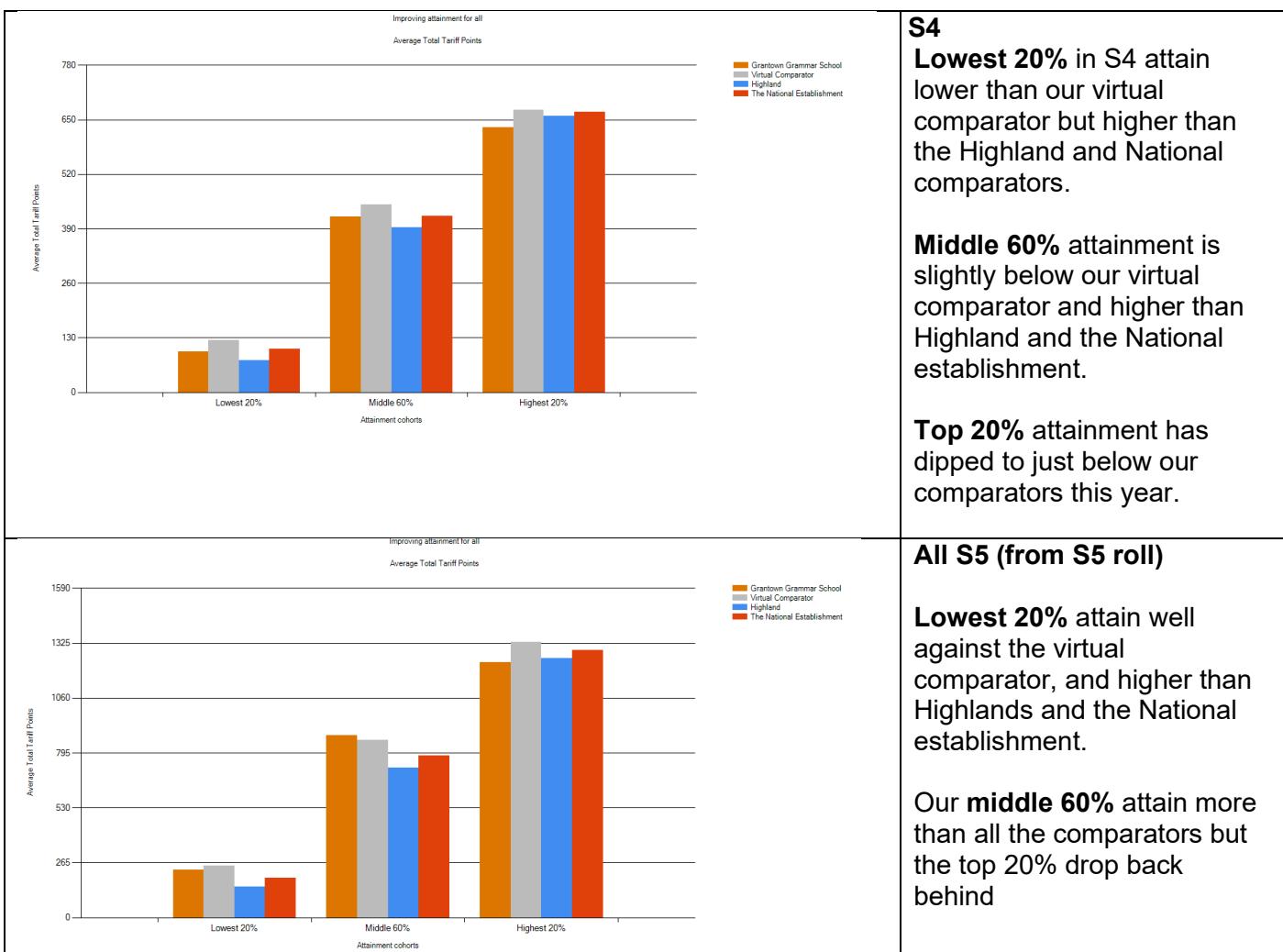




The majority of leavers progressed onto higher education, with only a minority progressing to further education or employment.

This has been a similar picture as to the last 3 years

## Cohorts – Attainment for All



### S4

**Lowest 20%** in S4 attain lower than our virtual comparator but higher than the Highland and National comparators.

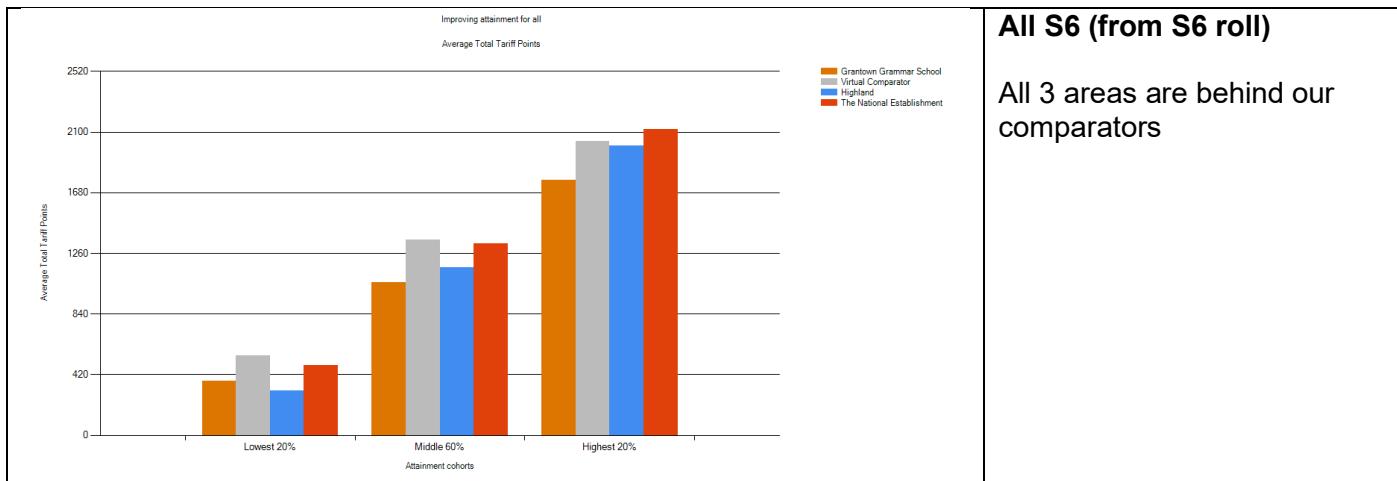
**Middle 60%** attainment is slightly below our virtual comparator and higher than Highland and the National establishment.

**Top 20%** attainment has dipped to just below our comparators this year.

### All S5 (from S5 roll)

**Lowest 20%** attain well against the virtual comparator, and higher than Highlands and the National establishment.

Our **middle 60%** attain more than all the comparators but the top 20% drop back behind



## School vision, values and aims Lèirsinn, luachan agus amasan na sgoile

The school values are Ambition, Creativity, Determination, Respect and Responsibility.

## Review of progress of improvement plan projects for session 2024/25

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

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

#### Rationale:

To raise the quality of learning, teaching and assessment within the school by establishing:

- Consistency of expectations
- Shared understanding of what good learning and teaching looks like
- Shared commitment to professional learning and improving pedagogy

As we move further away from the covid context, it is apparent that we need to re-establish clear and consistent expectations across the school to bring the whole school community together in a shared understand of what good learning and teaching, looks like and how we can push to make this happen in all areas of the school. By developing the understanding and knowledge of all parts of the school as to pedagogy and classroom practice, we can develop a vision for Grantown which drives up not only attainment and achievement but also motivation, engagement and fun which is at the heart of the Grantown Grammar School ethos.

Summary of impact	Next steps
<ul style="list-style-type: none"> <li>• A new policy on Self Evaluation was introduced which included an updated Learning Visit Model agreed and shared with all staff leading to consistency of practice when conducting Learning Visits</li> <li>• Four focus weeks were undertaken, two focused on school values and two with an agreed focus of Environment, Experiences and Interactions. This enabled quality discussion</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to embed and review the Self Evaluation policy to ensure continued impact on the quality of teaching and learning.</li> </ul>

<p>regarding outcomes of focus weeks and next steps to improve outcomes for learners</p> <ul style="list-style-type: none"> <li>• Northern Alliance surveys and CPD material was used to further support a consistency of both understanding and practice of classroom experience. Particular development time was given to pupil engagement as this was an area of need identified in the first focus week of learning Visits</li> <li>• A shared understanding of What Good Learning and Teaching looks like was drawn up by the Learning and Teaching working group and shared at a whole staff meeting. There is now a consistent understanding of what a good learning and teaching looks like.</li> <li>• All departments were tasked with producing learning pathways to embed the 'why' of learning which on the second round of learning visits led to visibly greater engagement in the majority of classes.</li> </ul>	
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<b>School Improvement Plan Priority 1</b>	
Summary of impact	Next steps
<p>Priority: To raise the quality of learning, teaching and assessment within the school by establishing consistency of expectations, shared understanding of what good learning and teaching looks like and shared commitment to professional learning and improving pedagogy.</p> <ul style="list-style-type: none"> <li>• Staff inset sessions focused on the Northern Alliance support materials with the particular focus on classroom experience and engagement. This led to increased explanation of the pupil learner journey in class. Pupil, staff and parent feedback confirmed that this made lessons and learning more meaningful in a context which was relevant and forward focused.</li> <li>• Staff engaged with working groups and professional enquiry triads which led to an expansion of the use of AI with particular initial impact on meeting learners' needs through the differentiation and pupil led differentiation of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• To embed the self-evaluation calendar including Learning and teaching focus weeks and also ethos theme weeks working through the HGIOS 4 indicators.</li> <li>• To continue to work towards a shared commitment to professional learning and improving pedagogy by the introduction of a CPD library and professional reading groups.</li> </ul>

<b>School Improvement Plan Priority 2</b>	
Summary of impact	Next steps
<p>Priority: To improve tracking and monitoring in the school to increase impact on pupils' attainment and achievement</p> <ul style="list-style-type: none"> <li>• The bespoke Grantown Grammar Gradebook has been expanded to include SHANARRI and HWB data to enable greater staff understanding of the needs of the pupils in their classes and the impact this has on their learning</li> <li>• Staff CPD on how to set SMART targets taking account of SNSA and other data led to more meaningful pupil engagement with realistic but aspirational targets and more accurate tracking of pupil progress towards those targets.</li> <li>• Further departmental moderation on BGE levels led to greater understanding of progression pathways from BGE to the Senior Phase. Parents Information evenings ensured that parents</li> </ul>	<ul style="list-style-type: none"> <li>• To evolve Unifrog as a way of tracking wider achievement and meta skills for all pupils</li> <li>• To continue to develop the bespoke Gradebook tracking and monitoring system to enable staff, pupils, parents and partners to support pupils through the use of accurate data to achieve their potential.</li> </ul>

<p>understood how their child was progressing through the school and how they could best support their child on this pathway.</p> <ul style="list-style-type: none"> <li>Increased and more accurate use of Merits to enable pupils to be praised and success to be celebrated on a more regular and systematic basis as part of the Positive Behaviour Management programme led to improved relationships and ethos within the school</li> </ul>	
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## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Increased attendance for 3 out of 5 S1 target group (from 63% to 78%)

Literacy S2 group all improved reading age assessments

Numeracy – all pupils in target groups in S1, 2 and 3 now at least level 2, with feedback re improved number fact confidence

## Wider achievements Coileanaidhean nas fharsainge

Grantown Grammar School is a Centre of Excellence for Outdoor Learning and notable achievements in this area include:

- Cairngorm National Park Outdoor Learning Award for all S1 and S2 pupils
- S3 Outdoor Learning residential experience
- Cairngorm National Park Junior Ranger partnership week
- Work Experience and mentoring opportunities for pupils in the Senior Phase

Pupils also have the following wider achievement opportunities many of which are facilitated through the Flexible Tuesday Afternoon timetable:

- STEM Crest Award
- S2 song Competition
- High Life highland Junior Leadership Programme
- Extra-Curricular Sports including School Of Rugby delivered in Partnership with Highland Rugby Club
- Music and Drama opportunities including the annual school play which for 2024 was Robin Hood

## 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 progress as follows:

	2024-2025
<b>QI 1.3 Leadership of change</b>	Satisfactory
<b>QI 2.3 Learning, Teaching and Assessment</b>	Good
<b>QI 3.1 Ensuring Wellbeing, Equality and Inclusion</b>	Good
<b>QI 3.2 Raising attainment and Achievement</b>	Good
<b>Other QIs reviewed</b>	

**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

Improvement Priority Title
<ol style="list-style-type: none"><li>1. To raise the quality of learning, teaching and assessment within the school by establishing consistency of expectations, shared understanding of what good learning and teaching looks like and shared commitment to professional learning and improving pedagogy.</li><li>2. To improve tracking and monitoring in the school to increase impact on pupils' attainment and achievement</li></ol>

## 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 on our website <https://grantowngrammar.wordpress.com/> or by contacting the school office.

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%