



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

GRANTOWN GRAMMAR SCHOOL



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%

School Profile

Pròifil 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 setting serving the local community of Grantown on Spey in the South Highlands. We have 4 associated primary schools.

There are currently 364 children and young people on the school roll. The headteacher is supported by two deputy headteachers, 9 curriculum faculty heads, 2 Guidance staff and 1 Principal Teacher Support for Learning.

More than 57% (207) of pupils use school transport. Of our current pupils, 50% (182) have recognised additional support needs and 20 (5.5%) are registered for free school meals.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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 5 exclusions this year.

Data relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
364		87.87%		31	
S1 71	S2 63	S3 75	S4 65	S5 56	S6 34
SIMD Q1 24.2%	SIMD Q2 0%	SIMD Q3 61.3%	SIMD Q4 4.9%	SIMD Q5 9.1%	Unknown 0.5%
ASN 42.3%	FSM 5.5%	EAL 4.1%			
Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive 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 -

2025/2026 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Determination, Responsibility, Creativity, Ambition, Respect

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

Improving attainment in literacy and numeracy Percentage of Leavers Attaining Literacy <table><tr><th>Year</th><th>Granttown Grammar School SCQF 4</th><th>Virtual Comparator SCQF 4</th><th>Granttown Grammar School SCQF 5</th><th>Virtual Comparator SCQF 5</th></tr><tr><td>2021</td><td>92</td><td>96</td><td>75</td><td>85</td></tr><tr><td>2022</td><td>98</td><td>96</td><td>88</td><td>88</td></tr><tr><td>2023</td><td>98</td><td>95</td><td>78</td><td>83</td></tr><tr><td>2024</td><td>98</td><td>95</td><td>72</td><td>84</td></tr><tr><td>2025</td><td>97</td><td>92</td><td>79</td><td>83</td></tr></table>	Year	Granttown Grammar School SCQF 4	Virtual Comparator SCQF 4	Granttown Grammar School SCQF 5	Virtual Comparator SCQF 5	2021	92	96	75	85	2022	98	96	88	88	2023	98	95	78	83	2024	98	95	72	84	2025	97	92	79	83	Almost all (96.72%) of S4-6 pupils achieved level 4 literacy, and most (78.69%) achieved level 5 literacy. Level 5 literacy was on a 3 year downward trend but this year has stopped that and maintained attainment levels from 2021/23. We continue to perform better than the virtual comparator in this measure at level 4 but not at 5.
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Determination, Responsibility, Creativity, Ambition, Respect

	comparator, whilst this is the first year in five that we have matched the VC (within 1%)
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Senior Phase Leavers

Increasing post-school participation Percentage of School Leavers in a Positive Destination <table><caption>Percentage of School Leavers in a Positive Destination</caption><thead><tr><th>Year</th><th>Granttown Grammar School</th><th>Virtual Comparator</th><th>Highland</th><th>The Northern Alliance</th><th>The National Establishment</th></tr></thead><tbody><tr><td>2020/21</td><td>94%</td><td>95%</td><td>94%</td><td>95%</td><td>95%</td></tr><tr><td>2021/22</td><td>96%</td><td>96%</td><td>94%</td><td>95%</td><td>95%</td></tr><tr><td>2022/23</td><td>95%</td><td>96%</td><td>95%</td><td>95%</td><td>95%</td></tr><tr><td>2023/24</td><td>97%</td><td>95%</td><td>96%</td><td>95%</td><td>95%</td></tr><tr><td>2024/25</td><td>97%</td><td>95%</td><td>93%</td><td>94%</td><td>95%</td></tr></tbody></table>	Year	Granttown Grammar School	Virtual Comparator	Highland	The Northern Alliance	The National Establishment	2020/21	94%	95%	94%	95%	95%	2021/22	96%	96%	94%	95%	95%	2022/23	95%	96%	95%	95%	95%	2023/24	97%	95%	96%	95%	95%	2024/25	97%	95%	93%	94%	95%	In 2024/25 Almost all (96.72%) moved onto a positive destination. This is the second year in a row that we have had a higher percentage than our VC, Highland and National Establishment.																								
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Increasing participation <table><caption>Percentage of School Leavers in Post-School Destinations</caption><thead><tr><th>Destination</th><th>Granttown Grammar School</th><th>Virtual Comparator</th><th>Highland</th><th>The Northern Alliance</th><th>The National Establishment</th></tr></thead><tbody><tr><td>Employed</td><td>36.07%</td><td>23.28%</td><td>40.1%</td><td>30.5%</td><td>21.5%</td></tr><tr><td>Further Education</td><td>4.5%</td><td>26.5%</td><td>17.5%</td><td>20.5%</td><td>26.5%</td></tr><tr><td>Higher Education</td><td>52.5%</td><td>41.5%</td><td>32.5%</td><td>39.5%</td><td>42.5%</td></tr><tr><td>Not known</td><td>0.5%</td><td>0.5%</td><td>1.5%</td><td>1.5%</td><td>0.5%</td></tr><tr><td>Personal Skills Development</td><td>0.5%</td><td>0.5%</td><td>0.5%</td><td>0.5%</td><td>0.5%</td></tr><tr><td>Training</td><td>3.5%</td><td>3.5%</td><td>3.5%</td><td>3.5%</td><td>4.5%</td></tr><tr><td>Unemployed Not Seeking</td><td>1.5%</td><td>1.5%</td><td>1.5%</td><td>1.5%</td><td>1.5%</td></tr><tr><td>Unemployed Seeking</td><td>2.5%</td><td>2.5%</td><td>4.5%</td><td>2.5%</td><td>2.5%</td></tr><tr><td>Voluntary Work</td><td>0.5%</td><td>0.5%</td><td>0.5%</td><td>0.5%</td><td>0.5%</td></tr></tbody></table>	Destination	Granttown Grammar School	Virtual Comparator	Highland	The Northern Alliance	The National Establishment	Employed	36.07%	23.28%	40.1%	30.5%	21.5%	Further Education	4.5%	26.5%	17.5%	20.5%	26.5%	Higher Education	52.5%	41.5%	32.5%	39.5%	42.5%	Not known	0.5%	0.5%	1.5%	1.5%	0.5%	Personal Skills Development	0.5%	0.5%	0.5%	0.5%	0.5%	Training	3.5%	3.5%	3.5%	3.5%	4.5%	Unemployed Not Seeking	1.5%	1.5%	1.5%	1.5%	1.5%	Unemployed Seeking	2.5%	2.5%	4.5%	2.5%	2.5%	Voluntary Work	0.5%	0.5%	0.5%	0.5%	0.5%	The majority of leavers progressed onto higher education (11.64% higher than VC), with only a minority progressing to further education. Less than half went into employment 36.07% which is 12.79% higher than our VC.
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Cohorts – Attainment for All

Improving attainment for all Average Total Tariff Points <table border="1"><thead><tr><th>Attainment cohort</th><th>Grantown Grammar School</th><th>Virtual Comparator</th><th>Highland</th><th>The National Establishment</th></tr></thead><tbody><tr><td>Lowest 20%</td><td>100</td><td>120</td><td>80</td><td>110</td></tr><tr><td>Middle 60%</td><td>400</td><td>450</td><td>380</td><td>420</td></tr><tr><td>Highest 20%</td><td>650</td><td>680</td><td>650</td><td>660</td></tr></tbody></table>	Attainment cohort	Grantown Grammar School	Virtual Comparator	Highland	The National Establishment	Lowest 20%	100	120	80	110	Middle 60%	400	450	380	420	Highest 20%	650	680	650	660	S4 Lowest 20% in S4 attain lower than our virtual comparator but higher than the Highland and National comparators. 2025 is the first year to show a decrease in overall tariff points in 4 years. Middle 60% attainment is slightly below our virtual comparator and higher than Highland and the National establishment. Although 2025 attained less than 2024 it still remains overall on an upward trend over 5 years. Top 20% drops slightly below the levels in 2024 but remains mostly on an upward trend. This is the second highest
Attainment cohort	Grantown Grammar School	Virtual Comparator	Highland	The National Establishment																	
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Attainment cohort	Grantown Grammar School	Virtual Comparator	Highland	The National Establishment																	
Lowest 20%	1000	1200	1100	1250																	
Middle 60%	1700	2000	1900	2050																	

Determination, Responsibility, Creativity, Ambition, Respect

Determination, Responsibility, Creativity, Ambition, Respect

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

Review of progress of improvement plan projects for session 2025/26

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](#).

School Priority 1: Improving Teaching and Learning	
School Improvement Plan Priority 1	
Summary of progress	Next steps
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	
- 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 - 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 regarding outcomes of focus weeks and next steps to improve outcomes for learners - 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 - 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. - 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. We have made good progress within this priority. From feedback gained through our whole school self evaluation process we have produced pupil friendly curriculum overviews, a 'GGS Lesson' poster developed	- To embed the self evaluation calendar including Learning and teaching focus weeks and also ethos theme weeks working through the HGIOS 4 indicators. - 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.

from the working group focussing on 'what makes a good lesson' and refined our behaviour policy from feedback from pupils and staff.	
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Clarity on these three, visual aids.

Impact –

- Set standard for the structure of lessons has been achieved. Increased staff awareness of expectations.
- Improved structure to identify 'how we are getting on' and to set goals for 'what we are going to do now'

School Priority 2: Add title	
School Improvement Plan Priority 2	
Summary of progress	Next steps
Summary of impact Priority: To improve tracking and monitoring in the school to increase impact on pupils' attainment and achievement - 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 - 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. - 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 understood how their child was progressing through the school and how they could best support their child on this pathway. - 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	- To evolve Unifrog as a way of tracking wider achievement and meta skills for all pupils - 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.
Impact – - Increased accuracy of data for SHANARRI - More accurate feedback leading to improved next steps – longer term measurements in attainment should be noticeable - Improved ethos, less pupils impacting on engagement in lessons	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Eg 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 fharsainghe

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

Comments from learners, families, stakeholders and staff

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

This year you may have chosen to use the school SE surveys to support gathering views from across your school community. The surveys will close on 15th May and the survey findings will be shared with you in due course.

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:

QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

Choose an item.

As the new Head Teacher in post, I am evaluating and adapting the whole school policies on self-evaluation and use of data. The Senior Leadership Team have gone through the QI (and themes) in HIGIOS 4 and allocated each of them to the appropriate member of staff. We have a 5-year calendar to focus on the key questions for all QI's:

- How are we getting on
- How do we know
- What are we going to do now

By focussing inwards, outwards and forwards we will plan appropriately to meet the challenges of the school and build on pupil attainment and achievement ensuring that positive impacts for the pupils are at the heart of our journey.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

QI 1.3 / 2.3 / 3.2 / 3.1

Use of data

Learning and Teaching efficacy

Developing and Recognising core skills via DYW

Determination, Responsibility, Creativity, Ambition, Respect

Improving communication with staff regarding ASN, and tracking of HWB

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 [ADD LINK](#) or by contacting the school office.