

School: Grange Primary

Standards & Quality Report 2022-23

Head Teacher: Lorraine Will



School context information

# REACH FOR THE STARS AT



At Grange we are all **STARS** . . . #believe



**Self-belief** #believe



**Trying hard** #tryhard



**Acceptance** #kind



**Responsibility** #regulate



**Shine** #progress

## **School Improvement Priorities – progress 2022-23**

### **Raising attainment in literacy:**

- Almost all children are making expected progress in all areas of literacy, and a few are working beyond the expected level.
- The whole school data has shown an improvement in attainment in reading and writing for this school session.
- Children who are not yet on track have received additional support for writing and a few have benefitted from targeted interventions.
- Direct observations during learning visits showed that all classes have engaged effectively with the Daily 5 structure for literacy lessons.
- In all classes pupil focus groups could discuss the Daily 5 structure and activities and they could talk about their progress in reading.
- All children in focus groups spoke positively about reading for pleasure and they are clear about the skills they are developing during group teaching inputs.

### **Improvement in health and wellbeing:**

- Direct observations during learning visits showed that all classes have engaged effectively with FAB Friday activities to develop skills related to the class Boxall profiles.
- In all classes pupil focus groups could discuss their understanding of the class Boxall Profile and the activities they are doing to help them to develop their skills.
- The Glasgow Well-being Profile was conducted P3-7 and has also helped to involve the children in the review of our relationships policy, with a focus on ensuring children feel listened to and having clear processes for raising concerns.
- Almost all of the children with low scores in GWP either have ASN or have joined the school later.

## **School Improvement Priorities – gaps & deficits 2022-23**

- Standardised assessments show that there is a continued need for improvement in grammar and punctuation.
- Staff evaluations show there is a need to improve resources for listening to reading and in a few classes more texts at the right level are required.
- Most parents understand the Daily 5 approach and almost all feel that they have opportunities to support their children with reading at home. This could be improved by achieving consistency across the school.
- There is further scope for further developing the use of outdoor learning to develop the skills identified in the class Boxall profiles.
- The children are keen to be more involved in planning FAB Friday activities.
- This indicates a need to further develop inclusive practice and approaches to supporting children who come to the school during the school year
- A few parents feel that there is a need to improve the processes related to bullying incidents.

## **Pupil Equity Fund**

### **Interventions and spend:**

- Lead Specialists (literacy)
- Sound Reading System training for staff to improve approaches to phonics and spelling
- Music therapy for children with additional support needs
- Playground – peer mediation training, regulation stations, loose parts and workshops
- Additional staffing to support children's writing

### **Impact:**

- Lead Specialists (literacy) have led CLPL in Daily 5 and have supported professional reading and Impact Teams to reflect upon and improve classroom practice. They have audited reading resources and purchased additional texts for upper school and non-fiction across the school.

- The majority of teaching staff and a few support staff have now undertaken Sound Reading System training and/ or ELKLAN training all those trained are using the approaches to improve literacy skills. P1-4 teachers are using the approaches with all children and a few teachers in the upper school are using it as a targeted intervention for identified children.
- Our playground developments are in preparation for the implementation of our revised Relationships Policy. Peer Mediators will gather data about playground conflicts to help measure the impact of their training as well as the improved play provision and regulation stations.
- The additional staffing has allowed SLT to provide support for classes during writing sessions. SLT have released stage partners who provide the support for each other which has improved moderation.

### **Pupil Equity Funding plans for session 2023-24**

- Additional support staff to provide targeted interventions in literacy and numeracy
- Lead Specialist Literacy to support improvements in learning and teaching of literacy across the school
- Outdoor learning opportunities to widen children's experiences and to promote inclusion
- Music therapy for children with additional support needs to enrich their school experience

### **School Improvement Priorities for session 2023-24**

- Whole staff training in 'Explicitly Teaching Writing' to support consistent approaches in writing elements of Daily 5.
- Work with parents to review approaches to dealing with bullying incidents including policy and processes.
- Develop inclusive practice to ensure all children with ASN feel included and valued in their classes.

<b>Attainment Data (% achievement of a level) all pupils</b>				
	Reading	Writing	Listening & Talking	Numeracy
P1	79	81	81	81
P4	100	100	100	100
P7	98	87	98	91

<b>Attainment Data (% achievement of a level) mainstream</b>				
	Reading	Writing	Listening & Talking	Numeracy
P1	90	92	92	92
P4	100	100	100	100
P7	100	92	100	96

<b>Quality Indicators</b>		
	Nursery	School
1.3 - Leadership of change	5	5
2.3 - Learning, Teaching & Assessment	5	5
2.7 - Partnerships	5	
3.1 – Equity & Wellbeing	5	5
3.2 – Attainment & Achievement	5	5