

**School:**  
**Grange Primary School**



**Standards & Quality Report**

**Head Teacher: Pippa Landsburgh**

### **School context information**

Grange Primary is a large, resourced school which serves the west side of Monifieth, a small coastal town in Angus. We have a projected roll of 363 for August 2024 with 48 children in nursery.

Our school currently has a leadership team of a Head Teacher, 2 Acting Depute Head Teachers / Principal Teachers and an Acting Principal Teacher. Our nursery is led by our Lead Senior Early Years Practitioner and Senior Early Years Practitioner.

This session we had fourteen classes as well as further classrooms which enable us to provide support for children who have additional needs. We also have 52 children attending our nursery.

Our staff team consists of class teachers, additional support needs teachers, school and pupil support assistants, early years practitioners, early years assistants and a modern apprentice.

As a team we are all fully committed to supporting all our children to make the best possible progress. We provide a nurturing environment that promotes ambitious self-belief and continuous improvement.

## **School Improvement Priorities – Progress 2024-2025**

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

- A framework for ensuring progressive learning for Sound Reading System (SRS) across the school has been created and shared with staff. This includes a clear progression for spelling and grammar and punctuation.
- Staff have collaborated in Impact Teams to develop small tests of change within SRS & Daily 5 to reflect and improve their practice.
- All teaching staff have completed Explicitly Teaching Writing training and have implemented our Year 1 plan that has increased attainment in writing.
- Some staff have been trained in basic use of Clicker to support key children with their writing and both staff and learners have reported success with this tool.

### **Increased understanding of UNCRC:**

- All classes have created a Class Charter and they have been used by teachers to assess children's understanding of their rights.
- All children including ELC have participated in a MAD (Making a Difference) group, each with a clear focus on UNCRC articles and Global Goals.
- Children have had opportunities to be actively involved in campaigning for rights and have shared these with the school community.
- Staff have planned IDL learning that allows children to develop an understanding of Learning for Sustainability and racial equality.

### **Curriculum Review:**

- All stakeholders have been consulted on curriculum design where learning for sustainability, diversity, skills for life, learning and work feature strongly.
- A research-based approach has been taken to investigate a "Curriculum of Hope". Staff have been given opportunities to observe it in action and staff report that they are excited to trial this new responsive approach.

**ELC:**

- Lunchtime routines have returned to the nursery setting this session and small tests of change have improved the experience for our youngest learners.
- Our "Onery" has been enhanced creating opportunities for play in different zones.

**Other:**

- We have achieved our Digital Schools Award, Digital Wellbeing Award and the Equitable Creative Coding Award (ECCO)

**School Improvement Priorities – Next Steps****Raising attainment in literacy:**

- Staff have identified that planning and delivering the same text types in writing across the school would ensure progression and assist with moderation and assessment.
- Staff have identified that a focus on differentiation is required.
- Our ELC staff have identified a need to focus on fine motor skills next session.

**UNCRC:**

- To continue to work towards our Gold Awards for Rights Respecting Schools by further increasing pupil voice and participation.

**Curriculum & Pedagogy:**

- To implement a "Curriculum of Hope" approach to IDL learning through professional reading, webinars and collaborative practice with a focus on inclusion for all.
- Our ELC will enhance their interactions and provocations.

**Pupil Equity Fund 2024-25**

## Interventions:

- Additional staffing to provide targeted interventions in literacy and numeracy.
- Purchase of Clicker 3 year licence to support attainment in writing.
- Sumdog licence purchase to support home learning and raise attainment in numeracy and maths.

- Music therapy for children with additional support needs to enrich their school experience.

**Impact:**

- All children who are not yet on track have made progress because of additional targeted support in literacy and numeracy.
- All identified children have made progress in writing by using Clicker and additional staff support.
- All children have made progress in numeracy through targeted home learning, use of SumDog and targeted support.
- All children have engaged in and enjoyed music therapy.

**Pupil Equity Funding plans for session 2025-26**

- Additional staffing to raise attainment in literacy and numeracy for all children.
- Additional staffing to provide leadership opportunities for targeted groups of children.
- Purchase of writing resources to support differentiated learning and teaching.
- Music therapy for children with additional support needs.
- Purchase sensory equipment for use across the school.
- Purchase additional ICT equipment, ipads and chromebooks to support learning.
- Purchase STEM resources to engage and enhance children's learning.

**School Improvement Priorities for session 2025-26**

**Inclusion:**

- To embed the CIRCLE Framework by revisiting the participation scale, incorporating this into our A&E process map and continuing to use the classroom checklist as a focus in our learning visits.
- Plan and deliver a multi-cultural fortnight to celebrate different religions.

- Continue to work towards our Gold Awards for Rights Respecting Schools by further increasing pupil voice and participation.
- Develop the role of Inclusion Ambassadors to further increase pupil voice.
- Develop pupil leadership groups with responsibility in school and across the community.
- Staff to be trained in Decider Skills
- To implement a “Curriculum of Hope” approach to IDL learning through professional reading, webinars and collaborative practice.

**Writing:**

- To develop an implementation plan for Year 2 of Explicitly Teaching Writing where staff will plan and deliver the same 3 or 4 text types in writing across the school year ensuring progression and assist with moderation and assessment.
- Staff will work in Impact Teams to work on different strategies to differentiate the learning.
- Staff to use Pareto Charts to track improvement with our Star Expectations in writing.

**Attainment Data (% achievement of a level)**

	Reading	Writing	Listening & Talking	Numeracy
P1	91.49	89.37	93.62	93.62
P4	91.83	89.79	93.88	91,83
P7	90.38	90.38	90.38	90.52

**Quality Indicators**

	Nursery	School
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1.3 - Leadership of change	5	5
2.3 - Learning, Teaching & Assessment	4	5
2.7 - Partnerships	5	
3.1 – Equity & Wellbeing	5	5
3.2 – Attainment & Achievement	5	5

5 = Very Good

4 = Good