

# Grandtully Primary School

Standards and Quality Report 2023-2024



Our vision is to create a nurturing environment where positive relationships and respect are at the heart of productive learning.

Our Values are to be Ready, to be Respectful and to be Safe.

The purpose of this report is to share evaluative information from this school session on the performance of Grandtully Primary against national quality indicators for Scottish Schools. These gradings are based on on-going self-evaluation processes of the school which include collecting evidence and information in a variety of ways including pupil and parent questionnaires and staff, pupil and parent forums, discussion groups as well as quantitative data.

Grandtully Primary has very good capacity for continuous improvement and will continue to work with its supportive school community as it strives for excellence and equity for all our learners.

Our Curriculum Rationale can be assessed through the following link

<https://youtu.be/ozinD7JZ8II>



# Attendance, Attainment and Achievement

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## Attendance

The average pupil attendance rate from August 2023 to June 2024 was 92.77% which is a slight increase from last year but slightly lower than our comparator schools and the average for Perth and Kinross Council. Almost all pupils have very good attendance with a few who have managed to be in school every day of this session.

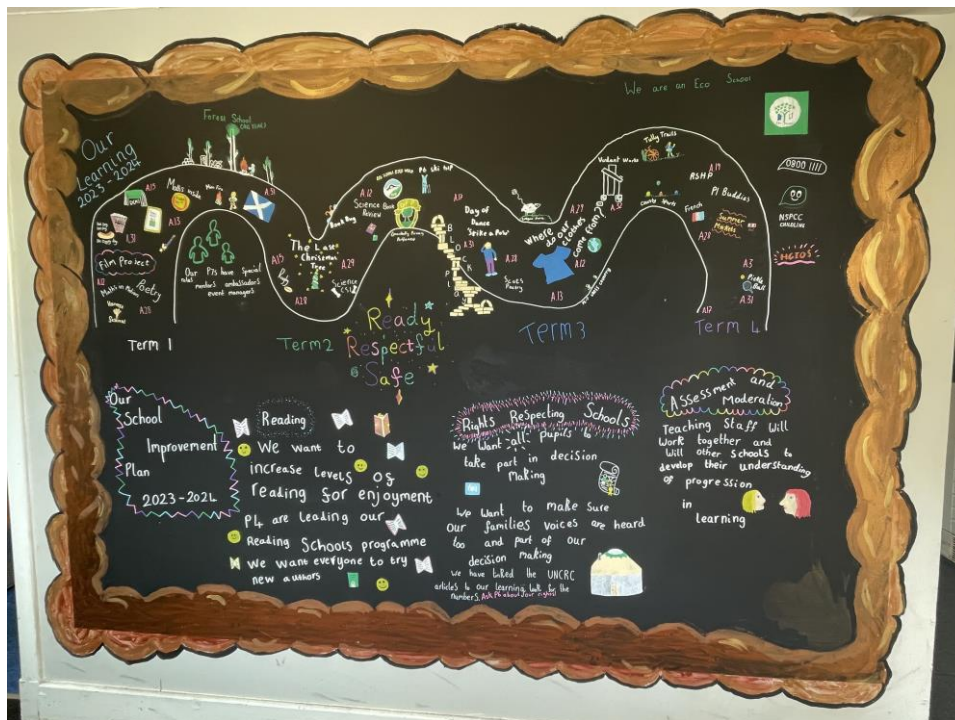
## Attainment

- Most children have made very good progress from their prior levels of attainment in literacy and numeracy with a number exceeding the appropriate levels.
- By moderating with colleagues from local schools and by using a range of assessment information, staff can more confidently predict and confirm levels of progress in writing and reading.
- Almost all teaching staff have taken part in varying degrees in moderation of writing with colleagues from other schools in the LMG and as a result are becoming more aware of the PKC progression planners in writing.
- Big Maths continues to enable all staff to plan learning which is targeted at each individual and which has shown a steady increase in attainment as well as providing a motivating vehicle for children to achieve.
- Effective tracking meetings and use of different tools has enabled staff and the new head teacher to have a strong overview of attainment over time and data shows that we are in line with other schools with a similar socio demographic profile.

## Achievement

- Positive Fridays recognise those who have gone over and above in terms of their effort within school and children report that they value this time.
- Opportunities and experiences including all educational excursions are funded by the very supportive Parent Council and children have benefitted from trips to Perth for the Day of Dance, Verdant Works in Dundee as well as a skiing residential for all P6 children amidst other local excursions.
- Termly Showcases demonstrate that all pupils are successful, confident and exercise responsibility and contribute to the life of the school. This session included a Film Premiere event, a Christmas Show which was created in collaboration with Perth Theatre, a Fashion Show and a Summer Market. The school was also asked to showcase their learning in Sustainable Fashion at the local Climate Cafe event in Aberfeldy.
- All pupils are members of the school's Children's Parliament where they meet once a term to discuss issues of their own choosing. They also contribute to National discussions as and when appropriate and therefore exercise their right to express opinions.
- Pupils within P4, P6 and P7 all take on leadership roles and are empowered to have a say in improving their quality of learning. This session Reading Ambassadors have revamped the library space, Rights Ambassadors have created a school charter and P7 Ambassadors have established a children's parliament amidst other initiatives.
- The learning spaces around the school are used very effectively to enhance learning including the playground, garden, pitch and yurt and learning walks conducted by the children show positive use of these learning spaces which enhance learning.

# Learning



P4-7 have been involved in creating and updating the above visual learning wall which tracks the progress of our school development over the year and gives a very clear picture of our progress.

In addition:

- As a result of staff development Froebelian principles continue to be embedded in P1-3. This year thanks to generous funding from the Parent Council, pupils have been exploring block play which has deepened mathematical thinking, problem solving and collaborative working, resulting in higher attainment in Maths and critical thinking.
- Pupil voice is strong and almost all pupils are engaged in building a strong community through fortnightly Huddles, termly Children's Parliament, Ambassador groups for Rights, Reading and School Leadership as well as the ethos of the importance of Pupil Voice.
- Almost all children are articulate, motivated and engaged. They are active partners in a range of well planned, creative and innovative learning experiences.
- All children report that their learning is challenging, enjoyable and varied and recognise that learning happens in many spaces including outdoors, within the community and further afield.
- Excursions and opportunities are planned to enhance learning and make links with the wider community. All pupils took part in the Creative Day of Dance, the St Andrews Day of Dance, Rugby and Tennis Festivals. In addition, senior pupils have taken part in Cross Country, County Sports and Tree planting.
- All children reported that the school is helping them to develop strong literacy and numeracy skills which they can use across the curriculum. A focus group also articulated to the new headteacher the importance of the Big Maths programme in motivated them in numeracy and maths.
- Staff use data from assessments eg SNSA, Big Maths, PM Benchmarking and Writing criteria to inform their professional judgements. Termly tracking conversations ensure pupil progress is well understood and appropriate next steps are planned for all children.
- Teachers plan long, medium and short term and responsively to the children's progress and interests.

As a result of the above almost all parents and pupils who submitted questionnaires testify that they are happy with the quality of teaching within the school and likewise, most children say that they enjoy learning at school all the time and that they are happy with the quality of teaching in their school.

# Leadership

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The Head Teacher has been in post since September 2023 and is building positive relationships with the school community as well as the wider community.

The school priorities this session have enabled the embedding of Children’s Rights across the four contexts for learning particularly with respect to Pupil Voice and participation and by doing this have made good progress to achieving silver status of the Rights Respecting School Award.

There is a strong team ethos which ensures high shared expectations for all pupils. Whole school staff meetings and in-service days allow all staff to be involved and committed to the collective responsibility of change and staff testify to feeling included. All staff are reflective of their practice, open to new ideas and keen to engage in professional learning that improves practice and teaching staff are committed to practitioner enquiries which lead to change and adopt a solution focused approach.

A strong curriculum rationale enables all stakeholders to understand the ethos of the school and contribute accordingly. This year observation of engagement has shown that all children have benefitted from Interdisciplinary opportunities which have had a strong link to the vision, values and aims as captured through our new visual wall which displays the school’s journey. This has increased whole school understanding of the improvement plan and the improvements for this session.

Pupil leadership has increased extra-curricular activities and pupil-led reading and knitting groups have been established at lunchtime in the Yurt.

## Improvement priorities for session 2024-2025

We have identified that we have a good capacity for continuous school improvement and our key priorities for 2024-25 are to:

- Raise attainment within literacy through the development of whole school approaches to writing.
- To increase staff, pupils and parents understanding of what nurturing means and therefore children will be able to explain how nurtured they feel.
- To make learning more visible for parents and families to engage with.

School Self-Evaluation	
<b>1.3 Leadership of change</b>	Very Good
<b>2.3 Learning, teaching and assessment</b>	Very Good
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good
<b>3.2 Raising attainment and achievement</b>	Good