

“Working together to inspire
learning and achievement in
Highland Communities”



Standards and Quality Report Grantown Grammar School
The Highland Council
Education, Culture and Sport Service
Inverness, Nairn, Badenoch & Strathspey Area



Session...2011-12...

Our school vision and values

At Grantown Grammar School (GGS) we are working together towards realising our vision of a school which values everyone, which strives to nurture and develop each pupil to their own potential and to which parents and community are confident to entrust their children.

To achieve our vision we aim to:

- Recognise and develop fully the potential of all pupils.
- Provide a good learning environment and high quality teaching.
- Create and nurture a caring ethos.
- Ensure that all pupils feel valued and can benefit from the principles of equal opportunity, inclusion and celebrating diversity.
- Achieve an effective partnership of pupils, staff, parents and community.
- Give all staff the on-going opportunity to develop their expertise and professional skills

Our Key Strengths

- Quality learning and teaching across the school and a strong commitment to further improving learning experiences for pupils.
- A high level of commitment to improvement across the school by all staff.
- High quality support for pupils, to support them in their learning and well-being.
- All staff involved in our 'Learning Development Groups' responsible for leading our ongoing Curriculum for Excellence developments, with the five interlinked groups focussing on Literacy, Numeracy, Skills for Life and Work, Sharing Practice or Curriculum Architecture.
- Many good examples of cross subject collaboration and a clear commitment to maximising opportunities for Interdisciplinary Learning across the school.
- A wide ranging outdoor learning programme, with increasing interdisciplinary links, providing opportunities for all S1 and S2 pupils to participate in challenging outdoor activities as well as a range of environmental outdoor learning opportunities with the support of partners.
- A flexible 'Making Connections' programme in S1 and S2 which provides space and time for interdisciplinary projects and enrichment, mainly under the umbrella of Global Citizenship, and provides a 'test bed' for piloting new approaches including the development of skills for life and work and for personal learning planning.

Our Priorities For Improvement

Self-evaluation

- Support pupils and parents towards a better understanding of the over-arching principles of the Curriculum for Excellence (CfE).
- Involve students and parents more in school self-evaluation and improvement planning.
- Review our vision and values.
- School self-evaluation and learning experiences for pupils to be improved through further embedding learning visits, staff collaboration about learning and teaching, sharing standards discussions and focussed professional development (CPD).

Improving Performance

- Review methodologies and focus resources on improving attainment in priority areas identified from STACs and other attainment data.
- Improve attainment in senior school, particularly S6.
- Review assessment, tracking and reporting policy and procedures to take account of CfE Guidelines focussing on Literacy, Numeracy, Health and Well Being and transition to the new qualifications framework.

Learners' Experiences and Meeting Learning Needs

- Involve pupils more in their own learning, at all stages, through 'Assessment is for Learning' (AiFL) approaches, including peer and self assessment, involvement in target setting and tracking their own achievements.
- Provide more opportunities for collaborative learning at all stages, through continued development of, and support for, cooperative learning approaches across the school.
- Provide greater challenge for the more able students.
- Maximise the potential of ICT (e1 and GLOW) to enhance learning, collaboration, e-portfolios and sharing of resources and information (including with parents).
- Consider how best to meet CfE entitlements for personal support.

Curriculum for Excellence

Further implement Curriculum for Excellence:

- By continuing to work with our local Primary Schools to further improve curricular transition towards creating a coherent curriculum 3-18.
- By first focussing on the development of Literacy, and Numeracy as responsibilities for all.
- By building on our 'Making Connections' and Outdoor Learning developments to enhance interdisciplinary learning, focus on skills development and embed Health and Well Being as a responsibility for all.
- By developing a sustainable curriculum structure which takes account of pupil entitlement to personal support, provides a broad general education S1–S3 with a smooth transition to an appropriate S4-6 qualifications framework and supports positive destinations for all, as far as is possible, taking account of available resources.

Improvements through self-evaluation

QI 5.9 Improvements through self- evaluation

What we do well:

- Our staff display an enthusiastic commitment to personal reflection as a means of improving teaching and learning.
- Our staff actively seek to enhance their practice through structured peer support (e.g. membership of our Tapestry or Triad groups). These groups support the embedding of new methodologies across the school.
- Our staff analyse STACs data to support evaluation of practice.
- Staff aspire to gather the views of learners and use these to inform practice. Where good practice exists our pupils are given feedback on how their views have been taken into account.

What we need to work on:

- Supporting our parents and pupils to gain a good understanding about the over-arching principles of Curriculum for Excellence
- Improving learning experiences by taking more account of the views of pupils and parents in school self-evaluation and improvement planning.
- Reviewing our vision and values in collaboration with pupils, parents and staff.
- Embedding learning visits, staff collaboration about learning and teaching, and holding discussions focussed on sharing standards, to improve progression and establish a more consistent understanding of standards across the curriculum and across sectors.

Improvements in performance

QI 1.1 Improvements in performance

What we do well:

- Our staff ensure that pupils are fully aware of all the requirements of their courses.
- In S1 and S2, we have improved pupils' learning skills, confidence and ability to contribute as a result of our CfE developments including: Outdoor Learning, Making Connections, Cooperative Learning.
- We provide well targeted support for pupils with ASN.

What we need to work on:

- Improving attainment by reviewing resources and methodologies giving priority to areas identified through STACs and other attainment data.
- Improving the development of skills in Literacy and Numeracy.
- Supporting pupils to take more responsibility for their own learning and track their own skills development to help them become more autonomous.
- Continuing to improve progression from primary school.

Learners' experiences

QI 2:1 Learners' Experiences

What we do well:

- We have a positive ethos in the school with very good staff/staff, staff/pupil relations.
- Supported by our Tapestry groups, our staff are developing a wide range of teaching approaches including Co-operative Learning strategies to engage pupils and provide opportunities for active learning.
- Our staff increasingly encourage pupils to become independent learners.
- Our staff are aware of the additional learning needs of individual pupils and cater for these by providing appropriate differentiation and organising classes in such a way as to remove barriers to attainment.
- We recognise achievement in a variety of ways e.g. praise slips, commendations, assemblies, achievement boards, displays of good work and we now record and share this information within the school through Monitoring in e1.
- Our staff recognise the potential of ICT to support learning.

What we need to work on:

- Building on our existing good practice to further develop formative assessment to provide high quality feedback to support learning.
- Supporting pupils to take more responsibility for their own learning and recognise their achievements through increased involvement in target setting, peer and self assessment and personal learning planning.
- Providing pupils with increased opportunities for collaboration with other learners in and beyond the school.
- Providing support for teachers to allow our pupils to benefit from the resources and enhanced learning opportunities available through GLOW.

Meeting learning needs

QI 5:3 Meeting Learners' Needs

What we do well:

- Our teachers employ a range of teaching strategies to engage different learning styles and abilities.
- Good use of differentiation to support pupils with additional support needs.
- Good use of Cooperative Learning to meet learners' needs across a wide range of subjects.
- Our Learning Support staff support the development of departmental resources and provide in-class support as far as possible within available resources.
- Our teachers, with the support of Learning Support staff, provide stimulating individual learning programmes for our most needy students.
- There is very good communication between our teachers and LS and Guidance staff about learners' needs and temporary issues that may affect learning.
- We have experienced, committed and approachable LS and Guidance staff who have excellent links with support services.

What we need to work on:

- Improving achievement and attainment of able students.
- Considering how we better involve parents as partners in their child's learning.
- Reviewing our structures for pupil support to ensure CfE entitlements for personal support are met.
- Providing increased challenge to ensure that all learners achieve their potential

The curriculum

QI 5:1 The Curriculum

What we do well:

- We have embraced the Curriculum for Excellence and are implementing the changes within the S1/S2 curriculum to support development of the '4 Capacities' through the CfE Experiences and Outcomes, and to contextualise learning.
- Our staff are involved in current developments through well established Learning Development Groups, led by teachers.
- Our well established Literacy and Numeracy Learning Groups are leading staff through the requirements in these areas by providing CPD and support for colleagues in the ASG.
- We provide a quality Outdoor Learning programme. Opportunities for Interdisciplinary Learning and skills development are embedded in the curriculum for S1/S2.
- Our staff are preparing, as far as is possible, for the introduction of National 4 and 5.
- Our Curriculum Architecture group involves whole staff discussions about our future curriculum framework.

What we need to work on:

- Providing a curriculum which provides more challenge and depth and takes better account of prior learning and personal interests and experiences.
- Developing a more consistent understanding of standards in Literacy and Numeracy across subjects and sectors.
- Better preparing pupils for the transition beyond school and supporting more pupils to go on to positive destinations.
- Providing a senior school qualifications structure which increases opportunities for our pupils in a time of declining resources and a falling roll.
- Increasing partnership working to enhance opportunities for learning in and beyond the school.
- Reviewing structures for pupil support to ensure personal support entitlements can be met for all pupils.