

Grandtully Primary School

Standards and Quality Report 2024-2025



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 accessed through the following link.

<https://youtu.be/ozinD7JZ8lI>



Attendance, Attainment and Achievement

Attendance

The average pupil attendance rate from August 2024 to June 2025 was 94.7%, an improvement from last year. This rate aligns with comparator schools and exceeds the Perth and Kinross Council average. Attendance tends to rise in terms 1 and 4, likely due to better weather. Most pupils have excellent attendance, with a few attending every day this session.

Attainment

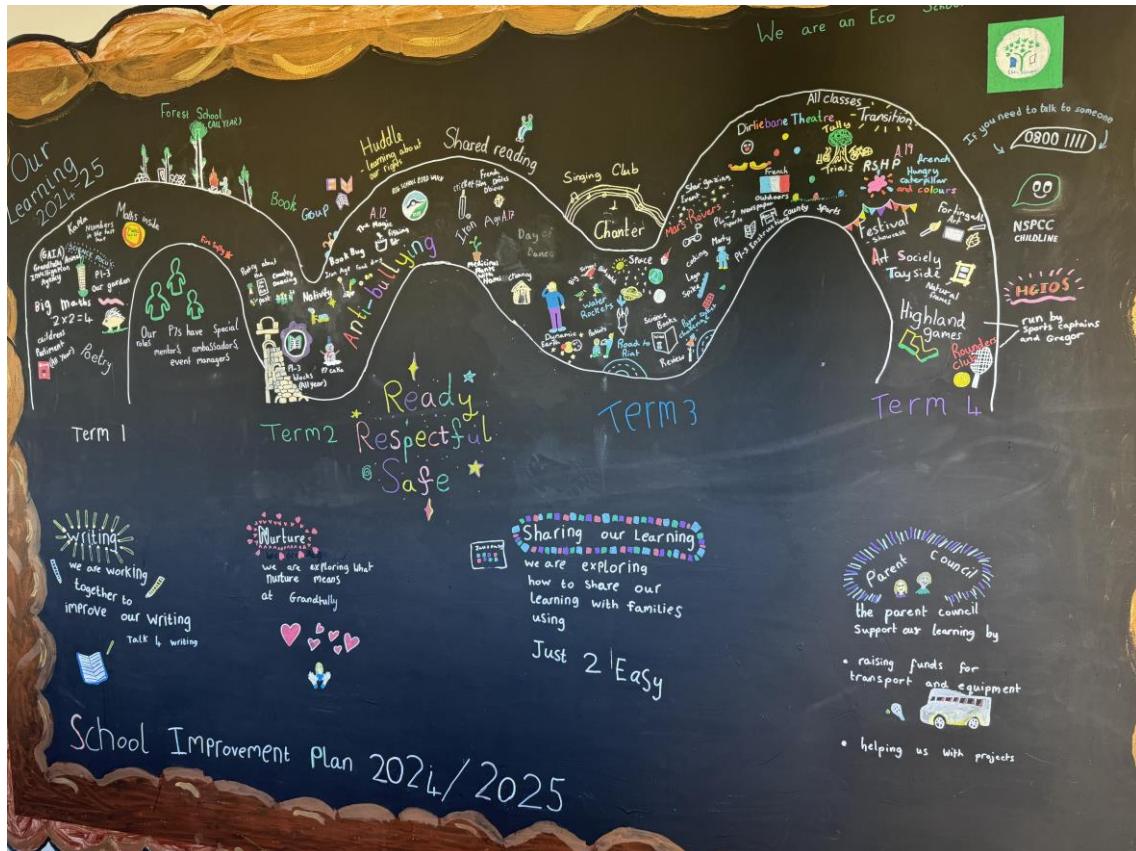
- Most children have shown good progress in literacy and numeracy, with many surpassing expected levels. In Literacy, most P1 and P4 students are on track, while all P7 students meet national expectations, with most excelling in listening, talking, and reading. In Numeracy, all P1 pupils are at the appropriate level, most P4 pupils are on track, and almost all P7 pupils have achieved the expected levels, with many exceeding them. Overall, most children are on track in all areas, with nearly all excelling in listening and talking.
- 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 listening and talking 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 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.
- The focus on teaching and learning in writing has not only increased attainment in writing but also has increased enjoyment and motivation in writing.
- Staff use data from assessments e.g. 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.

Achievement

- Positive Fridays continue to recognise those who have gone over and above in terms of their effort within school and children report that they value this time.
- The school was asked to showcase their playground in the Healthiest Town Open Gate festival which has then resulted in volunteers coming forward to support the children with growing plants for the Grandtully Gala. These volunteers have also supported with all pupils creating Pocket Gardens for the Keep Scotland Beautiful campaign.
- At the start of the session P5s were given the opportunity to learn how to kayak and be confident on the river.
- P4s developed their skills in biodiversity and went to the Biodynamic Garden in Camserney. The school was also supported at the start of the session by the Butterfly Conservation Trust to identify moths in our garden.
- P4-7 pupils have increased their PE skills and have been involved in Cross Country, County Sports, rugby festival and a football tournament.
- Termly Showcases demonstrate that all pupils are successful, confident and exercise responsibility and contribute to the life of the school.

- 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 P5 and P7 all take on leadership roles and are empowered to have a say in improving their quality of learning.
- 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



P7 ambassadors have been involved in 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:

- 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.
- All pupils will have taken part in the Highland Perthshire Small Schools Highland Games and also our Tully trials.

- Opportunities and experiences are funded by the very supportive Parent Council and learning has been enhanced by trips to Dynamic Earth, the Scottish Crannog Centre and pupils have benefitted input from Dirliebane Theatre, Crannog Centre as well as birch taping from Birkentree.
- To support the Space Showcase, Cosmos Planetarium set up a workshop in the hall and families were invited to come to a learning event presented by a local astronomer.
- STEM has featured this session, and online lessons and workshops have helped make learning purposeful and active.
- Our four showcases have again been a focal point, and families have enjoyed a Garden Day, a Winter Solstice festival, a Space themed showcase and the finale of the year – Tully Festival. All the showcases have had 100% participation and support making them the highlights of the year.
- The school has also arranged 7 family learning events throughout the year where families have had the opportunity to come into school and learn alongside the children.

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

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 the school is ready to apply for the 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. This session teaching staff have undertaken practitioner enquiries which lead to supporting learners and support staff undertook a small test of change within the playground.

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 values and aims as captured through our visual school journey wall. This has increased whole school understanding of the improvement plan and the improvements for this session.

Our P7s all have had roles of responsibility over the year as mentors, ambassadors and events managers. One of our P7s also acts as Sports ambassador for the school and attends events at Breadalbane with the Active Schools Co-ordinator.

The P4s have represented the school at the Camserney Gardens and P5 have been involved in a work skills day at Findynate Estate.

Our teaching staff have demonstrated their leadership of learning nationally by presenting their work at Pedagoo and also have hosted an event from SCILT showing how to “get outdoors with languages.”

Grandtully Primary has had an exceptional year, filled with exciting learning experiences and remarkable achievements that have inspired both pupils, staff and parents alike.

Improvement priorities for session 2025-2026

We have identified that we have a good capacity for continuous school improvement and our key priorities for 2025-26 are to:

- Learning and Teaching - To improve learning and teaching and assessment to raise attainment in writing.
- ASN/Nurture - To ensure transitions arrangements support children's wellbeing and therefore continue to ensure high attainment.
- Leadership of change - Revisit Curriculum Rationale and Vision to ensure all stakeholders are invested.

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