

## How did our pupils perform?....

Attainment		2004/5	2005/6	2006/7	2007/8	2008/9
Reading	Grange	76	83	84	78	81
	EA	83	84	85	85	85
Writing	Grange	70	78	78	77	74
	EA	79	81	81	81	82
Maths	Grange	76	79	83	81	85
	EA	86	87	88	87	88

**Attendance = 93.94%**

(Note : EA = Average for all Falkirk Council Primary Schools)

It is very satisfying to see an improvement in our attainment in Reading and Maths, after the dip we experienced the previous year. With renewed emphasis, this session we expect to build on this and continue our upward trend and also to improve on our attainment in Writing.

We have, of course, enjoyed successes elsewhere. For example, our boys football team won the Challenge Cup. A P7 pupil won the First Bus Christmas timetable design competition and another the Sainsbury's Easter Egg competition .



**P6 boys winning team**



**School Medal Winner  
2009**

Our Award Ceremony in June again showed that we have many pupils who demonstrate the capacities of Curriculum for Excellence – successful learners, effective contributors, confident individuals and responsible citizens. With your support, we aim to build on these successes and continue to develop our school.

FALKIRK COUNCIL

Education Services



**Grange Primary School**

## **Standards & Quality Report Session 2008 - 09**

Dear Parent/Carer,

As you probably know, each year the Council collects information designed to show how well its schools are improving pupil performance year on year.

In similar fashion, we in Grange Primary School would like to tell you how we are progressing in our school. This leaflet has been designed to do just that. It is our "Standards and Quality Report" for last session.

Inside, you will find a brief description of our main achievements during last session. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas. I have outlined the school's main priorities for the coming session.

I hope you find the leaflet helpful. If you have any questions about it, please do not hesitate to phone the school office for an appointment. I will be pleased to offer clarification.

Carol Muirhead



In May 2008 we were inspected by Her Majesty's Inspectors of Education. The inspectors found a lot of good practice and successes in our school, but they also pointed out some areas where we needed to improve. As a result we drew up an 'Action Plan' and this has been the basis of our work this session.

As always it was a busy year, with many activities and events to look back on. We have undertaken a lot of development work, especially in the Early Primary and Nursery to help us take forward the recommendations of 'Curriculum for Excellence, and 'active learning' now features much more in our daily work.

To build pupils' motivation and promote enjoyment of their learning we provided many opportunities for children to look beyond the school gates and take their learning out into the community.

Among others, Primary 7, for example, enjoyed their 'World Of Work Day' at Falkirk College and their trips to Choices for Life, Scotland Street School and to Valley FM.



In all of our work we have been striving to ensure that we meet children's needs – educational, social and emotional, as well as promoting their physical wellbeing. We have continued to work closely with our partner agencies to provide the best possible supports for children.

We also plan to build upon our partnerships with parents to fully involve you in the life of our school and we look forward to seeing you over the coming months.

#### WHAT DO WE PLAN TO DO THIS SESSION?

- Continue to develop the curriculum in line with Curriculum for Excellence
- Continue to develop learning and teaching strategies to deliver Curriculum for Excellence
- Review our Language policy and devise a strategy to promote the development of literacy across the curriculum
- Develop the Library as a resource to promote literacy
- Promote Literacy and Numeracy across the curriculum
- Develop a new Science programme of study to ensure progression throughout the school.
- Review the Personal Learning Planning process
- Further develop monitoring and tracking processes
- Review the Positive Behaviour Management Policy (including Anti Bullying procedures)

- **Develop support for pupils with additional support needs**

We revised the way we deploy Support for Learning Assistants so that each class has *consistent support* and staff could develop better team working. Colleagues in the Speech & Language Therapy service delivered workshops for teachers on the impact of communication delay or disorders on children's learning. We reviewed how we write IEPs and parents and pupils were more involved in discussing and setting targets. As in other classes, teaching strategies in Enhanced Provision classes were broadened to include more active learning activities.

- **Review staff remits and develop shared leadership**

As mentioned above, the Senior Leadership Team's remits were reviewed, as were those of the support staff, to clarify expectations. Class teachers were each allocated responsibility for specific areas of work, such as enterprise, Eco Schools, or in curriculum development, for example in literacy. Each coordinator devised a mini action plan to take forward their area and the impact of these will be evaluated this term.

- **Review the Anti Bullying Policy and Playground Play**

We decided to postpone this work until this session, while awaiting the publication of the revised 'Falkirk Framework for Behaviour Management.'



*Primaries 4, 5 and 6 perform 1719!*

#### *WHAT DID WE AIM TO DO AND HOW SUCCESSFUL WERE WE IN ACHIEVING OUR GOALS?*

We aimed to :

- **Develop monitoring and tracking of pupils' performance and partnership with parents**

The remits of the Headteacher and Depute Headteacher were revised to enable them to focus more on tracking pupils' attainment. We also revised our 'tracking' calendar and provided more attainment information for teachers to enable them to plan more effectively to meet pupils' needs and ensure a good pace in learning. To ensure teachers have consistent expectations of pupils' learning, we introduced standardised assessments in Maths in P2 and P5 and also in Spelling from P2 to P7 to complement the authority's programme of testing in English at P2 and P5. This provided clearer, diagnostic information to support planning and will enable us to effectively track future progress. More information was

provided for parents about the standards to be expected, through our website and on our revised certificates of achievement. Leaflets were provided for parents in Early Primary to support them in helping to develop reading and numeracy skills.

A Parents Workshop was held in January, to provide more information on how to support learning at home, and an Open Afternoon gave an opportunity to see pupils at work. In classes, more focus was placed on setting learning targets with pupils and their self evaluation of their work. Teachers' feedback focussed more closely on identifying next steps and how improvements could be made. We ensured that parents of pupils with additional support needs were fully involved in setting IEP targets and that these described clearly the expected outcomes and strategies to be used. All staff undertook training, using HMie's documents 'Journey to Excellence' and 'How Good is Our School?' to develop an agreed understanding of the standards expected. Some staff also visited other classes to observe good practice

- **Review timetabling arrangements**

Whole school timetables were revised to ensure that there were no 'pockets' of time that were not being used effectively. Teachers were encouraged to move away from rigid timetable arrangements and be more flexible in how they used time across the day/ week. This also enabled them to work more effectively within the principles of Curriculum for Excellence ie to be more adaptable and creative in delivering the curriculum and to work more closely with groups of pupils. This was successful to a degree but more work will be required on this in the coming session.

- **Develop learning and teaching approaches to enhance pupils' motivation, expectations and pace of learning**

Also, to address Curriculum for Excellence and to help meet pupils' needs more effectively and improve the pace of learning, teachers continued to develop more 'active' and 'collaborative' learning styles. Greater use is being made of the Interactive Smartboards to involve pupils more directly in their learning and all teachers have had training in using it to support learning in Language, Maths, Science and Information Handling. The Storyline approach, which again has pupils involved in planning the direction the study will take, was used in all classes at the start of the session to help embed this method of working and extend teachers' skills. All teachers were trained in the



'6 Thinking Hats' strategy, which aims to help children develop their skills in thinking, talking & listening and problem solving. It is an approach that can be used across all areas of the curriculum to great effect and next session we will be continuing to embed this in our practice. We revised our 'Effective Learning and Teaching Policy

and Guidelines, to ensure it matches with best practice and will support the implementation of Curriculum for Excellence. All staff have a shared understanding of what is required and expected in their classrooms.

In August we revisited our 'Big Writing' strategy to refocus teachers' attention on it and to promote its use across the school, with the aim of improving the quality of children's writing. It is disappointing,

therefore, that our overall attainment in Writing dipped, even although we had introduced focused support for some pupils, to try and improve their skills. The development of Writing skills will be an ongoing priority.

To promote the introduction of 'co-operative' learning, in which children work collaboratively in small groups to set and respond to learning challenges, two teachers were trained in this approach and began to use it in daily practice. They then provided an awareness raising session for colleagues in May, so that they too can start to use some of the techniques in their classes.

Over the session we aimed to broaden the range of experiences provided for pupils, so we had many visits out of school and visitors to us. Primary 7's residential trip took them as far as Hexham, Northumberland. P2/1 explored the local beach and had an ocean going sailor visit them. Other visitors included a 'Roman Soldier' in P4, an author who opened P3's 'Book Launch' and charity workers who got P7 involved in collecting over 170 pairs of spectacles to be distributed in India. Perhaps the highlight, though, was the visit from Scottish Opera in March, to work with Primaries 4, 5 and 6 in staging a performance of '1719!' linked to P6's work on the Jacobites.

- **Develop the Science Curriculum**



As a basis for our planned work to develop our science curriculum, this session we held an awareness raising 'Science Week'. All classes chose a science theme to investigate over the week and took part in lots of active learning activities. The event was rounded off by a visit from 'Professor Brainstorm' who very cleverly,

and amusingly, showed us how science is all around us. We also held a very successful 'Family Fun Night' when we invited parents to come along with their children to see how you can do simple, but fun, science at home.

