

Summarised inspection findings

Grange Primary School

Angus Council

21 January 2020

Key contextual information

Grange Primary School is located in Monifieth, Angus Council. At the time of the inspection, there were 329 children on the school roll. Grange Primary School provides enhanced provision for the local cluster of schools. Currently, 19 children, with a range of additional support needs, are enrolled in three enhanced provision classes.

2.3 Learning, teaching and assessment

excellent

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The headteacher and staff work tirelessly to create a nurturing and inclusive ethos across the school, where everyone feels highly valued. Senior leaders have established a supportive culture, based on positive, respectful relationships and ambitious self-belief. The school community has embedded thoroughly the values of 'safe, trying hard, active, respectful and successful'. These values underpin firmly the life and work of the school, where everyone strives to 'reach for the stars'.
- Children experience consistently high quality learning and teaching across the school that results in sustained high levels of attainment. The whole school focus on learner engagement has successfully increased children's motivation and active involvement in their learning. Almost all children are highly motivated by the interesting and relevant learning opportunities teachers deliver. Across the school, teachers strive to ensure that all children are sufficiently challenged in their learning. The school has identified a few children who attain well, but are capable of achieving even more. This session, teachers are sharing expertise to plan even greater levels of challenge within lessons to allow all children to achieve their full potential.
- The highly skilled headteacher, ably supported by the senior leadership team, is committed deeply to developing staff's skills and expertise. The headteacher is clear that the basis of improving learning and teaching is rooted in sound research. She has established a culture in which all teachers carry out small tests of change to inform and improve their practice. Their areas of focus link clearly to the school improvement plan. Staff share willingly the outcomes of their research with colleagues. As a result, the school uses successfully a range of compelling evidence to continue to improve learning and teaching.
- All staff work collaboratively in 'impact teams' to improve identified aspects of their work and to measure success. Staff are highly motivated by senior leaders' approaches to managing the leadership of learning. They are empowered to work collegiately to ensure consistency in high quality learning and teaching. This is having a significantly positive impact on the quality of children's learning experiences across the school.

- Teachers plan lessons that are paced briskly and motivating for children. The activities they plan successfully meet the needs of all children. Across the school, teachers create calm and purposeful climates for learning, where their expectations and aspirations for all children are high. Almost all children are keen to embrace challenge. They talk positively about applying a range of strategies to support their learning, especially when facing problems to solve. They describe confidently how they can learn from mistakes. All children use shared, agreed language to highlight the qualities they need to be successful learners.
- Teachers very capably support children to discuss their progress and identify their next steps in learning. They make innovative use of higher order thinking skills to enable children to measure their own progress. Senior leaders and teachers make invaluable connections between the application of higher order thinking and improving learning and teaching. This sharp focus has improved the quality of teachers' questioning, their approaches to differentiation and discussions with children about learning. Across the school, teachers make skilful use of questioning to deepen and challenge children's understanding. Commendably, children themselves are becoming skilled in the use of higher order questioning to challenge each other.
- Across the school, children are developing a well-rounded awareness of their own strengths and what they need to do to improve. Staff support children particularly well to assess their own progress during lessons through highly effective use of learning intentions and co-created, differentiated success criteria. Teachers give children ongoing written and oral feedback through plenary sessions or individual conversations. Children make very effective use of this feedback to help them identify and reflect on their individual learning targets.
- Teachers use digital technology creatively across the school to support and enhance learning. Teachers and children make effective use of interactive whiteboards. Children have opportunities to develop a wide range of digital skills, such as using tablets to create videos and blogs. Teachers give children ample opportunities in almost all classes to exercise choice about using technology. The pupil-led 'Making a Difference' group of digital leaders supports the school's developments in learning about, and through, technology. Staff make innovative use of technology to help parents understand how they can support their child at home. They do this successfully using video clips and blogs.
- All teachers make highly effective use of dynamic planning approaches that are responsive to the needs of all children. They use assessment information rigorously to plan next steps in children's learning. As a result, they add significant value to the ways in which they support children's learning across the curriculum. Teachers ensure that assessment is integral to their planning of learning and teaching. They plan very well for assessment across all curricular areas. Teachers have developed an innovative and highly successful approach to planning and assessing children's learning in literacy and numeracy. They do this on a two-weekly cycle. As a result, they are quick to respond to assessment results by adapting their approaches to support all children. Teachers make skilled use of this ongoing assessment data to create flexible groupings, which change on a regular basis. Children themselves highlight the significant benefits of revisiting their learning frequently.
- As a result of the school's robust approaches to moderation, teachers confidently make secure, reliable, professional judgements of children's progress in learning. They ensure that moderation is ongoing, before, during and after their planning of learning, teaching and assessment. Teachers plan collaboratively and moderate learning experiences through peer learning visits and by seeking feedback from parents and children. They make skilled use of a range of assessment evidence to show children's progress in learning. Senior leaders and teachers have embedded the use of National Benchmarks across the curriculum. They have

developed bespoke 'learning ladders' for staff, children and parents. These provide clear, reader-friendly standards and expectations in literacy and numeracy for the whole school community. Teachers have based the learning ladders on National Benchmarks. The extensive use of these learning ladders ensures that staff, children and parents alike know what very good progress looks like. Teachers use this approach very well to inform and moderate their professional judgements. The school successfully shares this innovative approach to measuring progress with cluster schools and within Tayside Regional Collaborative, to support system-wide improvement.

- Senior leaders, supported by staff, continue to develop outstanding procedures for tracking and monitoring children's progress. Teachers confidently make robust professional judgements about achievement of a level, based on their meticulous tracking of children's progress. Senior leaders and teachers maintain expertly crafted records to document and monitor individual children's progress, across each area of the curriculum. Senior leaders meet with teachers to check on children's progress three times each year. They ensure that regular, well-focused professional dialogue centres on their detailed understanding of the needs of all children. These meetings are effective in identifying appropriate interventions for children who require additional support or challenge. Senior leaders use data continuously to monitor skilfully and analyse the impact of steps taken by staff to improve outcomes for all children. This includes those children who face additional challenges.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

excellent

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall, the data presented by the school demonstrates that almost all children achieve appropriate Curriculum for Excellence levels in literacy and numeracy in the mainstream classes. Across the school, a minority of children are exceeding expected levels. All children with additional support needs, including all children in the enhanced provision classes, are making expected good progress in relation to their personal milestones.
- Teachers are confidently making robust and accurate professional judgements in relation to children's progress, due to their shared understanding of standards. The innovative use of clear, cohesive systems and processes ensures that teachers have a thorough understanding of data in relation to children's progress. These systems include the use of diagnostic assessments and agreed 'operational definitions'. Teachers use standardised assessments appropriately to inform their professional judgements, as part of a range of high quality approaches to assessment.
- All staff demonstrate a relentless focus on raising attainment. Termly discussions between senior leaders and teachers ensure rigorous scrutiny and moderation of children's progress at both individual, class and whole school level. This is supporting successfully the school to raise the attainment of all, and to deepen teachers' professional understanding. Other schools within the local learning community have adopted Grange Primary's learning ladder approach. This strengthens professional dialogue during joint moderation activities and ensures continuous progress for all children at points of transition.

Literacy and English

- Overall, attainment in literacy is excellent. There has been a significant increase in the number of children exceeding expected levels over the last year, particularly in reading and listening and talking.

Reading

- Overall, children's attainment in reading is excellent. Whole school strategies to raise attainment in reading, such as 'Daily 5' and the 'Reading Café', have been highly successful. There is a strong reading culture embedded across the school. Teachers' use of systematic and consistent approaches to teaching reading result in children being highly engaged and motivated to read. This has a positive impact on their attainment. At early level, children apply their knowledge of sounds confidently to read familiar and unfamiliar words. They make effective use of pictorial and contextual cues to find information in a text. At first level, children read with fluency and understanding, showing a sound understanding of punctuation and grammar. They can discuss the main ideas and characters in a text. Children at second level

demonstrate a very sound understanding of more complex reading strategies, applying these in a variety of real-life contexts.

Writing

- Overall, children's attainment in writing is very good. The 'Daily 5' approach to literacy ensures all children have regular opportunities to write and recognise the links between reading and writing. This is enabling the school to raise attainment in reading and writing. All children have regular opportunities to write for a variety of purposes, applying their skills in meaningful and relevant contexts. At early level, children use their knowledge of letter sounds to form words and to write independently. Children at first level demonstrate a sound understanding of a range of features of language and can apply these in their writing. They create a variety of texts for a range of purposes. At second level, children confidently identify figurative language and engage the reader with their use of vocabulary and punctuation.

Listening and talking

- Overall, children's attainment in listening and talking is excellent. At all stages, children are articulate, interacting respectfully with staff and peers. At early level, children take turns and listen to each other's views and ideas respectfully. At first level, children engage enthusiastically in discussions, responding with appropriate body language and eye contact, building on the contributions of others. Children at second level communicate very effectively. They can ask and respond to a range of questions. In discussion, they can contribute relevant ideas, information and opinions, clarify points and support others.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good.

Number, money measure

- Across the school, children have a very good understanding of strategies to support number processes. Children confidently select, apply and describe accurately their preferred strategy to solve number problems. At early level, children can count forwards and backwards up to 20, fluently. They can write numbers independently. At first level, children can explain what a fraction is and identify equivalent fractions. At second level, children can use a range of strategies to solve addition and subtraction problems. They have a secure understanding of the links between fractions, decimals and percentages

Shape, position, movement

- The whole-school project on gaming provides children with a relevant and exciting context to apply their skills in position and movement. At early level, children use programmable toys to demonstrate their understanding of direction and sequences. They can describe the position of objects. At first level, children understand the properties of acute, obtuse and right angles. At second level, children use the correct mathematical language to describe and classify a range of angles within shapes and the environment. They use knowledge of the eight compass points and angles to describe, follow and record directions.

Information handling

- Staff use outdoor learning very effectively to support information handling activities. Children at early level, sort leaves into different categories and can explain their reasoning. At first level, children can interpret data from a graph and use tally marks to collect data. At second level, children can collect, organise and display information in a graph. Children should continue to develop these skills using digital technologies.

Attainment over time

- The school's systems and procedures to track children's attainment over time are exceptional. Continually evolving to meet the specific needs of the school, tracking systems provide all staff with rigorous and robust information of children's progress over time. Senior leaders have developed this system to include curricular areas beyond literacy, numeracy and health and wellbeing. Teachers skilfully use this data to track progress on an on-going basis, to inform their planning in order to maximise outcomes for all children.
- Staff can demonstrate clearly the positive impact of strategies to raise attainment for all in literacy and numeracy. There is an improving trend in attainment for both literacy and numeracy across the school. For example, the school has reduced the number of children not making expected progress in numeracy over the last two years. Over the same time, the number of children working beyond expected levels in both literacy and numeracy has increased.

Overall quality of learners' achievement

- The school's shared vision underpins their culture of ambitious self-belief. 'Learn to learn' assemblies support all children to understand the agreed learning qualities and to have a 'great Grange mindset'. Reinforced through a range of characters, children can articulate clearly the qualities required to make them successful learners. The involvement of all children in 'Making a Difference' leadership groups enables them to demonstrate their application of these qualities effectively. This empowers all children to contribute to the life of their school and wider community.
- Highly effective partnership working, in real-life learning contexts, supports children to achieve and develop skills for learning, life and work. Their involvement in the 'House of the Future' project with the V & A Museum in Dundee resulted in the school receiving a regional award for project-based learning.
- The recent introduction of 'star awards', supports children to identify the development of learner qualities in out-of-school activities. The school community celebrates and shares children's achievements in a variety of ways. Staff and parents make very effective use of digital platforms to highlight children's achievements.

Equity for all learners

- Senior leaders monitor closely the progress of specific groups of children, such as those with additional support needs, young carers and children who are care experienced. The school's innovative 'achievement and equity process map' provides a clear approach for staff to identify children not yet making expected progress, and next steps to take. As a result, senior leaders' allocation of resources and additional support is responsive, focused and effective. Senior leaders monitor closely the impact of all interventions. Commendably, this results in almost all targeted children making expected progress in their learning.
- Senior leaders' highly effective approaches to monitoring and tracking the progress of children facing barriers to learning, has improved the school's approach to promoting achievement and equity. Senior leaders track all children's participation in wider achievements and use this data to ensure that no child misses out. Highly effective partnership working supports the school to meet the needs of individual and targeted groups. Commendably, the participation of girls in out-of-school activities has increased significantly over the past two years. Overall, the level of children's participation has increased significantly, and is now well above the national average.
- Staff use their very strong relationships with children and families to ensure an inclusive approach. Senior leaders use Pupil Equity Funding thoughtfully and effectively to provide targeted support for children, particularly in relation to improving their health and wellbeing.

This removes barriers to learning to meet individual children's needs and enables their participation in the life of the school. Creative approaches to helping parents support their child's learning at home, and to celebrate children's wider achievements are very effective.

- Senior leaders monitor closely children's attendance and any repeated instances of late coming are followed up. Attendance levels are consistently above the national average. There have been no exclusions in recent years.

(contributes to school evaluations)

Grange Primary School hosts the enhanced provision for primary-aged children with additional support needs in the Monifieth High School cluster. The Yellow Room makes provision for children who are educated mostly in their own mainstream classes, but benefit from occasional, small group work to meet their needs. The Green Room is a provision for children who are on the autistic spectrum and benefit from specific input to meet their needs. The Purple Room makes provision for children with multiple and complex needs.

QI 2.3 Learning, teaching and assessment

- Children in the Yellow Room are enthusiastic, eager learners who are keen to participate in learning activities. They respond extremely well to activities that have been carefully designed by enhanced provision staff to meet their learning needs. Children are able to agree with each other their starting point as learners before beginning each activity, using shared language of progress in learning. They work well together and are very respectful of each other's roles and points of view. Teachers' approaches are particularly inclusive and designed to encourage children to achieve as much as they can. Staff's explanations and instructions are clear and unambiguous, enabling children to get involved swiftly in learning activities and to make progress at a good pace. Staff use questioning expertly to encourage and enable children to reflect continuously on their learning throughout the lesson.
- Children in the Purple Room react very positively to the calm learning environment, which has been carefully created and encouraged by teachers and support staff. They skilfully design learning episodes that appeal to children, that are appropriate and enable each child to work to their own potential, whatever their needs. This support can be through targeted adult involvement or using specific materials or approaches. Staff use a wide range of communication and mobility approaches in the class (e.g. eye gaze technology) by staff to enhance children's independence. Where appropriate, they use signing and symbols to help children to communicate with others and to make their feelings known.
- In the Green Room, children have a wide range of specific needs related to autistic spectrum disorders. Skilled staff design individualised visual timetables to meet children's needs. The learning environment is admirably calm, carefully structured and appropriately predictable, which children react to very well and are reassured. This has the effect of minimising and isolating instances of challenging behaviour and encourages children to stay on task. The high level of adult support for children in class helps them to stay focused on their learning and to achieve well most of the time. Children respond very positively to their individualised timetables, as well as to the times when a group or the whole class comes together.
- Across the enhanced provision, staff have excellent relationships with children and understand their needs extremely well. Staff's assessment of learners and their needs is used carefully to inform learning and teaching. Teachers draw up and implement group learning plans, based on the needs of children and linked to experiences and outcomes. These carefully designed plans detail the resources required and the assessment procedures to be used, followed by an evaluation and identification of next steps. Teachers use flexible groupings of enthusiastic children from across the enhanced provision, as appropriate, for learning through practical activities and games with a range of success criteria. Teachers' moderation of assessment across the Green and Purple Rooms generally takes place between enhanced provision staff in the school. Staff who work in these rooms realise that the next step is to make more regular links with enhanced provisions in other schools.

- Staff who work in the enhanced provision plan exceptionally carefully to meet the needs of children. They use a common planning format to agree, monitor and track the progress of each individual child. Staff formally review these plans at least three times a year, involving children and parents.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

- Children's attainment in literacy and numeracy, along with other areas of the curriculum across the enhanced provision, is very carefully monitored and assessed by staff. They do this through the targets set in each child's individual education plan (IEP). Staff do not currently track the achievement and attainment of children with additional support needs in the enhanced provision as one group cohort, due to the wide and varied range of children's needs. However, the school has plans to explore options for this later in the session. Each child has a comprehensive 'learning journey' folder that staff use to collect written or pictorial evidence of their individual achievement in relation to their personal targets, along with a commentary from staff using 'I can' statements. In literacy, in the Green and Purple Rooms, children are developing their communication through signing, eye-gaze, pointing and basic speech. In numeracy, in the Green and Purple Rooms, a few children are able to undertake basic addition and subtraction tasks. Children who spend time in the Yellow Room generally have more sophisticated language and numeracy skills, appropriate to their age and stage of development.

Attainment over time

- Children's attainment over time is demonstrated on an individual basis, through their achievement of targets and milestones within IEPs and their other achievements in class. Currently, there are no children who are identified as requiring a coordinated support plan.
- Staff work very effectively with partner agencies to identify IEP targets, which are set against significant areas of learning and appropriate wellbeing indicators. These targets are specific, measureable, achievable, relevant and timed. Enhanced provision staff are currently developing a framework which mirrors the 'learning ladders' approach which is used across the rest of the school.
- Across the enhanced provision, staff's evaluation of learning is linked to their lesson plans, which, are carefully based on targets from children's IEPs. Their evaluations inform the next iteration of planning. Staff continuously and skilfully reflect on lessons, their success and the aspects of learning which still need to be addressed.
- Overall levels of attainment across the school, including and not including children with additional support needs, are tracked and celebrated by the school. Overall, there is a positive trend of attainment across the school, including children with additional support needs. For example, the school is on track with their predictions that 100% of children in P1 will attain as expected in 2019/20, including all those with additional support needs.

Overall quality of learners' achievement

- The attainment and achievements of children in the enhanced provision are closely interlinked and are not always easy to separate. Staff continuously celebrate the achievements of children with their parents through conversations at the beginning and end of each day, through the 'home book', through an online app and during reviews of IEPs.

Equity for all learners

- Children who spend most, or all, of their time in the Green or Purple rooms, retain a valuable link with their peers in mainstream classes. Where possible and appropriate, these children participate in aspects of the curriculum with their peers, or maintain contact in other ways. Helpfully, staff use 'reverse integration' approaches to enhance experiences for children in the Purple Room, as their peers come from mainstream classes to read to them.
- The school has clear and appropriate standards for the health and social care of children: dignity and respect; compassion; inclusion; care and support; and wellbeing. Enhanced provision staff are exemplary in the ways in which they model these standards.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.