

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Madderty Primary is a rural, inclusive, learning community with a current role of 64. The school has successfully taken forward priorities within the Scottish National Improvement Framework and the Perth and Kinross Council Raising Attainment Strategy. Our priorities for 2022/23 included: Improvement in attainment particularly in Literacy and Numeracy and closing the attainment gap between the most and least disadvantaged children. Evidence within this report demonstrates that good progress has been made within these areas and action is well underway to improve excellence and equity to achieve positive outcomes for all learners. The school's self-evaluation includes the following quality indicators and ratings:

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

In relation to School Improvement and Performance this year has been very successful for Madderty Primary School with all pupils making progress in their learning.

	Listening/Talking	Reading	Writing	Numeracy
P1 Early	Most (88%)	Most (88%)	Most (75%)	Most (88%)
P4 First	Most (90%)	Most (90%)	Most (80%)	Most (90%)
P7 Second	All (100%)	All (100%)	Most (86%)	All (100%)

Pupil attendance increased by 2% and was recorded at 94.5%. This falls below PKC target of 96%. This can be attributed to a high number of unauthorised family holidays during term time and increased levels of absence due to common childhood illnesses and viruses.

Pupil Equity Funding (PEF) this year was approximately £4600. This was used for additional staffing - Pupil Support staff. This supported a range of targeted interventions for pupils across the school in Literacy, Numeracy and HWB. Regular discussions with our Pupil Support Teacher, support staff and teaching staff ensured the positive impact of these interventions.

In terms of Parental Engagement, views were gathered during class visits, via surveys, at parent contact meetings and through Parent Council meetings. Parents describe the school as open, approachable, professional, safe and nurturing. A return to in person meetings and open events during the school day were valued. Seesaw as a communication platform resulted in parents feeling involved in terms of sharing feedback, understanding of progress being made and celebrating achievement.

Pupil feedback shows that almost all pupils feel encouraged to do their best, that their views are valued and that school helps them adopt a healthy lifestyle. Our House Captains worked well to motivate their teams and to organise a range of events such as an art competition, whole school quiz, sports events and talent show. Through Action Groups pupils worked together to promote energy saving within the school, implement improvements in the Daily Mile and work to maintain our Eco school status. Pupil voice is gathered informally on an ongoing basis and formally through regular pupil focus groups and Pupil Council Meetings. Sharing-time in classes celebrates out of school wider achievements of pupils as does weekly whole school assembly.

LEARNING

This year we continued a strong focus on the core areas of Literacy, Numeracy and Health and Wellbeing and have reintroduced all other curricular areas. Learning and Teaching in each class has been of a high standard, evidenced through formal and informal visits as well as tracking and assessment discussions. Teaching staff have worked in partnership with colleagues from Murthly Primary to moderate writing developing an agreed standard and raising expectations. Attainment has risen by 3% in writing and 12% in Numeracy.

Collegiate planning helps ensure meaningful and responsive contexts for learning. In P1/2 learning contexts included Space, Farming, Under the Sea and Castles. In P3/4 the focus was Japan, Romans, Space and Roald Dahl. P5/6/7 learned through areas of WW2 and Current Conflict, Natural Disasters, and a comparative country study. Interactive visible planning in each class supported children with each context. Each class enjoyed a range of trips and events. Pupils from P6 and P7 enjoyed a residential ski trip. P5/6/7 visited Edinburgh Castle and War Museum, P3/4 learned about pizza making at Pizza Express and enjoyed a performance by the Scottish Chamber Orchestra. P1/2 visited the Aquarium in St Andrews to enhance their knowledge of sea creatures. Learning outdoors was enjoyed by pupils in all three classes, in a range of curricular areas as well as for skills development. For example, P5/6/7 had a scavenger hunt to support the use of persuasive language. P3/4 took science outdoors while learning about shadows. P1/2 designed sand and wooden castles to support their in-class work. Family and friends contributed to school life and learning in various ways: question and answer sessions in person and on Teams from Japan and New Zealand, gardening with the eco group, organising parents reading stories on World Book Day and supporting children with Art for a local Show.

Our Parent Council has continued to support through fundraising events with profits used to support school events. They organised a very successful family ceilidh which was attended by many families at the start of the year.

LEADERSHIP

Pupils and all staff have several leadership roles across the school and leadership skills are promoted at all levels. Mrs Farrell is committed to improving outcomes for all learners ensuring that high quality teaching and appropriate support is in place at all stages. A robust tracking, monitoring and assessment calendar is in place, to measure improvements. Mrs Marshall has been our Principal Teacher this year and has taken responsibility for our Health Curriculum, supporting the eco committee, accompanying pupils on the residential ski trip and is planning to improve our STEM programme in the coming year. She has worked closely with Mrs Farrell on implementing change and improvement. Ms Kinmont has had responsibility for our Global Action Group and has worked with pupils and with PKC on an Energy Saving promotional film. She has prepared P7 for their transition to high school. Our production of Cinderella and Rockerfella was organised and managed by Mrs Kinmont and her class. Our support staff have demonstrated leadership strength through their work with groups of pupils, leading playground initiatives, accompanying pupils on activities and trips and leading Skills Development Groups using their own interests and abilities. Miss McLelland successfully completed her probationary year with us, contributing well to staff developments as well as completing research around maximising pupil engagement in class. Pupils have enjoyed the responsibility of leading and supporting their houses through regular challenge and competition. Our three action groups are pupil led. Each class encourages leadership and responsibility. Examples include children planning and leading lessons in P5/6/7, P2 leading story time and P3/4 enjoying a variety of class monitor roles. Our self-evaluation evidence demonstrates that Madderty Primary is in a very good position to build on current strengths and has the capacity for continuous improvement.

IMPROVEMENT PRIORITIES for 2023 - 24 will include:

- Developing thinking skills and strategies to improve learning in Numeracy.
- Raising attainment in Writing across all stages.

MADDERTY PRIMARY SCHOOL STANDARDS AND QUALITY ANNUAL REPORT 2022/23



Our Vision:

Madderty Primary School is an inclusive learning community, inspiring achievement for all.

Our Shared Values are:

- Honesty
- Trust
- Respect
- Fairness

Our School Aims:

Learning, relationships and health are at the heart of everything we do at Madderty Primary School. Within our school community we aim to support children to become responsible citizens, confident individuals, successful learners and effective contributors through:

Relationships: Nurturing relationships with friends, family and the wider world.

Health: Valuing a healthy and active lifestyle.

Learning: Learning through collaboration, challenge and choice.

Please visit: www.maddertyprimary.org.uk to find out more about our school.

This report was written in consultation with parents, pupils and staff.