

THIS YEAR'S PRIORITIES

- Extend use of assessment methodology, including standardised assessments and digital learning journals (Seesaw); identify gaps and target teaching and learning, support and interventions, to improve attainment in numeracy and literacy.
- Continue to restore and rebuild the Muthill Primary 'family' community ethos with a clear focus on inclusion, resilience, nurture and health & wellbeing.

Attendance, Attainment and Achievement

Attendance

The average attendance for session 2022-23 was 92.6%, which is a 3% improvement compared to the previous session and is broadly in line with the PKC average of 92.1% and slightly below our PKC comparator schools at 93.1%. This mainly reflects sickness and holiday absence, in addition to low attendance rates for a small number of pupils.

Attainment

The majority of our learners make good progress and attain appropriate levels in literacy and numeracy, and a few have exceeded these. In P1, almost all pupils achieved early level in literacy and most pupils in numeracy. The majority of P4 pupils achieved first level in literacy and numeracy. In P7, fewer than half pupils achieved second level in literacy and numeracy. We have introduced a range of assessment strategies which, along with our tracking systems, provide the data and performance information our teachers seek to inform more confident judgements and support planning for improved attainment.

Pupil Equity Funding (PEF) has been directed towards additional teacher and support staffing to facilitate the delivery of interventions to address specific gaps in learning for identified groups / individuals in numeracy and literacy. This funding has also enabled the purchase of physical resources and licenses, e.g. Power of 2, Sumdog and Clicker 8, for this purpose. Data gathered before, during and following these interventions demonstrates that most targeted pupils make good progress, leading to increased attainment and school improvement.

Overall, pupils are successful, confident and responsible. The majority feel consulted about their class and school environment, and that they can do things to help others in the local community and around the world. Most pupils are personally and socially adept and all feel their achievements and successes are celebrated.

Digital learning journals have been developed using the Seesaw platform and have encouraged increased parent / carer involvement and engagement for the majority of our pupils, although further focus is now required towards teachers providing quality feedback and learners taking increased responsibility to showcase their achievements. A Communications Policy has also been developed which will be shared and finalised in consultation with parents / carers next session.

We have evaluated:

Q.I.3.2 Raising Attainment and Achievement as Good

Q.I. 2.3 Learning, Teaching and Assessment as Good.

Learning

Learning, Teaching and Assessment

Our school ethos reflects our commitment to children's rights and building positive / nurturing relationships with our learners, with almost all parents / carers agreeing that staff are caring towards their child and show concern for their welfare.

Most pupils actively engage in and lead / contribute to learning activities and events across the curriculum. Pupils in all classes are supported to achieve and learn in a range of ways in inside and outdoor spaces. This includes play, use of digital technologies, contextual learning ('topic') and trips / community activities.

Staff use a variety of assessment and moderation approaches to allow pupils to demonstrate their learning and to inform future planning to meet the needs of all learners.

Ensuring Wellbeing, Equality and Inclusion

Staff have a thorough knowledge of pupils as individuals and the factors affecting their wellbeing. They maintain good links with parents / carers to support this, who all agree that their child feels safe, happy and included at school. Almost all pupils feel safe and happy at school / home.

All staff are aware of and follow the legislative framework related to wellbeing, equity and inclusion, which are central themes to our school ethos. All staff have introduced universal supports in the classroom and have engaged with the CIRCLE resource / learning materials to focus on providing a more inclusive and learner-centred school environment for all pupils. This will continue to be an area of development moving into next session.

Opportunities are provided for pupil voice and discussion across the school. Outdoor spaces are used to promote wellbeing and positive relationships, and almost all pupils report feeling included and respected at school / home. Planning is in place to meet learner's needs and support best outcomes; we work closely with partner agencies and services, including School Nurse, Community Learning Assistant, Social Work and Educational Psychologist.

We have reviewed and updated our contextual learning planning, particularly considering learning for sustainability, health and wellbeing, learning outdoors, internet safety and positive mental health. We have embraced opportunities to restore and rebuild the Muthill Primary 'family' community ethos through events, performances, trips and visitors and look forward to many more next session.

We have evaluated:

Q.I. 3.1 Ensuring Wellbeing, Equality and Inclusion as Very Good

Leadership

Learners are supported to understand our well-established vision, values and aims through assemblies, class learning opportunities and restorative conversations, with clear links made to Children's Rights and Global Goals. The majority of learners demonstrate their understanding verbally and through their behaviours. Staff demonstrate their professionalism and commitment through their daily actions and all parents / carers agree that staff are approachable and make them feel welcome at school.

Staff are committed to change which results in improvements for learners; they have participated in collegiate sessions and personal learning to explore an increasing range of data / evidence to identify strengths and to inform improvements.

Staff engage in actioning change and evaluating the impact of improvements. They will take a lead and support their colleagues. Senior leaders encourage a school culture of creativity, innovation, critical thinking and practitioner enquiry, which informs practice and promotes learner equity.

Pupils promote and share their experiences widely and confidently, representing both our school and local authority. Opportunities for parents / carers and community members to lead and contribute to events and activities continue to be warmly welcomed and greatly valued.

We have evaluated:

Q.I. 1.3 Leadership of Change as Good

We are confident that the school's self-evaluation, planning and implementation processes demonstrate very good capacity for continuing improvements.

IMPROVEMENT PRIORITIES FOR SESSION 2023- 2024

- Raising attainment in writing.
- Raising attainment in numeracy.
- Increasing levels of resilience and inclusion for all pupils.

This report was written in conjunction with the Muthill Primary School self-evaluation process; reflecting feedback from parental and staff questionnaires and discussions, and pupil surveys and learning conversations.



STANDARDS AND QUALITY REPORT 2022-2023

**INSPIRING TO
EXCEL**

Our Values:

- **Respect**
- **Honesty**
- **Integrity**
- **Kindness**
- **Perseverance**

Our Aims:

At Muthill Primary School we aim to:

- have strength in our own character, to be independent learners and have the confidence to share our learning journey
- use our positive 'can do' attitude to set targets and work hard to become a successful learner who enjoys learning
- to be a safe and happy community where we respect and care for each other as we are learning, living and playing
- to have a respectful and responsible attitude in contributing to the life of the school and the world in which we live

