



Perth and Kinross Council
Education and Children's
Services Madderty Primary
School 6 & 7 October 2010



Extended Learning and Achievement Visit

BACKGROUND

To support the school in the process of self-evaluation, a team of two service managers from the Primary and Early Years team, a quality improvement officer from the Inclusion team and an educational development officer from the Early years team visited Madderty Primary School over 6 & 7 October 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school's self-evaluation pro forma and annual report for session 2009-10, the updated self-evaluation form completed in September 2010 and the school plan for 2010-11 formed the core documentation for scrutiny and discussion during the visit. Evidence of the on-going, routine work of the school was also made available to the team.

During the Extended Learning and Achievement Visit, the team carried out discussions with the headteacher and the support staff team, made classroom observations, reviewed documentation including children's work, and met with groups of learners and parents. The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Over the past three years almost all children have achieved expected standards in reading and mathematics.
- At the early years, a significant number of children exceed expected levels of attainment.
- Almost all children are polite, confident and welcoming to visitors.
- The House Groups programme introduced this session is providing children with opportunities to demonstrate their roles as responsible citizens, effective contributors and confident individuals.
- Children are encouraged to participate in a range of cultural activities within the school and in a wide range of authority led sporting events.
- The school provides a caring and safe environment for children.

Areas for improvement

- Through a focus on tracking and profiling children's progress in learning, develop a consistent approach to raising attainment, across the school and particularly in the middle stages, and ensure that children make good progress from prior levels of attainment.

- Revise the School Improvement Plan to ensure that priorities identified will have a measurable impact on the attainment and achievement of learners; ensure that specific actions, responsibilities and timescales are included.
- In due course, use information derived from self-evaluation activities, classroom observations and a range of collated evidence to evaluate the success of the plan in impacting on progress.
- Provide all learners with increased opportunity to execute responsibility, contribute to the life of the school and develop leadership skills.
- Develop a process by which broader achievements are recognised and recorded across the whole school.

LEARNING

Strengths

- Teachers plan a broad range of learning experiences across the curriculum, including the use of ICT.
- Most lessons are well planned and prepared.
- In all lessons observed a supportive ethos was evident where interactions between teachers and learners were positive.
- Across the school, learners impressed as motivated; almost all children worked well, independently and in groups, and remained on task.
- Engagement with partner schools across the local management group supports effective transitions P7 to S1.

Areas for improvement

- Review teachers' planning to focus on learning outcomes and experiences in Curriculum for Excellence and ensure continuity, progression and coherence across stages.
- Match learning tasks, activities and resources to the needs of individual learners and groups.
- Develop class observations in line with the Perth & Kinross protocol for class visits
- Ensure discussions about learning and teaching between the headteacher and class teachers focus on the Perth & Kinross Standard for Learning
- Ensure Assessment is for Learning (AifL) approaches are embedded across all stages
- In consultation with all stakeholders, develop approaches to positive behaviour management which subsequently form the core of a school policy in this area
- Review Additional Support for Learning (ASL) approaches across the school
- With the support of the Inclusion team, define roles and responsibilities, devise a referral system, timetables and meeting times for support staff, develop understanding of the purpose and use of IEPs, and agree evaluation processes
- Use the Perth & Kinross Additional Support Needs manual, "Towards Excellent Support" to address identified development needs

LEADERSHIP

Strengths

- Children in the Pupil Council are proud of their school and welcome opportunities to engage in active learning
- The parents sampled during the visit speak very highly of their school. They acknowledge the welcoming atmosphere and consider the headteacher and staff to be approachable.

Areas for improvement

- Ensure that the provision of high quality learning and teaching experiences for children is the core business of the school
- Ensure a clear understanding of current developments in learning and teaching through a range of staff development opportunities
- Further develop approaches to peer observation
- Implementing a communications strategy to meet the needs of the staff team.
- Ensure that self-evaluation is planned, rigorous, based on evidence and leads to change and improvement.

This should include:

- Giving self-evaluation a high priority and involving all stakeholders in the process
- Reviewing the school's vision, values and aims
- Promoting collegiate working, collective responsibility and a consultative approach
- Providing staff with effective feedback on classroom observations
- Providing staff with feedback on, and opportunity to discuss, forward and weekly plans
- Ensuring peer evaluations have an impact on learning and teaching and on attainment
- Using the *Perth & Kinross Standard for Learning - Realising Potential* to support a self-evaluation process which will lead to improved outcomes for children

CONCLUSION

Madderty Primary School is a school where learners are happy and where most attain national standards. Parents sampled are confident in the care afforded to their children by the whole staff team. Madderty Parent Council serves the school well, engaging with issues that arise, promoting partnership and raising additional funds.

The headteacher should now, with the support and guidance of authority officers, work to establish a shared vision for the future of Madderty Primary School - focusing on the provision of high quality learning experiences, and the development of every learner to his or her full potential.

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