

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

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 2024/25 included: planning of increased opportunities for identified pupils to use and develop digital learning in Literacy and Numeracy. Our other main priority focussed on improving the emotional wellbeing of learners focussing on resilience, self-regulation and relationships. Evidence within this report will demonstrate 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	Good	2.3	Learning, teaching and assessment	Good
3.1	Ensuring wellbeing, equity and inclusion	Good	3.2	Raising attainment and achievement	Good

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

	Listening/Talking	Reading	Writing	Numeracy
P1 Early	Most (86%)	Most (86%)	Most (86%)	Most (86%)
P4 First	Almost all (93%)	Most (86%)	Most (86%)	Most (86%)
P7 Second	All (100%)	All (100%)	All (100%)	All (100%)

Pupil attendance increased by 1% recorded at 95.4%. This falls below PKC target of 96%. This can be attributed to a high number of unauthorised family holidays during term time and several prolonged absences due to common childhood illnesses and viruses.

Pupil Equity Funding (PEF) this year was approximately £4900. This was primarily used for support children in Literacy through funding licences to access spelling and reading support through a digital intervention. A new library system was purchased to increase engagement and motivation for struggling and reluctant readers in all stages. Regular discussions with our Pupil Support Teacher, support staff and teaching staff ensured the positive impact of interventions.

In terms of Parental Engagement, views were gathered during class visits, via surveys, at parent contact meetings and through Parent Council meetings. Open events were valued with parents appreciating seeing their children engaged in their learning.

Pupil feedback shows that almost all pupils feel listened to. Most pupils enjoy school and feel safe at school. Through pupil led Action Groups, learners were involved in raising awareness and understanding of children's rights. The eco group maintained our 7th flag status and our Digital group supported the use of technology to enhance learning as well as developing digital skills. Pupil voice was gathered informally on an ongoing basis and formally through regular pupil focus groups and house meetings. Regular whole school assembly gave the opportunity for reflecting on learning, school values and celebrating achievements in and out of school. This year saw increased participation in sport through collaboration with Active Schools as well as funding of professional coaching by our Parent Council, benefitting all learners.

LEARNING

This year we continued to focus on the core areas of Literacy, Numeracy and Health and Wellbeing, with learners also engaging in all other curricular areas. Learning and Teaching in each class has again been of a high standard, evidenced through formal and informal visits, peer observations as well as tracking and assessment discussions

Collegiate planning helps ensure meaningful and responsive contexts for learning. In P1/2 /3 learning contexts included Under the Sea, Vikings and Minibeasts. In P3/4/5 the focus was Human Body, Titanic and Rainforests; in P5/6/7 learning contexts were Planet Earth, Famous Scots and Enterprise. Learning experiences out of school this year included trips to The Discovery, Deep Sea World, Glasgow Science Centre, and a local estate castle and joinery. Other opportunities included climbing, Sportshall Athletics, County Sports and cross country. Within school, pupils had visits from Hydro Electric, naval engineer sharing maritime practices, an author and many more. Our outdoor space was enjoyed by pupils in all three classes, in a range of curricular areas as well as for skills development. Family and friends contributed to school life and learning in various ways. Parents supported us in school though giving their time to help practically in classes, accompany children to PE and on trips, lead tree planting within the grounds, deliver Bikeability training and many more ways. We have worked in partnership this year with our dedicated Parent Council who have continued to support the school through fundraising events with profits used to support school events. This year they supported parties, community events, used uniform swaps, and funding for sporting opportunities. We are very appreciative of their efforts and our positive relationship with opportunities for learners at the heart of planning.

**MADDERTY PRIMARY SCHOOL
STANDARDS AND QUALITY ANNUAL REPORT
2024/25**

LEADERSHIP

Leadership is encouraged and promoted at all levels in school. Mrs Farrell is committed to improving outcomes for all learners ensuring that high quality teaching is in place at all stages. A robust tracking, monitoring and assessment calendar is in place, to measure planned improvements. Partnership working with our catchment secondary school is being led by Mrs Farrell with the aim of improving the transition process for learners. Mrs Farrell is supported by Mrs Greig and Mrs Marshall in their joint Principal Teacher Role. Mrs Marshall has worked with the Eco group in maintaining our Eco School status. Mrs Kinmont has taken responsibility for mentoring a teaching student this year, resulting in positive placement outcomes. Mrs Greig has continued to support the school on their digital journey. Support staff have demonstrated leadership strength through supporting individual learners and taking responsibility for pupils during out of school activities and on trips. Senior pupils rose to the challenge of leading their houses and organising motivating events throughout the year - sport, art, quiz and talent show. They also took ownership of the school vertical Action Groups. Each class promotes leadership and responsibility. For example, P5/6/7 hold a weekly class council, P3/4/5 have class monitors, and the younger pupils enjoy a buddy system.

Our self-evaluation evidence demonstrates that Madderty Primary is in a good place for continued improvement.

IMPROVEMENT PRIORITIES for 2025/26 will include:

- Further developing digital literacy across all stages
- Focus on increased attainment in Literacy.



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.