



## THIS YEAR'S PRIORITIES

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



### Attendance, Attainment and Achievement

#### **Attendance**

The average attendance for session 2024-25 was 96.1%, which is an improvement of 4% compared to the previous session; above the PKC average of 93.8% and just above our PKC comparator schools at 95.7%. Absence mainly reflects sickness and family holidays but is also impacted on some occasions by lateness, occasional days out of school and lower attendance rates for a small number of pupils.

#### **Attainment**

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

Pupil Equity Funding (PEF) has again been directed towards additional support staffing to facilitate the delivery of interventions to address specific gaps in learning for identified groups / individuals in numeracy, literacy and HWB. 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 confident, responsible and successful. Most parents / carers express that staff have high expectations for their children, with almost all pupils agreeing that the adults in school expect them to do their best with both their learning and behaviour. Most pupils highlight that they feel listened to and respected by their teachers; similarly, most parents / carers corroborate this view

Digital learning journals have been moved to the Learning Journals platform, and we are encouraging parent / carer involvement and engagement with this; next session will include further focus towards teachers providing quality feedback and learners taking increased responsibility to showcase their achievements. Our Communications Policy has also been amended and will be shared and finalised in consultation with parents / carers next session.

*We have evaluated:*

*Q.I.3.2 Raising Attainment and Achievement as Very 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 their child feels safe and well looked after in school.

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. All parents / carers agreed that they recognise the value of school trips and visitors to enhance learning.

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. Almost all pupils report that their teachers talk to them about their work or provide written feedback and share next steps for their learning.

#### **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 has at least one staff member who knows them well. Most pupils report that the adults give them support when needed and they know how to get help if they are upset.

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 encourage the use of 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.

Opportunities are provided for pupil voice and discussion across the school. Outdoor spaces are used to promote wellbeing and positive relationships, and most parents say their child feels involved and included at school. Planning is in place to meet learner's needs and support best outcomes and we work closely with partner agencies and services e.g. School Nurse and Community Learning.

We have trialled and reviewed year 2 of our updated contextual learning planning and will move on to year 3 from August. We continue to embrace opportunities to maintain and build the Muthill Primary 'family' community ethos through events, performances, trips and visitors.

*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. Most learners demonstrate their understanding verbally and through their behaviours. Staff demonstrate their professionalism and commitment through their daily actions and many parents / carers share very positive individual feedback about staff approachability, and the school ethos of community and inclusion.

Staff are committed to change which results in improvements for learners; they have participated in collegiate sessions and personal learning to extend support and challenge in pupils' learning experiences, with a focus on the area of numeracy. They have also continued to explore new pedagogy to explicitly teach a range of writing text types and core skills, including spelling; this area will continue to be developed and extended moving into next session.

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. Most parents / carers agree that the school was well led over the last year.

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 are warmly welcomed and greatly valued, and we hope to extend this input further next session.

*We have evaluated:*

*Q.I. 1.3 Leadership of Change as Very 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 2025- 2026

- Raising attainment in writing with a particular focus on spelling.
- Raising attainment in numeracy.
- Embedding and sustaining 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 parent, pupil and staff questionnaires and discussions / learning conversations.**



## STANDARDS AND QUALITY REPORT 2024-2025

**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

