

LEADERSHIP

- The school's vision was refreshed in consultation with staff, children and parents. The school's values are embedded in its life and ethos and are reinforced regularly at school assemblies and in the termly planning process.
- St. Madoes has a welcoming, caring and inclusive ethos, which is built upon positive relationships, reflecting the school's vision and values.
- Children are articulate, well-behaved and respectful of each other and adults. They are proud of their school and eager to learn.
- The school improvement plan's priority areas reflect the National Improvement Framework. These priorities were identified following consultation with staff, children and the Parent Council.
- Professional learning promotes staff collaboration and development of school priorities. All teachers plan and lead a school improvement priority and all staff are responsible for implementing change.
- 'Inspiring Schools' programme has been introduced to measure the impact of improvement planning.
- Teachers engage in professional learning networks with partner schools to improve pedagogy.
- Staff are encouraged to initiate change and to develop their leadership skills through leading workshops and in-house training sessions.
- Pupils are given opportunities to be involved in leadership roles; being members of the school improvement committee, the library committee, school grounds committee and house captains.
- The school improvement committee have created a child-friendly version of the school improvement plan, which is displayed in the hall and referred to regularly at school assemblies.
- The school grounds committee is involved in a biodiversity project working with the Greenspace Ranger and the St Madoes village biodiversity project.
- The Pupil Equity Fund (PEF) provides a range of after-school clubs for children which are run at the Madoch Centre. Participation levels of these clubs are monitored.
- Parents value the open afternoons provided by the school and their involvement in children's learning journeys and assemblies. The Parent Council have continued to provide funding and assistance for many areas of school and pupil development.
- In reporting on the progress made by our school during this session we have been informed by staff meetings, continued dialogue with parents/carers and learners, on-going liaison with our Parent Council, visits made by our Quality Improvement Officer and a team of inspectors from Education Scotland who recently inspected the school.

IMPROVEMENT PRIORITIES FOR 2020 – 2021

We will focus on the following priorities along with our recovery planning in light of COVID-19:

- Continue to increase the pace of change to ensure that well-planned improvement priorities, with appropriate timescales, result in improved outcomes for children.
- Continue to raise attainment by increasing challenge and pace of learning.
- Continue to develop progressive learning pathways across all curricular areas to enrich children's learning and improve their progress.
- Continue to review and refine systems for observing, planning, tracking and recording children's learning to indicate the progress children are making in the Nursery.



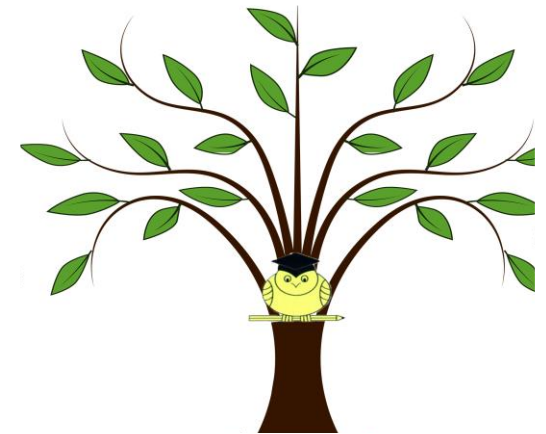
STANDARDS AND QUALITY REPORT 2019 - 2020

Our Vision

Together we grow.

Our Values

Teamwork
Respect
Equity
Excellence



Our Aims

We will:

- actively work together
- communicate with and care for others
- support and challenge each other
- take responsibility for our attainment and achievement

This report was compiled in consultation with parents, staff and pupils.
Jenny Campbell – Head Teacher, June 2020

Attendance

Attendance in school continues to be very high. Thank you to families for their continued support. The target attendance for Primary pupils is 95%.

St. Madoes	2016/2017	2017/2018	2018/2019	2019/2020
	97.0%	96.0%	96.21%	96.4%

Attainment

Our progress in attainment this year has been affected by the Covid-19 pandemic which closed the school in Term 4. HMIE inspectors rated the overall attainment in literacy and numeracy in the primary school as good. Across the school, most children have a good understanding of strategies to support number processes and children with barriers to their learning in recent years have made good progress against their individual targets. In nursery, inspectors said most children are making very good progress in early language and literacy and most children are making good progress in early numeracy and mathematics. Our curriculum allows all of our learners to develop within the 4 capacities as successful learners, confident individuals, effective contributors and responsible citizens. Teachers constantly assess pupil progress and from this information, plan for the next steps in our pupils' learning.

We have focused on the key drivers of improvement within the National Improvement Framework and interrogated the data collected. We continue to improve the progression of learning for all pupils. Pupils set targets and eagerly discuss their learning as well as their work in jotters and using an online profiling system.

Moderation, monitoring and tracking of children's attainment continues to be a focus across the whole school and a clear picture of progression has emerged. Support needs are identified and interventions and targets are planned to meet learners' needs. This continues to allow learners to feel successful and supported in their learning. All teachers continue to attend and plan for Child's Plan meetings. Additional Support Needs pupils are timetabled with Pupil Support Assistants as a result of tracking meetings and continue to be very productive and produce good results.

Achievement

HMIE inspectors have evaluated the school's progress against the following Quality Indicators: 1.3 Leadership of Change – Satisfactory, 2.3 Learning, teaching and assessment – Satisfactory, 3.1 Ensuring wellbeing, equity and inclusion – Good and 3.2 Raising attainment and achievement – Good.

Inspectors commented that all children in the upper stages are developing a broad range of skills, for example in leadership, through their involvement in groups and committees. The children speak confidently and knowledgeably about school improvement, and value their roles as leaders of learning with younger children in a well-established programme of paired reading. They are developing their skills as responsible learners and effective contributors through their involvement in these activities work. Children's achievements, including sports awards, are celebrated at weekly assemblies and are displayed across the school in addition to being shared with parents via online portfolios. Children are developing their citizenship skills through their involvement in the local community, for example, the intergenerational project. Children's participation in roles such as the school improvement and school grounds committees help them to apply their learning within and beyond school. Children are offered

a range of interesting lunchtime and after school clubs. Children understand the importance of participating in sporting activities to improve their health and wellbeing. Teaching staff also provide non- sporting activities which engage more children purposefully in after school activities. Almost all of children describe how the school is helping them to become confident and lead healthy lifestyles.

In nursery, practitioners capture and celebrate children's individual achievements through wall displays and within e-portfolios. Parents are encouraged to share children's achievements from out with the setting. Children recognise their achievements and are proud to share them with adults and their peers.

LEARNING

Children are involved in planning their learning by using the class-learning wall. This tool helps children to review their targets, identify their progress and allows them to reflect on the quality of learning and teaching.

Learning pathways for literacy are being used effectively to plan learning in literacy and English. These link well to the National Benchmarks. Teachers are using these learning pathways to plan, track and monitor children's progress in learning and ensure appropriate progression for all. Recently completed progression pathways for numeracy are being implemented to support teachers to raise attainment in numeracy across the school. Termly tracking and monitoring meetings with teachers help identify children who need greater challenge and those who face barriers to their learning. Systems are in place to track and monitor children's progress across literacy and numeracy. Teachers use a variety of strategies and interventions to support children to overcome potential barriers to learning, participation and achievement. These children are well supported. Child's Plans and individual educational plans outline clear, measurable targets which are reviewed regularly to ensure children make appropriate progress. Staff, parents and children are involved appropriately in this process and contribute effectively to the plans. Partner agencies are also involved appropriately in creating Child's Plans and in evaluating their impact when considered appropriate.

All classrooms have interactive whiteboards and screens and teachers use these well to support children's learning and engagement. Children at all stages use laptop and tablet devices to motivate and engage them in learning activities. Children and teachers use e-portfolios well to reflect on their learning and to set targets for their next steps in literacy, numeracy and health and wellbeing. Sharing these profiles online with parents engages them further in their children's learning and enriches the learning process.

Parents are kept up-to-date with the school's work through social media, text messages and school newsletters. Parents are positive about opportunities provided by the school where they can learn together with their child. The children's e - portfolios encourage parents to share and respond regularly to their children's achievements. Teachers value parents' contributions to their children's learning through these portfolios.

In nursery, practitioners plan using the experiences and outcomes from Curriculum for Excellence and are beginning to track coverage. Children develop curiosity, creativity and inquiry through the increased use of open-ended materials indoors and outdoors. Practitioners are continuing to support children to develop and apply their literacy and numeracy skills through Adventurers with Alice, Play on Pedals and Closing the Communication Gap programmes