

Our orchard area has benefitted from a grant from the Nature Restoration Fund and additional resources for developing biodiversity have been purchased. The Pupil Equity Fund (PEF) has provided all children with additional resources to practice their skills development and independence in learning through play outdoors. The Parent Council have continued to provide funding and assistance for many areas of school and pupil development.

### LEADERSHIP

- The school's values are embedded in its life and ethos and are reinforced regularly at school by all staff.
- 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 develop skills for learning, life, and work.
- Professional learning promotes staff collaboration and development of school priorities. All teachers plan and work in stage groups on school improvement priorities and all staff are responsible for implementing change.
- Teachers engage in professional learning and collaborative learning opportunities 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, house captains and Health and Wellbeing groups although this year their involvement has been limited due to Covid restrictions.
- In reporting on the progress made by our school during this session we have been informed by staff meetings, feedback from parents and learners and support meetings with our Quality Improvement Officer.

### IMPROVEMENT PRIORITIES FOR 2022 – 2023

We will focus on the following priorities:

- Almost all learners will be able to discuss the skills for learning, life and work that are explicitly taught during outdoor learning and digital technology lessons and apply them across all learning experiences
- All learners will experience Inclusive Classrooms and practice supported by the CIRCLE and Up, Up and Away Framework
- Develop a new shared Vision, Value and Aims and positive relationships policy that reflects the impact of the pandemic and the UNCRC being incorporated into Scots law in consultation with all learners, parents, staff and the wider community so that all stakeholders feel included and involved in the life of the school



## STANDARDS AND QUALITY REPORT 2021 – 2022

### 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 2022

## ATTENDANCE

Our attendance figures reflect that many pupils and families have been affected by the Covid-19 pandemic resulting in the lowering of this year's figures which are in line with the Perth and Kinross average.

St.	2018/2019	2019/2020	2020/2021	2021/2022
Madoes	96.1%	96.4%	95.3%	92.48%

## ATTAINMENT

We have had no remote learning for any class groups this year and pupils have continued to work hard and enjoy their in-class learning. Evidence in relation to pupil progress has been gathered over the course of the year with a particular focus on literacy, numeracy and health and wellbeing. Our curriculum allows all our learners to develop within the four 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. Pupil progress is tracked through CfE Levels:

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

We are pleased to report that pupils are making good progress in their learning across the school. We have focused on the key drivers of improvement within the National Improvement Framework and interpreted the data we have collected. We continue to improve the progression of learning for all pupils. Pupils set targets and eagerly discuss their learning as well as celebrating success using their e-portfolios (Seesaw).

- In nursery, most children are continuing to make very good progress in early language and literacy and early numeracy and mathematics. Most pre-school children met or exceeded their developmental milestones.
- Almost all P1 learners have met or exceeded national standards in Listening and Talking, and Maths and most in Reading and Writing.
- In P4, almost all learners have met or exceeded national standards in Listening and Talking, Reading, Writing and Maths.
- In P7, the majority of learners have met or exceeded national standards in Listening and Talking, Reading and Maths and Writing.

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 from the results of standardised assessments and professional judgement of teachers. Interventions and targets are then planned to meet learners' needs. Pupil Support Assistants are timetabled in all classes across the school to support individuals or small groups identified by class teachers as a result of tracking meetings, discussions with the Headteacher and Pupil Support teacher and targets identified in Child Plan meetings. This continues to be very effective and produces good results.

## ACHIEVEMENT

The school team's focus this year has been primarily on recovery and progress from the pandemic and we are continuing to work hard to improve the evaluations given by

HMIE of the school's progress. We rate ourselves 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.*

Children's achievements and class learning have been celebrated at weekly online, and since term four, in person assemblies and are shared with parents via online portfolios (Seesaw). Children understand the importance of being active to improve their health and wellbeing. Teaching staff continue to provide opportunities for their class to use the daily mile path and the children are maintaining and developing an identified area of the school grounds as part of our biodiversity project. Almost all 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, the Planning Floor book and within e-portfolios (Seesaw). 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 and to reflect on the school values which are built into the planning. This tool helps children to review their targets, identify their progress and allows them to reflect on the quality of learning and teaching. Learning journeys are shared with parents who are encouraged to discuss them with their children. With the easing of restrictions throughout the course of the year, pupils' learning has once again been enhanced by working together and sharing their learning across classes and year groups. All teachers of pupils in P1 to P4 have completed the Learning Through Play training. This is now fully implemented in all three classes which is enhancing learning experiences for all children.

Directed and undirected outdoor learning is now taking place weekly (Welly Wednesdays) and all pupils in the school participate in these activities focussing on new skills each week. 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 Plans and Individual Educational Plans outline clear, measurable targets which are reviewed regularly to ensure children make appropriate progress. Staff, parents, partner agencies and children are involved appropriately in this process, contribute effectively to the plans and are involved in evaluating their impact when it is considered appropriate. This year we have been supported by Scottish Government funding which has allowed PKC Education and Children's Services to employ additional staff to support recovery in our school.

Children use laptops, iPads and Promethean boards to motivate and engage them in learning activities. Children and teachers use e-portfolios (Seesaw) for children 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 the Seesaw app, text messages and school newsletters.

In nursery, children are developing 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 Adventures with Alice, Play on Pedals and Closing the Communication Gap programmes.