

- ✓ progress made. This was greatly enhanced by the amenities and resources within the school.
- ✓ The school and nursery class have a strongly inclusive ethos. Staff work in effective partnership with Psychological Services, Social and Health Services to plan positive outcomes for children.
- ✓ In line with Scottish Government Guidance, we did not report on children's attainment within Curriculum for Excellence in June 2020. At the last reporting period, however, in January 2020, approximately 80% of all children in P1 and P4 had already achieved the national standard in Literacy and Numeracy & Mathematics.

METHOD OF GATHERING EVIDENCE

We garnered a range of evidence to evaluate the key work of our establishment. Outlined below are just a few examples:

- ✓ Audit of transition plan 18-19
- ✓ Learning conversations with learners
- ✓ Evaluations of learning experiences
- ✓ Tracking achievement and attainment through professional dialogue
- ✓ Moderation at school, cluster and authority level
- ✓ Feedback from Education Department Moderation Event
- ✓ Focus groups and surveys carried out by parents, pupils and staff
- ✓ Staff lesson study cycles and action research
- ✓ Analysis of ongoing assessments such as baseline, Developmental Milestones and Standardised Assessments
- ✓ Parental surveys- Vision, Values and Aims; parental engagement; communication

NEXT STEPS FOR 2020-21 (SUMMARY)

- ✓ Meaningful and purposeful Vision, Values and Aims confirmed and celebrated.
- ✓ Stakeholders involved in developing Recovery Learning Position Statement and guidance for pupils, staff and families.
- ✓ Continued commitment to professional learning, enquiry, action research and a culture of leadership for learning.
- ✓ Collegiate focus on planning for assessment within a recovery learning approach to core Literacy and Numeracy skills.
- ✓ Collegiate focus on developing safe, interactive and investigative approaches to learning and teaching.
- ✓ Continue to improve attainment through evidence-based universal and targeted supports.
- ✓ Identify a clear and progressive pathway of skills development in relation to emotional wellbeing and resilience.
- ✓ Continue to support and engage families in their child's learning and wellbeing.

CAPACITY FOR IMPROVEMENT

In the space of one unprecedented school session, Maidenhill Primary School & Nursery Class has established a very good capacity for continuous improvement. All stakeholders have been fully engaged in building our school community and their commitment to improvement can be clearly evidenced. A culture of leadership at all levels, professional enquiry, evidence-based action research and shared, high aspirations for learners and families across our community give us confidence in our ability to recover from the consequences of the Coronavirus pandemic and to continue our rigorous focus on improvement for all.



Standards and Quality Report



Maidenhill Primary School & Nursery Class

2019-20

A Guide for Parents/Carers

Foreword from Alasdair McDonald, Head Teacher

Session 2019-2020 was a memorable first year for Maidenhill Primary School & Nursery Class.

We opened our doors for the first time on August 19 2019 and barely drew breath for the next 7 months. From getting to know our learners and their families, to building the capacity of our staff team and a co-creating a curriculum that fostered innovative and creative learning experiences, we really did hit the ground running.

The national lockdown at the end of March was an unforeseen barrier to what was shaping up to being a near-perfect year...and yet our learners and families continued to engage in the learning experiences provided online by our dedicated staff team, the vast majority of whom were also committed to 'shifts' in our local area hub for the children of key workers. I am extremely proud of everything our school community achieved last session.

The Standards and Quality Report 2019-20 highlights those achievements and the progress of the school in the past year. This leaflet aims to give a summary of this report and to outline our priorities for the coming year.

If you would like to learn more you can find a full copy of the 2019-20 Standards and Quality Report on our website.

We greatly appreciate the outstanding support from our community and families in helping us open and establish our school and for contributing to school improvement in 2019-2020.

Alasdair McDonald

KEY THEMES FROM 2019-20

Our improvement priorities for 2017-2018 were organised under the following headings:

- ✓ To identify the vision, values and aims for our school community and to ensure that these are reflected within the culture and ethos of school life.
- ✓ To ensure that our curriculum design provides clear, progressive pathways for learners.
- ✓ To ensure that the experiences we provide for learners are stimulating, challenging and engaging and that we optimise the engagement of families and the wider community in children's learning and wellbeing.

Using quality indicators set out in the document *How Good is Our School 4* (HGIOS4) our Standards and Quality report sought to answer 3 key questions:

1. How good is our leadership and approach to improvement?
2. How good is the quality of care and education we offer?
3. How good are we at ensuring the best possible outcomes for all our children / learners?

Below is a summary of our key findings:

- ✓ Our leadership and approach to improvement was good.
- ✓ All staff have good opportunities to develop leadership and to play a key role in planning for improvement.
- ✓ There were good opportunities for all staff to engage in collegiate activity, moderation and dialogue centred on planning for assessment and learners' pathways.
- ✓ Practitioners made good use of the refreshed narrative for Curriculum for Excellence in order to frame the priorities for curriculum design in each class.

- ✓ Teachers worked collegiately to develop curriculum pathways in key reading skills. Good progress was made by staff in developing guided reading sessions in class whilst also promoting a culture of reading for enjoyment using 'real books'.
- ✓ Practitioner professional enquiry, Lesson Study and action research were used to help evaluate progress and identify future school improvement priorities.
- ✓ The involvement of children in leading their own learning as well as approaches to school improvement was good. Children were instrumental in designing and enhancing the learning environment and in organising their learning through the 'semi-integrated day' approach.
- ✓ The quality of care and education we offered was good, with aspects that were very good and with the potential to continuously improve as the school and nursery class become more established.
- ✓ High expectations for all learners were evidenced through the use of the Mearns Castle Cluster Gradient of Learning to steer tracking and target-setting conversations amongst staff.
- ✓ All staff were involved in identifying our Learning, Teaching and Assessment Policy and this was used effectively to guide classroom and playroom pedagogy.
- ✓ Consistency across the school in the learning and teaching of reading skills was particularly good and could be linked to the focus given to professional learning and enquiry, peer observations and learning visits.
- ✓ The emphasis placed on nurturing relationships with children and families was good. Children reported that they felt happy and settled in their new school. Families were welcomed into the school and encouraged to engage in learning through a range of initiatives.
- ✓ Our ability to ensure the best possible outcomes for children was good.
- ✓ A focus on promoting the physical health and wellbeing of learners has been established and good