

Maidenhill Primary School & Nursery Class



Standards and Quality Report Session 2019-2020





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Context of Our School & Nursery Class

Maidenhill Primary School & Nursery Class opened to children on Monday August 19 2019 and had its official opening on January 29 2020. It is a new establishment built to provide early years and primary education to the children of the growing Maidenhill and Mearnskirk areas of Newton Mearns.

We currently have 104 children on our school roll and 59 children within our nursery class. We have capacity for 420 children in the school and 120 children in the nursery class. As the surrounding Maidenhill area continues to be developed, we recognise that our roll will grow steadily and at pace. For this session, our classes ran from Nursery to Primary 5.

The school is part of the Mearns Castle Cluster of associated schools, which also includes Mearns Primary, Eaglesham Primary, Calderwood Lodge Primary, Kirkhill Primary and Hazeldene Family Centre. Already we have established positive and productive relationships with our cluster schools as well as schools beyond the cluster.

A completely accurate SIMD (Scottish Index of Multiple Deprivations) profile of our catchment children is not currently possible, although it would be expected that the majority of our school-aged children will live in areas designated as SIMD 8-10. There are no children on our roll living within areas designated as SIMD 1-4 and no children currently eligible for Pupil Equity Funding.

Our first Parent Council was established in October 2019 and our parent forum has been instrumental in ensuring our children have settled well and have been well-supported in their transition to our new school.

In addition we have established positive relationships with local places of worship and businesses, including Taylor Wimpey, CALA Homes and Miller Homes.

In line with Scottish Government guidelines on social distancing during the Covid-19 pandemic, our school and nursery class shut to the majority of children on March 20 2020. Whilst online learning was quickly established and the children of keyworkers began attending a local hub school, this has meant that a number of the key improvement actions we identified for Session 19-20 remain only partially completed and will have to be carried forward to future improvement planning.

Establishing a meaningful and purposeful Vision, Values and Aims for our new community has been ongoing throughout the year and continues to be a work in progress. This will be one of our priorities as we plan for improvement in Session 2020-21.

Improvement Plan Priorities

- 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 (Everyone Achieving)
- To ensure that our curriculum design provides clear, progressive pathways for learners (Everyone Attaining)
- 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 (Excellent Experiences)

Method of Gathering Evidence

We have taken a systematic approach to monitoring school effectiveness, using How Good Is Our School 4 and How Good is Our Early Learning and Childcare Quality Indicators to audit areas of our work. We use a range of methods to gather information about our performance and to inform our improvement planning. These include:

- Audit of Transition Plan, established during Session 18/19
- Collegiate self-evaluation and audit of School Improvement Plan by staff
- East Renfrewshire Council Education Department online survey of parents, staff and pupils
- Learners evaluations of their learning experiences through learning conversations
- Feedback from peer partners and Leadership Team members following learning visits
- Staff self-evaluation following learning visits
- Staff findings and research from professional enquiry, linked to action research and our Lesson Study Cycles
- Professional dialogue linked to planning and tracking/ target-setting
- Analysis of ongoing assessments such as Baseline, Developmental Milestones and Standardised Assessments
- Dialogue, analysis and moderation opportunities linked to professional judgements and benchmarking
- Feedback from East Renfrewshire Education Department Moderation Event
- Parent surveys- parental engagement, Vision Values and Aims, communication
- Evaluations completed by pupils, parents and staff following school events
- Observation of practice with learners and staff through learning visits
- Observation of evidence of learning through learning visits, learning conversations and learning walks
- Professional Review and Development dialogue centred on General Teaching Council for Scotland Professional Standards
- Minutes of meetings and records of development work during Curriculum Development sessions and INSET days
- Literacy Forum meetings involving pupils, parents and staff

- Nursery Class Forum meetings involving staff and parents
- Information from partners such as educational psychologist, campus police officer, NHS staff, Active Schools Coordinator, third party partners etc.
- Parent Council and pupil group meetings

How good is our leadership and approach to improvement?**(1.1, 1.2, 1.3)****Evaluation: Good**

NIF Priority
Improvement in attainment, particularly in Literacy and Numeracy

School Priorities
Vision, values and aims
Curriculum rationale and design
Leadership of learning at all levels
Professional learning and enquiry

NIF Driver(s)
School leadership
Teacher professionalism
Parental engagement
School improvement
Performance information

Local Improvement Plan – Expected Outcome / Impact
Children and young people raise their educational attainment and achievement

Progress, Impact and Outcomes

All staff have had good opportunities throughout the course of our first year to develop leadership and to play a key role in planning for improvement.

Collegiate meetings, curriculum development sessions and INSET days placed a clear focus on teaching staff and child development officers taking the lead in identifying a whole-school curriculum rationale and designing a curriculum which meets the needs of our learners.

Practitioners made good use of the refreshed narrative on Curriculum for Excellence in order to frame the priorities for our curriculum rationale and in the formulation of our (draft) Learning and Teaching Policy.

There were good opportunities throughout the year for all staff to engage in collegiate activity, moderation and dialogue centred on planning for assessment and related learners' pathways. This allowed staff to focus their activity and dialogue around the needs of learners within their own particular classes.

Teachers and child development officers regularly engaged in dialogue about their planning, the evaluation of learning and their own next steps. Digital platforms were effectively used to enhance this.

All practitioners were involved in dialogue and professional learning on the role of the environment to enhance learning. Practitioners took the lead in designing and developing learning and teaching environments to best meet the needs of their particular learners. This formed part of an effective and ongoing process of moderation and evaluation with colleagues.

Teachers worked collegiately to develop curriculum pathways in key reading skills. They engaged in professional learning in the use of running records, guided reading and reciprocal reading strategies. They made good progress in developing guided reading sessions in class whilst also promoting a culture of reading for enjoyment using 'real books'.

All practitioners made good progress in developing their understanding of the learning and teaching cycle and the key role of assessment. Planning for assessment was a key focus for professional dialogue, collegiate activity and moderation. Practitioners received support and professional learning opportunities from 3 members of staff who undertook local authority training as Moderation Facilitators. Practitioners engaged in a whole-school moderation task which allowed them to evaluate and modify their practice before a local

authority-wide moderation event in February 2020. All evidence of learning submitted and the processes that were gone through in order to make professional judgements were deemed to have met the relevant required standard.

Primary 1 staff made good use of local authority baseline and developmental milestones assessment data to inform their own planning and the curriculum they designed.

The nursery class teacher has taken the lead in developing the use of the local authority early years database to track the progress of our pre-school children in Numeracy and Mathematics and Literacy.

The use of a rigorous and systematic approach to self-evaluation to inform change is good. Systems were quickly established to involve all stakeholders and had a clearly collegiate and collaborative approach.

Alongside learning visits from the school's Leadership Team, a strong emphasis has been placed on collegiate approaches to the self-evaluation of learning and teaching. Peer visits followed by 'trialogue' conversations with the Head Teacher and Depute Head Teacher have been effective in allowing a shared identification and understanding of good practice and of improvement priorities.

The use of professional enquiry, Lesson Study and action research to inform improvement priorities is very good. All teachers formed Lesson Study trios on the basis of common identification of needs within classes or common areas for enquiry. Most teachers built an action research element into this model. This was effective in allowing each trio to develop and reflect upon their understanding of current thinking and research whilst also using it to collegiately implement and evaluate a test of change across their classrooms. The impact of this could then be seen through improved outcomes for children in daily classroom practice and in the findings that were shared with all staff in May 2020. These findings clearly identified future improvement priorities.

Practitioners sharing and developing practice with colleagues across establishments was good. One teacher took on the role of Maths Champion and participated in a cycle of Lesson Study with colleagues from across the associated cluster. This was effective in identifying and sharing good practice across all cluster establishments and in helping to evaluate the impact on learners. Several teachers attended regular cluster Maths Forums to identify common themes and methodology. One teacher undertook professional learning from SSERC alongside cluster colleagues who then collaborated to identify and share good practice. Child Development Officers engaged in professional learning opportunities in Sciences organised by cluster colleagues. One teacher participated in a School Improvement Partnership with colleagues in a partner local authority school. They engaged in a programme of enquiry and action research across the schools which resulted in a measurable improvement in the motivation and engagement and resilience of a group of readers in Primary 5. The Senior Child Development Officer's induction programme for CDOs was identified as an example of very good practice across the local authority and she took a leading role in sharing and developing this practice within partner establishments. One teacher applied for funding and organised professional learning opportunities for colleagues to enhance outdoor learning.

The Leadership Team and teachers made effective use of existing local authority standardised testing, existing professional judgements and SNSA data from previous establishments when planning for learning and teaching at the start of the session. The use of data to inform practice is an area for further development as the school moves forward.

The involvement of children in leading approaches to school improvement was good. Children worked with the Depute Head Teacher and in each class to help design the learning environment. The 'semi-integrated day' model in place across the school allowed learners autonomy over how they organise their learning. Learning conversations within each class encouraged children to identify their own targets, next steps and contexts for learning. The Pupil Council worked with the Head Teacher to identify improvement priorities for the school and to share and consult on these with all learners. Learner representatives collaborated with teachers and parents on self-evaluation and the identification of improvement priorities through the Literacy Forum. Learners took the lead in developing initiatives related to paired reading, World of Work, Maths Week Scotland, 'Learn With Us' afternoons, our STEM Fayre and the school's official opening in January 2020. Children's ability to talk about their learning and identify skills development through these initiatives was good and was developing as their confidence grew.

The use of the online tracker and learning journals in the nursery class was effective in framing learning conversations with children. Child-led journals provided a clear impetus and stimulus for children to identify the skills they had been learning and to identify their next steps.

Involving parents in leading approaches to school improvement was also good. The newly formed Parent Council was effective in representing the views of the wider parent forum and in taking the lead for fund-raising. Parent representatives made full contributions to our Literacy and Nursery Forums. Parents engaged in 'Meet the Teacher', 'Learn With Us' and parent consultation events as well as our Maths Fayre, STEM Fayre, 'Pop in and Play' sessions in the nursery class, Book Bug and Phonics sessions and Book Week events. Most parents were eager to share ideas and offer suggestions and feedback in relation to these activities and through digital consultations on parental involvement and the school's Vision, Values and Aims. Clear guidance for parents on managing remote learning was issued in March 2020 and was added to throughout the period of school closure.

Next Steps

- Meaningful and purposeful Vision, Values and Aims will be confirmed and celebrated.
- Representatives of all stakeholders will be involved in developing a recovery learning approach position statement, including clear guidance for pupils, staff and parents.
- Representatives of all stakeholders will be involved in developing updated approaches to self-evaluation, with specific focus on a recovery learning approach.
- A commitment to professional learning, enquiry and action research and a culture of leadership for learning will continue to be reflected in the use of staff collegiate time.
- Development of school 'house' system to maximise leadership opportunities and decision making for learners.
- Guidance and learning opportunities developed for parents in core Numeracy skills with a focus on the four operations and mental application.
- Guidance and learning opportunities developed for parents in core reading and writing skills.

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: Good

NIF Priority
Improvement in attainment, particularly in Literacy and Numeracy
Closing the attainment gap between the most and least disadvantaged children and young people
Assessment of children's progress

School Priorities
Vision, values and aims
Curriculum rationale and design
Pedagogy of Learning and Teaching
Improvements in core reading skills
Family and community collaboration

NIF Driver(s)
School leadership
Teacher professionalism
Assessment of children's progress
School improvement

Local Improvement Plan – Expected Outcome / Impact
Children and young people raise their educational attainment and achievement
Children and young people are cared for, protected and their wellbeing safeguarded

Progress, Impact and Outcomes

The quality of care and education we offer is good, with the potential to continuously improve as the school and nursery class develop and become more established.

Children, staff and parents have been involved in identifying the key features of the Vision, Values and Aims which will steer our care and education. There is a strong commitment across the community to ensure these develop organically and are meaningful and relevant. This work will continue in the coming session and will be based on the impact of the first year of our school on all stakeholders.

Staff have had good opportunities to shape the curriculum rationale, not only within their own classes but across the school. They made effective use of the refreshed narrative for Curriculum for Excellence, local priorities, a good knowledge of the learners within each class and their own enquiry and research to inform this rationale.

High expectations for all learners are evidenced through the use of the Mearns Castle Cluster gradient of learning and tracking dialogues to track the progress of all learners and to identify targets and next steps. Staff make good use of the local authority's tracking database and early years database to help in form this.

All staff were involved in identifying a Learning, Teaching and Assessment Policy. Staff made good use of the principles within this policy to guide classroom pedagogy. The impact of this could be seen in a consistency and progression in approach through learning visits, learning conversations and peer observations.

A playful pedagogy was quickly developed in the nursery class and across the early years classes. This continued to be embedded throughout the course of the session. Observations showed that children had very good opportunities to explore, investigate, interact and make sense of the world around them through play. Children in older classes had similarly good opportunities to engage in open-ended, investigative, experiential learning.

The use of provocations in the nursery class and in most other classes was good. In best practice, these were used to stimulate children's curiosity, creativity and motivation to learn and provided an effective methodology for creating a balance between child-led and adult-initiated approaches. Practitioners used an increasingly systematic approach to using

observations as an assessment tool. They made skillful use of interactions to challenge thinking and extend learning.

A quickly established culture of practitioners working collegiately to engage in self-evaluation and moderation had a significant impact on the ownership taken to improve practice in learning and teaching. This was highly effective in allowing practitioners to plan for progression as they developed their curricula. Practitioners made very good use of regular moderation opportunities to inform their judgements and to evaluate their practice. The focus on and commitment to a Lesson Study model linked to professional enquiry and action research resulted in defining clear opportunities to improve learning and teaching. Practitioners made very good use of the time devoted to this to consider the potential impact on the needs of the learners in each class.

Teachers plan effectively in 'blocks' of 4-6 weeks, bundling relevant Experiences and Outcomes in a meaningful way and with the focus of a clear assessment outcome. This planning is completed digitally and is regularly updated and evaluated throughout the course of a 'block' or session. Planning for a range of assessment approaches can be clearly evidenced in this way and is central to the planning cycle. As well as a clear emphasis on formative assessment, summative assessments such as baseline and developmental milestones data, phonological awareness records, running records, observation records etc., are regularly used to inform professional judgements.

In the main, children have good opportunities to regularly self and peer assess their work through learning conversations based on clearly defined success criteria which can be linked to the relevant benchmarks.

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.

Children's opportunities to explore and learn outdoors in the nursery class were very good with child development officers taking a particular lead in considering children's outdoor experiences. Teachers across the school were involved in professional learning opportunities in outdoor learning and this is a clear area for future development and improvement in Session 20/21.

Children had good opportunities throughout the course of the session to talk about, identify and share their learning with peers and families. Contexts for learning and creative approaches to curriculum development offered good opportunities for children to develop skills for learning, life and work.

The emphasis placed on nurturing relationships with children was good. Children took the lead in developing their own class charters. Primary 4 and 5 children quickly took on the roles of monitors and reading buddies. Our assembly programme focused on the intrinsic benefits of positive relationships and personal achievement was shared and celebrated through the Maidenhill All-Stars initiative. Children reported that they felt happy and settled in their new school and a nurturing ethos was observed in each classroom during learning visits and peer observations. Pupil representatives took the lead in organising events, including our MUGA Dash, Be Bright Day and recycling initiatives, which enhanced a sense of community spirit and identity.

The emphasis placed on nurturing relationships with families was also good. Families have been welcomed into the school and encouraged to engage in children's learning through our Literacy and Early Years forums, Learn With Us afternoons, Maths Fayre, STEM Fayre, World of Work, assemblies, parent consultation evening, Pop in and Play, Bookbug and

phonics afternoon and regular coffee mornings. During the current school shut-down, the Head Teacher and Depute Head Teacher have targeted support to those families finding difficulties in engaging with remote learning.

Staff make good use of observations and both formative and summative assessment information to identify opportunities for challenge as well as barriers to learning and to inform planning for individual children. Universal and targeted support strategies have been well established to address motor skills, speech and language, sensory, Numeracy and specific Literacy difficulties.

The principles of GIRFEC are increasingly well established across the school and nursery class. A small Joint Support Team (Educational Psychologist, Head Teacher, Depute Head Teacher) meets regularly to monitor the progress of identified children and to coordinate appropriate targeted support. A holistic assessment approach using the 'My World' triangle and a staged intervention model inform decision-making. Class teachers and Pupil Support Assistants are fully involved planning and evaluating individual support strategies and in designing appropriate curricula and differentiated pathways.

Our Dyslexia Advisor has effectively supported practitioners in gathering assessment information and planning support strategies, as well as providing targeted support to learners experiencing specific Literacy difficulties.

Partnership working across the school is good. Good links have been made with Psychological Services, local authority Visual Impairment teacher, mobility services, the Family First worker and with parents. This has led to a collaborative approach to planning, monitoring and evaluating learning and wellbeing.

The culture of play, enquiry, investigation and interaction at the heart of our Learning and Teaching Policy has been particularly effective in removing social and emotional barriers to learning. The good balance between adult-led, adult-initiated and child-led learning experiences and children's ownership over the learning environment have ensured that almost all children are motivated, confident and engaged in their learning at all times.

Next Steps

- ***Collegiate focus on planning for assessment within a recovery learning approach, with a specific emphasis on assessment in Literacy and Numeracy.***
- ***Collegiate focus in developing safe, interactive and investigative approaches to learning and teaching when children attend school.***
- ***Develop consistent approaches to observations and assessment to promptly identify gaps in attainment resulting from the Coronavirus pandemic.***
- ***Develop 'supported study' model and partnership working to narrow attainment gap in Literacy and Numeracy caused by the Coronavirus pandemic.***
- ***Continue to enhance opportunities to identify and share good practice in learning and teaching.***
- ***Continue to enhance opportunities for practitioners to moderate planning, evidence of learning and professional judgements.***

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)
Evaluation: Good

NIF Priority
Improvement in attainment, particularly Literacy and Numeracy
Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in children and young people’s health and wellbeing
Improvement in employability skills

School Priorities
Vision, values and aims
Culture and ethos
Positive relationships
Family and community engagement
Expectations of attainment and achievement

NIF Driver(s)
School leadership
Teacher professionalism
Parental engagement
Assessment of children’s progress
School improvement
Performance information

Local Improvement Plan – Expected Outcome / Impact
Children and young people raise their educational attainment and achievement
Children and young people are cared for, protected and their wellbeing safeguarded

Progress, Impact and Outcomes

The quality of interactions and the relationships between all members of the school community are good and will be further enhanced as we continue to identify our common Vision, Values and Aims. The school’s official opening in January 2020 provided a focal point to bring our community together in celebration of the community identity already forged.

Online learning was quickly established for all children in March 2020 and the Head Teacher and Depute Head Teacher put various interventions in place to track and maximise engagement. Remote learning guidance for staff and parents was promptly established and regularly updated.

A focus on promoting the physical health and wellbeing of learners has been established and good progress has been made in this area. Our nursery staff have established Healthy Eating and Infection Control Policies and lead groups of children in Forest School initiatives. Nursery- P2 pupils have been involved in the Toothsmile initiative and all children have participated in a range of physical activities within curricular and extra-curricular activities, including the Daily Mile. Opportunities for children to be involved in physical activity are good and are greatly enhanced by the amenities and resources within the school. The emotional wellbeing of children, staff and families will continue to be a priority as schools start to reopen following the coronavirus pandemic.

The Active School Coordinator has supported the Depute Head Teacher in forging good links with local community sports clubs and instructors. Pupils benefit from accessing different experiences and highly value these opportunities. The range of clubs on offer has enabled most pupils to participate in an after school club. Effective tracking has ensured that various pupils are targeted to take part in after school clubs.

Opportunities for children to learn about nutrition and food handling are very good. Most children have been motivated by a range of practical food preparation activities and this has developed their understanding. Good links were made with our catering staff and parents to enhance and contextualise this. Children in the nursery class benefit from a ‘family service’ approach at lunchtimes.

Our partnerships with our Active Schools Coordinator, Campus Police, Family First and Social Work are good and this has had positive impact on enhancing the wellbeing of a number of learners. There is capacity to build stronger partnerships and to maximise this impact in the coming months and years.

Staff have a good understanding of the Getting It Right For Every Child wellbeing indicators and use these to plan universal and targeted strategies and supports for their learners. Teachers were involved in professional learning and dialogue around Universal Curriculum Design and this can be evidenced in most daily classroom practice. The principles of the GIRFEC strategy are becoming embedded within the school and nursery class and most staff are confident in using the wellbeing indicators to monitor, track and plan for children's needs.

The use of targeted interventions to improve progress for children in Literacy have been particularly good. For example, our School Improvement Partnership project has had a clear impact on motivation and engagement in reading at Primary 5.

All pupils have been involved in developing class charters based around the UN Rights of the Child. These charters have been referred to throughout the course of the year and have been effective in establishing the ethos and tone for interactions within each class. The school held a Positive Relationship assemblies in September and October and discussions around bullying behaviours took place in each class. Pupils were supported by an assembly and resources from NCCP.

All staff have received basic Child Protection training and are aware of their professional responsibilities and statutory duties. Our Senior Child Development Officer undertook enhanced training in relation to child protection and domestic violence. The school has a well established digital system for recording and tracking wellbeing concerns and the Leadership Team continue to develop the use of Pastoral Notes.

The school has a strongly inclusive ethos. School staff work in effective partnership with Psychological Services, Social Services and Health Service representatives, including the school nurse and oral health team, to plan for positive outcomes for children.

A range of beliefs and faiths are explored effectively through the school's RME curriculum and assembly programme. Primary 2 and pupils led an assembly on friendship and made many links to key messages from several faiths and beliefs. The whole school and nursery class were involved in nativities at Christmas. Parents shared their experiences of Eid celebrations and Chinese New Year with children. Our chaplains from local faith organisations visited on a regular basis to enhance curriculum learning.

Engaging parents in children's learning through our induction programme and initial parent information evenings, assemblies, performances, 'Learn With Us' afternoons, social media, Maths Week Scotland, World of Work Week and our STEM Fayre is good. Parents were very effective as participants in children's learning through World of Work Week and STEM activities. Further opportunities for shared learning experiences, parent forums and workshops will be developed to ensure parents have the capacity and confidence to share in their child's learning.

A rigorous approach to the tracking and monitoring of all learners, with a particular focus on the most vulnerable, as well as a careful and systematic analysis of all available attainment and achievement data ensures that interventions are timely and evidence-informed. This is enhanced by the collegiate time devoted to allowing practitioners to focus evidence-based research and enquiry.

The Leadership Team and some teaching staff make good use of the local authority's Tracking Database and Early Years Database and have worked collegiately to analyse attainment data and identify areas in Literacy & English and Numeracy & Mathematics which require further development and focus. This information has then informed the School Improvement Plan and transition procedures. This monitoring and tracking ensures a continuous focus on the lowest performing 20% of pupils and bilingual learners.

Learners continue to make good progress in attainment and achievement.

The 2019-20 local authority Developmental Milestones Assessments of children on their arrival to Primary 1 showed that the proportion of pupils reaching their developmental milestones in communication, Language and Mathematics was 90%.

Baseline results for Literacy and Numeracy for children when first joining Primary 1 were 98 for reading and 98 for Numeracy & Mathematics. This is just below the local authority average. These children had their early years experiences at a wide range of local authority and partner provider nursery establishments.

Results from local authority Standardised Testing in February 2020 in P3 and P5 indicated an overall standardised score of 99 in reading and 104 in Numeracy & Mathematics.

Due to the school shut-down resulting from the Coronavirus pandemic, children in P 1, 4 and 7 did not sit Scottish National Standardised Assessments this session.

In line with Scottish Government guidance, we will not report on children's attainment within Curriculum for Excellence in June 2020. However at the last reporting period in January 2020, approximately 80% of children in P1 and P4 had already, at this point, achieved the minimum national standards in Literacy and Numeracy & Mathematics for their year group.

In addition to the analysis of Standardised Testing results at P3 and P5, we measure progress using observations and formative and summative assessments. Pace and targets set for all pupils are continually under review to ensure that learners are confident and ready to progress in their learning.

Next Steps

- ***Review Maidenhill's Gradient of Learning to ensure we continue to plan for and track an appropriate and aspirational pace of learning for all children.***
- ***Continue to improve attainment specifically in reading through evidence-based universal and targeted supports.***
- ***Develop rigorous methodology and evidence gathering to track attainment and achievement within a recovery approach to learning.***
- ***Representatives from all stakeholders to identify a clear and progressive pathway of skills development in relation to emotional wellbeing and resilience from nursery to Primary 7.***
- ***Develop partnership working to enhance emotional wellbeing and resilience for all stakeholders.***
- ***Continue to support and engage families in their child's learning and wellbeing, with a specific focus on emotional wellbeing and resilience.***

Pupil Equity Fund – How are we ensuring Excellence and Equity?

n/a - Maidenhill Primary School and Nursery Class did not receive any Pupil Equity Funding during Session 2019-2020

What is our capacity for continuous improvement?

In the space of one school session, Maidenhill Primary School & Nursery Class has established a very good capacity for continuous improvement. As a brand new establishment, all stakeholders have been fully engaged in building our school community and shared identity. Their commitment to improvement can be clearly evidenced. Despite the Coronavirus pandemic and subsequent school shut-down having a significant impact on Session 2019-20, the opportunities already established to promote leadership at all levels, our staff team’s growing confidence in the learning and teaching cycle, commitment to professional enquiry and evidence-based professional learning and the shared aspirations we have for our learners and families across the community give confidence in our ability to recover quickly and to focus rigorously on continuous improvement.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	n/a
2.3 Learning, teaching and assessment	Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Good	n/a
3.2 Securing children’s progress / Raising attainment and achievement	Good	n/a

School Improvement Priorities 2020-2021

- To narrow the attainment gap caused by the Coronavirus pandemic in Literacy and to improve outcomes for all learners in this area.
- To narrow the attainment gap caused by the Coronavirus pandemic in Numeracy & Mathematics and to improve outcomes for all learners in this area.
- To promote and enhance the emotional wellbeing of our children, staff and families.