

and make sense of the world around them through interactions with others.

- ✓ Consistency across the school in approaches to remote learning was particularly good. Practitioners quickly and effectively established a range of approaches based on a clear identification of learners' needs. A very good and highly effective balance of interactive/ independent and synchronous/ asynchronous learning was established.
- ✓ The quality of care for children in our nursery class was very good with key policies, care plans and systems reviewed and updated within the recovery context and COVID-19 guidelines.
- ✓ **Ensuring wellbeing, equity and inclusion for all learners was very good.**
- ✓ The culture of play, enquiry, investigation and interaction at the heart of our Learning, Teaching and Assessment Policy has been particularly effective in removing social and emotional barriers to learning and ensured a smooth transition from home back to school after both shut-downs. A very good balance between adult-led, adult-initiated and child-led learning experiences has ensured children are independent, motivated, confident and engaged in their learning.
- ✓ A focus on promoting emotional wellbeing was established with a progressive framework of skills development and practical guidance devised. Child-led initiatives such as 'Chat Shack', 'Time to Talk' and an emotional wellbeing week supported emotional health.
- ✓ The use of targeted interventions to improve progress for children has been particularly good. For example the Developing Literacy Learning initiative had a clear impact on confidence, motivation and engagement in reading at Primary 2.
- ✓ **Securing children's progress and raising attainment and achievement was good.** The following table indicates progress at P1, P4 and P7 in terms of children at each stage achieving national standards:

Stage	Reading	Writing	Talking & Listening	Numeracy & Mathematics
P1	84%	84%	94%	94%
P4	88%	88%	93%	93%
P7	86%	86%	86%	86%
Overall	86%	86%	91%	91%

NEXT STEPS FOR 2021-22 (SUMMARY).

- ✓ Develop a recovery approach to parental engagement.
- ✓ Embed a rights-based culture and framework of rights- based learning throughout the nursery class and school.
- ✓ Continue to create a culture of shared professional learning and enquiry for all practitioners.
- ✓ Continue to enhance emotional wellbeing through the development of our Promoting Positive Relationships Policy.
- ✓ Develop pathways to enhance skills for learning, life and work with a particular focus on links to STEM subjects and the 1 + 2 Languages strategy.
- ✓ Continue to improve attainment, specifically in Reading, through evidence-based universal and targeted supports. Use Pupil Equity Funding to specifically target learners in P2-5 to increase attainment in Reading.

CAPACITY FOR IMPROVEMENT

In the space of only two school sessions, Maidenhill Primary School & Nursery Class has built a very good capacity for continuous improvement. Almost half of our learners joined us for the first time this session, some during the period of school shut-down. With a period of stability and an ongoing commitment to leadership at all levels, positive relationships, data analysis and effective learning and teaching, we are confident of continuous improvement.



Standards and Quality Report



Maidenhill Primary School & Nursery Class

2020-2021

A Guide for Parents/Carers

Foreword from Alasdair McDonald, Head Teacher

It has been 2 years now since Maidenhill Primary School & Nursery Class first opened its doors....and what a 2 years it has been! I think it is true to say that Year 2 has been just as memorable as Year 1.

The start of Session 20-21 saw us welcoming back our children after the first lockdown. Our children demonstrated an amazing resilience and enthusiasm for the return to in-school education and our dedicated staff team worked hard to ensure our children quickly settled back into school life. A focus on emotional wellbeing and relationships as well as the supported study clubs run by our teachers from October to December were just some examples of approaches we took to ensuring the much-discussed 'learning loss' was never our reality.

Feedback from a Care Inspectorate review and self-evaluation exercise in our nursery class reassured us of procedures we had in place and nurturing approaches we had fostered.

When Lockdown 2 reared its head our children, staff and parents all stepped up to the mark again, engaging in a remote learning programme that ensured progression and interaction from day 1. An Education Scotland review and self-evaluation exercise again reassured us of the high standard of our provision.

Throughout all this our children, staff and families have continued to engage in meaningful self-evaluation and whole-school improvement. I am extremely proud of everything our school community achieved during 20-21.

The Standards and Quality Report 2020-21 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.

Alasdair McDonald

KEY THEMES FROM 2020-21

Our improvement priorities for 2020-2021 were organised under the following headings:

- ✓ To narrow any potential learning gap in Literacy and Numeracy & Mathematics caused by the current COVID pandemic and to improve outcomes in these areas for all children.
- ✓ To promote and enhance the emotional health and wellbeing of our children, staff and families.

Using quality indicators set out in the document *How Good is Our School 4* (HGIOS4) our Standards and Quality report sought to answer 4 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?
4. How are we ensuring excellence and equity?

Below is a summary of our key findings:

- ✓ **Our leadership and approach to improvement was very good.**
- ✓ All staff have very good opportunities to develop leadership and to play a key role in planning for improvement.
- ✓ There were very good opportunities for all staff to engage in collegiate activity, moderation and dialogue centred on planning for assessment and learners' pathways.
- ✓ Teachers worked collegiately to develop curriculum pathways in key health and wellbeing skills. Very good progress was made in designing a framework to support emotional wellbeing skills based on ERC's Healthier Minds Strategy.

- ✓ Teachers also worked collaboratively to develop pathways in key reading, writing and numeracy & mathematics skills. Using data analysis and professional enquiry to identify effective learning and teaching approaches, they developed high-quality guidance, policy and planning & assessment tools.
- ✓ Child Development Officers worked collegiately to develop skills in observation and the development of learning stories to gather assessment information of children's progress. Staff made effective use of ERC's Early Years Tracking Tool to track this progress.
- ✓ Leadership of targeted recovery support was very good and was based on initial diagnostic and ongoing assessment. Teachers took the lead in developing targeted recovery support through a supported study initiative based on the principles of 'flipped learning'.
- ✓ All practitioners were involved in dialogue and collegiate professional learning on the role of digital learning within the recovery context. Practitioners were highly effective in taking the lead in designing and developing digital learning approaches which best met the needs of their particular learners.
- ✓ The involvement of children in leading approaches to school improvement and their own learning was good, with the semi-integrated day methodology in place across the school allowing learners autonomy over how they organised their learning.
- ✓ **The quality of care and education we offered was very good.**
- ✓ Throughout the period of recovery, high expectations for all learners were evidenced through the continued use of the Mearns Castle Cluster Gradient of Learning to steer tracking and target-setting conversations amongst staff.
- ✓ All staff continue to be guided by our Learning, Teaching and Assessment Policy and the impact of this was evidenced through the opportunities children had to investigate, enquire, problem solve