Maidenhill Primary School

& Nursery Class



Standards and Quality Report

Session 2021-2022







**Standards and Quality Report 2021-22**

|  |
| --- |
| **Context of the School** |
| Maidenhill Primary School & Nursery Class opened to children on Monday August 19 2019 and had its official opening on January 29 2020. It was built to provide early years and primary education to the children of the growing Maidenhill and Mearnskirk areas of Newton Mearns.We currently have 340 children on our school roll and almost 100 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, our roll has been growing at pace. For Session 2021/22 our classes ran from Nursery to Primary 7, with two classes at each stage from P1-P5 and 1 class at both P6 and P7.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 is still not currently possible, although it is currently believed that the majority of our school-aged children live in areas designated as SIMD 7-10. Free meal entitlement is less than 4% of the school roll, although we were allocated £11, 272 in Pupil Equity Funding. Our Parent Council was established in October 2019 and our entire parent forum has been instrumental in ensuring our children have settled well and have been well-supported in their first years at Maidenhill.In addition we have established positive relationships with local faith and community groups, local businesses and organisations and the consortium of Maidenhill developers, including Taylor Wimpey, CALA Homes, Miller Homes and Robertson Homes.Despite the relatively high levels of pupil and staff absence this session, caused primarily by the COVID-19 pandemic, we have continued to place continuous self-improvement at the heart of our core business and have successfully taken forward almost all of the action points established within our School Improvement Plan for 2021/ 2022. Those which remain incomplete will be carried over for future improvement planning. Establishing a meaningful and purposeful Vision, Values and Aims for our new community has been ongoing throughout the last few sessions and continues to be an area of focus. |

|  |
| --- |
| **Improvement Plan Priorities 2021-2022** |
| * To improve attainment and achievement through enhanced opportunities for parental and family engagement in children’s learning and wellbeing
* To support and enhance practitioner professionalism, learning, enquiry and moderation
* To enhance children’s emotional wellbeing through a rights-based culture, ethos and learning
* To enhance skills for learning, life and work for all children
 |

|  |
| --- |
| **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:* Collegiate self-evaluation and audit of School Improvement Plan 2021-2022 and related development work by practitioners
* Learners’ evaluations of their learning experiences through learning conversations
* Feedback from peer partners and Leadership Team members following learning visits
* Practitioner self-evaluation following learning visits
* Observation of practice and evidence of learning through learning visits, learning conversations and learning walks
* Professional dialogue linked to planning and tracking/ target-setting
* Analysis of ongoing assessments such as Baseline, Developmental Milestones, East Renfrewshire Standardised Assessments, SNSAs
* Dialogue, analysis and moderation opportunities linked to professional judgements and benchmarking
* Feedback from Moderation Facilitators during whole-school moderation events
* Parent surveys
* 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 in-service days
* Parent Council and pupil group meetings
* Feedback from Care Inspectorate Inspection December 2021
* Feedback from East Renfrewshire Council Education Department Thematic Review of Numeracy & Mathematics February 2022
 |

|  |
| --- |
| **How good is our leadership and approach to improvement?****(1.1, 1.2, 1.3)** **Evaluation: Very good** |
| **NIF Priority****Improvement in attainment, particularly in Literacy and Numeracy** | **School Priorities****Parental and Family Engagement****Practitioner Professionalism****Skills for Learning, Life and Work** |
| **NIF Driver(s)****School and ELC leadership****Practitioner professionalism****Parental engagement****School and ELC 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 very good opportunities throughout the course of this session to develop leadership and to play a key role in planning for improvement. Teaching staff all took responsibility for one of the key areas within our School Improvement Plan- Parental Engagement; Developing the Young Workforce; 1+2 Languages; Rights-Based Education and Ethos; Assessment & Moderation- and through their engagement with collegiate working groups identified and led improvement initiatives in these areas at whole-school level. Some practitioners worked effectively to lead approaches to strengthen Parental & Family Engagement. The group used East Renfrewshire’s Family Friendly Self-evaluation Framework to evaluate existing practice and to formulate an action plan towards Bronze Family Centred accreditation for both the school and nursery class. This work included the development of induction materials for new pupils, families and staff as well as the reintroduction of face to face events with families. An updated Parental Engagement policy is currently in development and this will be a further step towards Bronze Level Accreditation which we aim to achieve early in the new session. Beyond this, practitioners will use the Silver Level Self-evaluation Framework to identify their own next steps for improvement.Some teachers worked collegiately to develop curriculum pathways and improvement initiatives related to Developing the Young Workforce. Through self-evaluation, they were able to take the lead in creating a DYW skills framework for all staff to use throughout the planning, assessment and evaluation processes of children’s learning. They developed a variety of different skills pathways to support development of skills for life, learning and work (with a specific focus on STEM).Some teachers worked collegiately to develop professional learning opportunities, guidance and resources in the Learning and Teaching of 1 + 2 Languages. They have begun to develop curriculum pathways and interdisciplinary contexts for learning in both French and Mandarin. They have shared their improvement work at local authority level.Some teachers worked collegiately to develop curriculum pathways and improvement initiatives related to Rights Based Learning and Ethos.Some teachers worked collegiately to develop common approaches to Assessment and Moderation. They conducted professional enquiry and delivered CLPL on approaches to high-quality assessment. They began to develop a rationale and a seven-year, whole school summative assessment calendar. They facilitated two in-house moderation sessions and used informal self-evaluation to identify whole-school next steps.Child Development Officers worked collegiately to develop skills in observations, profiling and child-led planning through the use of floorbooks. By analysing data and through professional dialogue, staff have also been able to effectively use the ERC Early Years Tracking tool and have ensured data gathered accurately reflects children’s progress.Collegiate meetings, curriculum development sessions and in-service days continued to place a clear focus on practitioners taking the lead in developing pedagogical approaches and designing a curriculum that meets the needs of all our learners.There continued to be very 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. Staff clearly continue 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, their evaluation of learning and their own next steps. Leadership of targeted support in Literacy & Language was good and was based on initial diagnostic and ongoing assessment. The Principal Teacher led targeted interventions for specific children in Primary 2 and a 0.7 FTE Recovery Teacher and a 0.4 FTE Lowest 20% Teacher supported colleagues with specific targeted interventions from Primary 2 to Primary 5. Staff absence during the course of the session did however have a significant impact at times on the leadership of targeted support. Three members of staff worked with the local authority Principal Teachers of Literacy & Language to further embed the ‘Developing Literacy Learning’ intervention within our Primary 2 classes. Despite this being affected at times by significant staff absence, the impact of this can be evidenced from pre- and post-assessment and practitioner confidence and eagerness to develop this approach further.All practitioners were involved in dialogue and collegiate professional learning on Universal Curriculum Design. Practitioners demonstrate growing confidence in taking the lead in designing and developing a curriculum which best meets the needs of all learners. Through collegiate activity and moderation, practitioners were very effective in supporting each other in developing their curricular approaches.Supported by their Moderation Facilitator colleagues, all practitioners continued to make very good progress in developing their understanding of the learning and teaching cycle and the key role of assessment. Planning for assessment remained a key focus for professional dialogue, collegiate activity and moderation throughout the session. Practitioners received support and professional learning opportunities from 4 members of staff who have undertaken local authority training as Moderation Facilitators. Practitioners engaged in 2 whole-school moderation tasks which allowed them to evaluate and modify their practice and professional judgements. Primary 1 staff made very good use of local authority baseline and developmental milestones assessment data to inform their own planning and the curriculum they design.A nursery class teacher and a newly-appointed Principal Teacher take the lead in developing the use of the local authority early years database to track the progress of our pre-school children across the curriculum. 2 Child Development Officers (CDOs) are currently undertaking training to become Forest Schools Leaders.A school-wide ‘Cycle for Improvement’ strategy continues to be embedded. Due to pandemic-related staffing difficulties, only one complete ‘Cycle of Improvement’ took place during the course of the session (although the nursery class was also involved in an inspection from the Care Inspectorate and practitioners from P1-7 were also involved in the local authority review of Numeracy & Mathematics). This cycle was organised around tracking and target setting dialogue, followed by planning dialogue and collaborative learning visits. One cycle of learning conversations took place with children. Teachers were active participants in each stage of the cycle, taking responsibility for the focus of dialogues and visits based on an understanding of their children’s and their own development needs. A strong emphasis continues to be placed on collegiate approaches to the self-evaluation of learning and teaching. Peer visits followed by ‘trialogue’ conversations with the Head Teacher, Depute Head Teacher or Principal Teacher were very effective in allowing a shared identification and understanding of good practice and improvement priorities.Several teachers attended Extended Leadership Team Meetings throughout the course of the session where the focus was on effective leadership practice, strategic vision, self-evaluation for improvement, devolved school finances and planning for whole school professional learning.Opportunities for practitioners to share and develop practice with colleagues across the school and nursery class were very good with practitioners taking the lead in identifying and sharing good practice at several points throughout the session at our shared whole school CLPL sessions. Opportunities to share and develop practice between establishments remained more limited, although 2 teachers were involve in a local authority 1 +2 Languages Working Group and The Head Teacher and Depute Head Teacher formed an ASN forum for lead practitioners across the local cluster.The Leadership Team and teachers made effective use of existing local authority standardised testing and professional judgements when planning for learning and teaching. The use of consistent data to inform practice continues to be an area for further development as the school roll continues to grow and the data we have to measure learners’ progress can be tracked over a more extended period of time. This will be a priority for future improvement planning and school and local cluster level.The involvement of children in leading approaches to school improvement continues to be very good with the ‘semi-integrated day’ methodology in place across the school allowing learners’ autonomy over how they organise their learning. Practitioner confidence and an ongoing collegiate focus on child-led learning continues to enhance opportunities for children leading their learning though through play and enquiry-based experiential learning. Learning conversations between practitioners and children in each class encouraged children to identify their own targets, next steps and contexts for learning. Learning conversations between some learners and the Leadership Team demonstrated that children could talk confidently about the progress they were making and could identify clear next steps in learning. The newly formed Maidenhill Parliament, the Equalities Committee and the House System created further opportunities for children to take leadership roles and identify improvement priorities.Despite current restrictions, involving parents in leading approaches to school improvement remained good. The Parent Council was effective in representing the views of the wider parent forum and in taking the lead for fund-raising. They continue to be instrumental in helping the school maintain a community identity and ethos through their various holiday and community events. A recent care inspection of the nursery class identified the quality of staffing as very good and the quality of management and leadership as good. Our approaches to induction, training and staff development were highlighted as particularly positive practice. Developing further opportunities for distributive leadership within the nursery class was indicated as a next step and already our staff are taking the responsibility for areas of development including quality mealtimes, sensory support and outdoor learning.***Next Steps**** Enhance and embed policy and approaches towards parental and family engagement.
* Provide further opportunities for practitioners to work collaboratively to familiarise themselves with and reflect upon the relevant professional standards.
* Further embed a culture of shared professional learning and enquiry for all practitioners.
* Facilitate collaborative enquiry to drive forward improvement.
* Further develop practitioner confidence in all areas of planning for assessment and moderation.
* Further develop children’s capacity to take the lead in planning for and assessing their own learning.
 |

|  |
| --- |
| **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****Parental and Family Engagement****Practitioner Professionalism****Skills for Learning, Life and Work** |
| **NIF Driver(s)****School and ELC leadership****Practitioner professionalism****Assessment of children’s progress****School and ELC 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 have offered this session is good, with the potential to continuously improve as the school and nursery class develop consistency and become more established and settled into a post-pandemic routine.Children, staff and parents continue to be involved in refining the key features of the Vision, Values and Aims which will steer our care and education. There remains a strong commitment across the community to ensure these develop organically and are meaningful and relevant. This work will culminate in the coming session.Staff continue to have very good opportunities to shape the curriculum rationale, not only within their own classes but across the school. They make effective use of the refreshed narrative for Curriculum for Excellence, local priorities, moderation, professional learning, professional dialogue and an insightful knowledge to inform this rationale.Despite the obvious implications of the COVID pandemic, high expectations for all learners remain and 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 are starting to make good use of the local authority’s tracking database and early years database to help inform this.All staff continue to be guided by the Learning, Teaching and Assessment Policy and the principles of this can be evidenced through classroom pedagogy and can be seen in a consistency and progression of approach through learning visits, learning conversations and peer observations. This policy was supplemented and enhanced this session by the learning and teaching guidance developed by our various working groups.A playful pedagogy continues to be embedded within the nursery class and across the early years classes. Observations showed that children had good opportunities to explore, investigate, interact and make sense of the world around them through play. In addition, 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. The use of talking tins in the nursery class and Primary 1 was highly effective in helping practitioners identify children’s lines of development. Practitioners developed an increasingly systematic approach to using observations as an assessment tool. They made skillful use of interactions to challenge thinking and extend learning.A culture of practitioners working collegiately to engage in self-evaluation, professional learning and moderation was further developed and had a significant impact on ownership taken to improve practice in learning and teaching. This was highly effective in allowing practitioners to plan for progression as they continue to develop their curriculum. Practitioners made very good use of moderation opportunities to inform their judgements and to evaluate their practice.Teachers plan effectively using ‘long-term’ planners with a focus on target-setting and key milestones. They then plan 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, PM benchmarking, observation records etc., are regularly used to inform professional judgements.Children require further opportunities to engage in learning conversations with opportunities to regularly self- and peer-assess their work based on clearly defined success criteria and identify their own next steps. This will be re-visited as a key learning and teaching focus within future improvement planning.Consistency across the school in approaches to learning and teaching is good and improving despite the challenges of this session. Most practitioners are quickly able to utilise a range of approaches based on a clear identification of learners’ needs. A range of digital approaches are used to facilitate effective interactions. Play, enquiry and investigation remain a priority. The quality of care for children in our nursery class was good and key policies, care plans and systems continued to be reviewed and updated within the recovery context of the COVID-19 pandemic. Self-evaluation analysis from practitioners and parents as well as portfolio of evidence reflecting our care practices informed dialogue with Care Inspectorate and feedback from this review was highly positive. Children’s opportunities to explore and learn outdoors in the nursery class were good with child development officers taking a particular lead in considering children’s outdoor experiences following their previous involvement in the Virtual Nature Schools initiative. 2 practitioners are currently undergoing training to be Forest Schools Leaders. Teacher confidence across the whole school in using the outdoor environment effectively to enhance learning experiences continues to grow and one teacher has been working with children to develop and design an outdoor classroom area.Children had good opportunities throughout our home learning programme to talk about, identify and share their learning with peers and families. As soon as we could, parents were invited back into the school to share in the children’s Great Science Share investigations and our Pop UK performances. Contexts for learning and creative approaches to curriculum development offered good opportunities for children to develop skills for learning, life and work and this was enhanced by the guidance from our DYW Working Group.The emphasis placed on nurturing relationships with children was very good. Children took the lead in developing their own class charters. Primary 6 and 7 children quickly took on peer support roles as House Captains, monitors and play leaders. Our assembly programme focused on the intrinsic benefits of positive relationships, self-discipline and personal achievement was shared and celebrated through the Maidenhill All-Stars initiative. A nurturing ethos was observed in each classroom during learning visits and peer observations. Pupil representatives took the lead in organising events, including House Challenges, active learning and fitness events and a talent show*,* which continued to enhance a sense of community spirit and identity. Despite ongoing restrictions, the emphasis placed on nurturing relationships with families continued to be good. Families have been encouraged to engage in children’s learning through our Google Classrooms, digital initiatives and telephone conversations. Settling-in visits for nursery class parents were organised in our nursery garden and a rolling programme of pastoral telephone calls to nursery parents took place throughout the session. Nursery class parents have also had regular opportunities to see and comment upon children’s learning journals and were invited to take part in several ‘walk and talk’ sessions with nursery staff. Almost all teachers from nursery to P7 have started to develop class blogs as well as newsletters. Since the lifting of restrictions in April, families have been invited into the school for coffee mornings, our Great Science Share afternoon, transition and induction sessions and various end-of term events.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 difficulties, sensory and communication difficulties and specific Numeracy and Literacy difficulties. All practitioners took part in Child Protection training which continued to be updated to reflect the COVID-19 context and the impact this has had on children and families. Based on assessment data, a Recovery Teacher has targeted support for identified children in Literacy and Numeracy in Primary 2-4. Our Lowest 20% teacher has targeted communication and Literacy support to identified children within Primary 4 and Primary 5. An additional teacher has been placed in Primary 1 for the majority of each week to help develop early intervention strategies for children identified through Baseline or Development Milestone assessment. The Developing Literacy Learning initiative in Primary 2 provided a framework for universal support across the stage. The methodology employed was then adapted to provide more specific targeted support in Primary 3. A Principal Teacher provide reading recovery interventions for targeted children in Primary 2.The principles of GIRFEC are well established across the school and nursery class. A small Joint Support Team (Educational Psychologist, Head Teacher, Depute Head Teacher, 2 Principal Teachers) 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 have been fully involved in planning and evaluating individual support strategies and have autonomy in designing appropriate curricula and differentiated pathways for learners.A Principal Teacher acts as Dyslexia Advisor for the school and 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. Effective links have been maintained with Psychological Services, Sensory Support Services, Speech and Language Therapy, Occupational Therapy, mobility services, Family First 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, ensuring smooth transitions. The very 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 independent, motivated, confident and engaged in their learning at all times.A recent care inspection of the nursery class identified the quality of care and support as good and feedback highlighted the quality of individual interactions and nurturing approaches. Developing children’s role in planning for their own care and learning needs was indicated as a next step and our staff team has already been proactive in taking this forward.***Next Steps**** *Develop workshops and digital communication to enhance parental engagement in children’s learning and care.*
* *Representatives of all stakeholders involved in developing Promoting Positive Relationships Policy.*
* *Develop curriculum rationale, progression frameworks, learning and teaching guidance and practitioner CLPL in learning and teaching in Talking & Listening and identified aspects of Numeracy & Mathematics and the Expressive Arts.*
* *Develop further specific intervention strategies to target support in the learning and teaching of reading.*
* *Continue to enhance opportunities to identify and share good practice in learning, teaching and assessment.*
* *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****Parental and Family Engagement****Practitioner Professionalism****Skills for Learning, Life and Work** |
| **NIF Driver(s)****School and ELC leadership****Practitioner professionalism****Parental engagement****Assessment of children’s progress****School and ELC 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***Our approaches to ensuring the best possible outcomes for all our children are good.The quality of interactions and the relationships between all members of the school community are good and can now be further enhanced since the removal of COVID-related restrictions. Good partnership working between the school, families and the wider community has strengthened a sense of community identity within Maidenhill.Best practice identified during previous periods of remote learning helped identify our Home Learning Policy and procedures and systems for home learning were quickly updated to capitalise on positive experiences and lessons learnt during the previous session. Despite being unable to welcome parents into the school or nursery class for the majority of the session, engaging parents in children’s learning through our digital induction programme, parent information evenings, social media, parent consultation meetings, pastoral phone calls, Google Classrooms and the sharing of learning journals in the nursery class remained good. Almost all parents continue to be enthusiastic and effective participants in children’s learning. A focus on promoting the emotional wellbeing of learners continued to be guided by East Renfrewshire’s Healthier Minds Strategy and our own progressive framework of emotional literacy skills development ensured a consistency in approach across the nursery class and school.A focus on promoting the physical health and wellbeing of learners continued to be a priority and good progress has been made in this area. Our nursery staff continued to review Infection Control Policies and across the school positive messages about infection control and hand hygiene were reinforced. The provision of lunches in our nursery class provided an effective context for practitioners to reinforce healthy eating messages. Opportunities for all children to be involved in physical activity remain good and are greatly enhanced by the amenities and resources within the school. Some children have had opportunities to take part in competitive sport, including tennis and football tournaments. Extra curricular clubs ran in football, rugby, athletics and running. All practitioners ensured that physical activity and active learning continued to be promoted as part of daily routines.The Active Schools Coordinator has supported the Principal Teachers in organising a range of outdoor physical fitness activities for children. Working collaboratively with practitioners and children, he has been effective in building staff confidence and expertise in this area. Our partnerships with our Active Schools Coordinator, Campus Police, Family First, Healthier Minds support workers and Social Work are good and this has had positive impact on enhancing the wellbeing of a number of learners. There remains capacity to continue 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. 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 identify, monitor, track and plan for children’s needs.The use of targeted interventions to improve progress for children continue to be good. For example, the Developing Literacy Learning initiative continues to have a clear impact on confidence, motivation and engagement in reading at Primary 2 and specific dyslexia-friendly interventions within Primary 4 have had an impact on specific targeted children’s progress. The Recovery Teacher has led a range of active, enquiry-based interventions in Literacy and Numeracy for identified children in Primary 2 and 3 and this has maximised engagement and confidence for these children.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 was accredited with a UNCRC Rights Respecting School Bronze Level status and our Equalities Committee of children and staff continues to lead whole school initiatives to promote equality and children’s rights as we work towards Silver Level status. A ‘Right of the Month’ focus helps to inform discussions within classes and our whole school assembly programme and a successful Rights Day was held in May to continue to raise the profile of global approaches to children’s rights. All staff have received basic Child Protection training. This was again updated to highlight child protection issues during the time of COVID. Practitioners are aware of their professional responsibilities and statutory duties. The school has a well established digital system for recording and tracking all wellbeing concerns.The school has a strongly inclusive ethos. School staff continue to work in effective partnership with Psychological Services, Social Services, the Healthier Minds team 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. Local faith organisations have continued to support with workshops, events and visits.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 professional dialogue and moderation activity for practitioners and the support of the school’s Moderation Facilitators. The Leadership Team and an increasing number of teaching staff continue to 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, vulnerable children and bilingual learners. Learners continue to make good progress in attainment and achievement.The 2021-22 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 93%. This remained the same as the 2020-21 cohort. Baseline results for children when first joining Primary 1 were 99 for reading and 103 for Numeracy & Mathematics, rising from 98 and 98 for the 20/21 cohort. Children in Primary 1 had their early years experiences at a range of local authority and partner provider nursery establishments. The majority of children had previously spent at least a year at Maidenhill Nursery Class- this group of children had a cumulative result of 97 in Reading and 102 in Numeracy & Mathematics. Analysis of data for these children indicates a gender attainment gap (in a year group where boys have outnumbered girls 2 to 1) with Maidenhill Nursery Class boys scoring 96 in Reading but 105 in Numeracy & Mathematics whilst Maidenhill Nursery Class girls scoring 100 in Reading but 98 in Numeracy & Mathematics. This analysis has informed ongoing planning and tracking throughout the remainder of the session in Primary 1 and our nursery class.Cumulative results from local authority Standardised Testing (where a score of 100 is the East Renfrewshire average) in February 2022 in P3, P5 and P7 were as follows:

|  |  |  |
| --- | --- | --- |
|  | Reading | Numeracy and Mathematics |
| P3 | 102 | 100 |
| P5 | 100 | 103 |
| P7 | 97 | 102 |

In addition, all children in Primaries 1, 4 and 7 undertook the Scottish National Standardised Assessments during a 6 week period in April/ May. Aggregate reports from Primary 1, 4 and 7 SNSAs are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Numeracy | Reading | Writing |
| P1 % of children operating at Band 3 and above | 98 | 82 | n/a |
| P4 % of children operating at Band 6 and above | 89 | 89 | 89 |
| P7 % of children operating at Band 8 and above | 97 | 90 | 93 |

 Maidenhill Primary reported on children’s attainment within Curriculum for Excellence in June 2022. The following tables indicate progress at P1, P4 and P7. The figures show the percentage of children at each stage achieving the minimum national standards in Reading, Writing, Talking & Listening and Numeracy & Mathematics:

|  |
| --- |
| **Primary One** |
| Reading | Writing | Talking & Listening | Numeracy & Mathematics |
| 96% | 96% | 100% | 98% |

|  |
| --- |
| **Primary Four** |
| Reading | Writing | Talking & Listening | Numeracy & Mathematics |
| 97% | 97% | 97% | 97% |

|  |
| --- |
| **Primary Seven** |
| Reading | Writing | Talking & Listening | Numeracy & Mathematics |
| 100% | 100% | 100% | 97% |

|  |
| --- |
| **Cumulative** |
| Reading | Writing | Talking & Listening | Numeracy & Mathematics |
| 98% | 98% | 99% | 97% |

In addition to the analysis of Standardised Testing results at P3, P5 and P7 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. We use the Mearns Castle Cluster gradient of learning to help track progress and this remains both relevant and aspirational for all learners.***Next Steps**** *Review use of Maidenhill’s Gradient of Learning to ensure we continue to plan for and track an appropriate and aspirational pace of learning for all children.*
* *Enhance staff confidence in the use of attainment data to identify trends at whole school and class level.*
* *Continue to improve attainment specifically in reading through evidence-based universal and targeted supports.*
* *Maintain rigorous methodology and evidence gathering to track attainment and achievement.*
* *Evaluate current planning approaches and develop progression pathways in Listening & Talking and aspects of Numeracy & Mathematics.*
* *Use Pupil Equity Funding to directly target specific learners in P2-5 with evidence-based interventions to increase attainment in reading.*
 |
| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** |
| Our use of Pupil Equity Funding to ensure excellence and equity was good, however key challenges have continued to have an impact. There were two key areas of focus for 2021-2022:* Children from P2-P3 will have a sound knowledge of phonics, a phonological awareness and confidence in using a range of functional reading strategies which will support future reading development.
* Children from P4-5 will have a sound knowledge of phonics, a phonological awareness and confidence in using a range of functional reading strategies . This in turn allows them to access support to develop higher order reading comprehension skills to enhance their engagement and understanding.

In P2-3, reading skills are made explicit to learners and learners are able to practise and apply them in a manner that is suitably structured and progressive. Although too early to draw conclusive data, it would appear that children are making good progress.Our P3 learners are our first stage to have been with us through P1 baseline and P3 Standardised Testing (although this only applies to less than half of them- the others have joined the stage in subsequent years) and to have benefitted from the DLL intervention (although this stage was not a focus for a Reading Recovery intervention). Their cumulative P3 Standardised Testing score was 102, a rise of 4 points from their cumulative baseline of 98. Of the children who were in the lowest 20% at P1 and who have been with us for the full 3 years, the average increase between baseline and P3 was 14 points.In P4-5, learners have plentiful opportunity and support to engage in and make personal connections to texts through targeted and universal approaches. There is a clear progression in the learning and teaching of higher order reading skills. All children are confident in identifying effective features of text. Bilingual learners and learners who may be experiencing specific Literacy difficulties are supported, motivated, engaged and have the same opportunities as their peers to develop higher order comprehension skills. Although too early to draw conclusive data (see previous column) it would appear that children are making good progress.Our P5 learners are our first stage to have been with us through P3 and then P5 Standardised Testing (although this only applies to less than half of them- the others joined the stage subsequently) .Their cumulative P5 Standardised Testing score was 100, a rise of 5 points from their cumulative P3 score of 95. In our second year of PEF funding, we continued to face significant challenges:* The school roll has increased dramatically from 80 children in August 2019 to 250 by June 2021 and almost 340 by June 2022. This continues to mean that it has been difficult to fully formulate a targeted PEF plan for children as the roll (and the demographic) continues to change with most children having only joined the school in the last 1-2 years, coming from a wide and diverse range of previous educational experiences. It has also therefore been challenging to track individual children’s progress over a period of time.
* The small number of children specifically eligible for PEF and the wider recovery needs of almost all children meant that we have continued to look to cast our net wider than targeted supports. Unfortunately this year has not seen a return to ‘business as usual’ and this means that how we use PEF funding cannot simply be done in the same way that we might have used it pre-pandemic.
* Staffing has been a significant challenge. It had been hoped to use PEF funding to employ a PSA as a Lead Literacy Support to help support our interventions. This however was not possible and as a result our existing staff team took responsibility for all aspects of the interventions. High levels of staff absence during the course of the session did have an impact on how efficiently we could manage these interventions.
 |

|  |
| --- |
| **What is our capacity for continuous improvement?** |
| In the space of three school sessions, Maidenhill Primary School & Nursery Class has developed a very good capacity for continuous improvement. As a relatively new establishment in unprecedented times, all stakeholders have been fully engaged in building our school community and shared identity. Their commitment to improvement remains evident. Despite the impact of COVID-19 and significant staff and pupil absence over the session, 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 focus rigorously on continuous improvement. The school’s response to the demands of the last session and our ability to continue to focus on effective learning and teaching and care and wellbeing exemplifies a flexibility of approach, a drive for innovation and a continued commitment to improvement for the good of all learners. |

**National Improvement Framework Quality Indicators**

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **School Self-evaluation** | **Inspection Evaluation** |
| 1.3 Leadership of change | Very 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 |

|  |  |
| --- | --- |
| **Care Inspectorate Quality Indicator** | **Inspection Evaluation** |
| Quality of care and support | Good |
| Quality of environment | Good |
| Quality of staffing | Very good |
| Quality of Management and Leadership | Good  |