

Maidens Primary School and Early Years Centre



Standards and Quality Report 2018-2019

The purpose of Maidens Primary School's Standards and Quality Report for 2018-2019 is to provide an answer to the question, 'How good was our school in 2018-2019?' This report tells you about the quality of education in the school and how children benefit from learning here. It reflects over the session, celebrating highlights and improvements made whilst also noting where development will secure continuous improvement.

Introduction

Maidens Primary School and Early Years Centre is situated in the small village of Maidens, which lies 15 miles south of Ayr and 7 miles north of Girvan. A former fishing village, Maidens has a picturesque harbour overlooking Arran and Ailsa Craig. Maidens sandy bay is bordered to the North by Culzean Castle and Country Park and to the South by Trump Turnberry Hotel and Golf Courses. Our catchment area includes Culzean, Turnberry, the historical inland village of Kirkoswald and many farms and country properties, over this very attractive rural area of South West Scotland.

The school was built in 1975. Four classrooms open off the large assembly/gym hall, which has a spacious stage which is also used as the dining hall. A separate wing contains a well-equipped Early Years Centre, which has a separate entrance. The school also has a computer suite, library, staff room, medical/resource room, teacher's resource area, general office and a Head Teacher's office. The school operates a Cashless Catering school meal payment system with the pupils choosing their menu in class each morning. School meals are supplied by Cairn Primary kitchen and served in our Dining Hall. Surrounding the school is an extensive playground consisting of both grass and tarred playing areas with a separate Early Years Centre play area and a school garden.

The current role is 62 pupils in school and 18 early years pupils. The current structure is – Early Years, P1/2, P3/4 and P5/6/7 Our free meals entitlement is 3.2%. All pupils in P1-3 are entitled to a free school meal each day.

Our staff members pull together to form a highly effective team who work tirelessly for the children. We also have volunteers from the local community who assist in school on a weekly basis. Maidens enjoys close working relationships with the other schools in the cluster, which include Cairn, Minishant, Fisherton, Crosshill, Kirkmichael, Straiton and Gardenrose. Carrick Academy is our associated secondary school although we also link to Girvan Academy to support Primary 7 transition.

We have a Parent Council who work extremely hard to support the school. The school is a very important part of all three villages and we all work together in creating a culture of support and trust. Parents and friends of the school are welcome to visit at any time. We all strive together to place the children at the heart of Maidens Primary, and to place Maidens Primary at the heart of the community.

Vision, Values and Aims

Our vision is: At Maidens Primary School and Early Years Centre we believe that the right motivations can move the world. In striving to provide these motivations our vision is that

Many talents are developed to promote

Articulate learners who have

Inquisitive minds and are

Determined to succeed with

Enterprising attitudes in an environment where

Nothing is insolvable and we can ALL belong to a

School where ambition is the norm

It was Agreed by pupils and staff (August 2010) Revisited May 2013 with staff, parents and pupils.

At Maidens Primary, we endeavour to work in partnership with parents and the wider community, to equip our pupils to become responsible and confident individuals by providing a stimulating working environment wherein children feel valued and can reach their full potential through experiential learning.

Our school aims are:

The school recognises the key importance of the partnership between parents, pupils and teachers in achieving its aims, which are:

- ✓ To continue to promote effective and meaningful partnership by
 - Regular newsletters, reports and having an open door policy
 - Updating the school website on a regular basis
 - Involving parents, carers and members of the community on educational visits
 - Involving the Parent Council and Pupil Council in decision making processes and supporting them in fund raising
 - Inviting the wider community to shows and events
 - Ensuring school engages in effective relationships with other professional bodies and agencies

- ✓ To continue to foster a positive ethos within the school by
 - Providing a high standard of care
 - Maintaining good quality relationships and team working amongst staff and pupils
 - Encouraging children to take responsibility for their own learning developments personally, socially and academically

- ✓ To provide an appropriate curriculum which meets the needs of all pupils by
 - Differentiating the tasks and experiences
 - Ensuring teaching/learning methods are stimulating and motivating
 - Developing the Four Capacities throughout the pupils' learning experiences

- ✓ To continue to improve standards and raise achievement by
 - Fostering in the individual child the right attitude to learning
 - Raising standards of attainment in numeracy and literacy
 - Tracking and monitoring pupil attainment
 - Developing a systematic approach to school self-evaluation and quality improvement in the early years centre and primary classes
 - Celebrating success at all times

- ✓ To provide a bright and positive learning environment which enables all individuals to become successful learners through achieving their full potential, and in which quality is paramount.
- ✓ To ensure that equal opportunities and social justice are open to all.
- ✓ To encourage pupils to become responsible citizens, through being proud of their community, caring for others and helping to protect the environment.
- ✓ To develop an interest in the world of work, both on a local and world basis, and to set pupils on a path towards lifelong learning.
- ✓ To foster effective and rewarding partnerships.

The school has a clear set of values which are embraced by everyone at Maidens Primary. The ethos of the school is one of warmth, friendliness and inclusion, which provides an excellent environment for pupils to learn in. We promote positive behaviour, good manners, and respectful relationships through a rights respecting approach, and endeavour to motivate pupils by delivering learning through a range of curricular, extra-curricular, community and global citizenship events. Following consultation with all stakeholders it was agreed that our values should be:

Caring

Respect

Honesty

fairness

Responsibility

Cooperation

What key outcomes have we achieved?

	School Priority 1 : Raising Attainment In Literacy	
	NIF Priority: Improvement in attainment in literacy	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.3
Cluster Priority	Progress and Impact Work intended to improve the technical skill in writing has been limited due to changes in staffing across the cluster.	
School Priority	Progress and Impact	

	<ul style="list-style-type: none"> ✓ Read, Write Inc has been fully embedded within Primary 1 class and resource effectiveness is continually being assessed and evaluated ✓ Read, Write Inc ditties and story/reading books are used as support resource for a small group of identified learners ✓ Writing inputs are planned in response to learners' interests and including seasonal/IDL study, supported by appropriate writing resources ✓ Reading Wise comprehension (age dependent resource) introduced and used by 2 identified learners with 1 supported input per week for 45 minutes. Learners responded well to the individualised adult support offered ✓ Reading Wise decoding resource is provided on alternative days to identified learners. Learners are engaging well with this resources and respond well to the independent learning approach and the success they then achieve independently
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	School Priority 2 : Raising Attainment in Numeracy	
	NIF Priority: Improvement in attainment in numeracy	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.3
Cluster Priority	Progress and Impact Teaching staff have developed their skills in creating holistic assessments in numeracy and have participated in cluster and authority moderation events.	
School Priority	Progress and Impact <ul style="list-style-type: none"> ✓ Number Talk strategies have been introduced to Primary 2 learners and learners are now aware of some of these strategies and how to make use of them. ✓ Tracking and monitoring template embedded at early level to demonstrate the coverage and development of Es and Os of learners ✓ Number Talk strategies have been used in all classrooms by class teachers and learners 	

	✓ Class visits have been made to deliver number talks via the numeracy lead role	
	School Priority 3 : Wellbeing, Equality & Inclusion for All	
	NIF Priority: Improvement in children's and young people's health and wellbeing	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2
Cluster Priority	Progress and Impact The Health and Wellbeing of our children remains a key priority and we have made progress in upskilling staff through delivering a range of training opportunities to raise awareness of the varied needs of all learners.	
School Priority	Progress and Impact <ul style="list-style-type: none">✓ ICE pack has been implemented within all classes including the EYC, this provides a good structure for emotional health and allows tracking of the coverage of the experiences and outcomes✓ Making Thinking Visible has been introduced across the school. Class teachers are beginning to initiate MTV learning routines after professional learning input from HWB lead	
	School Priority 4 : Raising attainment in the Early Years Centre	
Cluster Priority	Progress and Impact <ul style="list-style-type: none">✓ Have established clear processes and systems to take forward learning and teaching, including floor books, action plans, lending library✓ Improvements were made to the outdoor learning area and are being used fully by children✓ New digital technology resource introduced into the Early Years Centre using I-Pad and E-profile developments✓ New numeracy resources and learning introduced throughout the Early Years Centre environment Including Loose parts, large and small construction pieces, real tools all of which are encouraging problem solving skills	
Evaluation Summary		

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p> <p>School Self-evaluation: Very Good</p>	<p>Developing a shared vision, values and aims</p> <p>The school vision, values and aims were revisited collegiately by all stakeholders in <i>May 2013</i> and are embedded in our school ethos. Children benefit from the staff team having a shared understanding of the values that underpin the life and work of the school. These values are being reinforced further through children's work on the Rights Respecting Schools programme. Staff team, teaching and support, have detailed knowledge of individual children and their families and are highly committed to achieving success for all children. They understand the demographics and unique coastal, rural context in which the school operates and place high importance on creating an inclusive environment, which supports the needs of all learners.</p> <p>The very positive and caring approach taken by all staff ensures an inclusive ethos for all children. The school is very well supported by the local community and partnership working is at the heart of our ethos. Due to staff turnover and the creation of a new shared Headship, it is now the right time to review the school's vision to ensure that it still reflects our aspirations and is relevant and meaningful to the current school community.</p> <p>Strategic planning for continuous improvement</p> <p>The school places high priority on supporting and nurturing all children. We actively promote an ethos of high standards and ambition for children, staff, parents and partners. We work together with our staff, parents, pupils and community to identify school priorities and areas for improvement and use a wide range of data to identify and evaluate our development needs. Our staff are reflective practitioners and contribute willingly to school improvement. The staff have a clear vision to make the most of the new partnership between Fisherton and Maidens primary schools. Plans are in place for teachers, staff and children across both schools to collaborate and share learning, in order to capitalise on the skills and talents in both settings.</p> <p>Staff appreciate the many and relevant opportunities to engage in training and professional learning. During this session, two of our Early Years Practitioners have undertaken a leadership programme and all staff have been involved in moderation events at school, cluster and authority level.</p>

	<p>Implementing improvement and change</p> <p>The school has made improvements to the way that staff use their collective knowledge of children, alongside the range of available data they have, to pinpoint priorities for future improvement. The priorities within the improvement plan focus appropriately on continuing to raise attainment in literacy and numeracy and in introducing new approaches to developing children's thinking skills. A new, rigorous approach to tracking children's attainment and achievement has been introduced. Improvement priorities are distributed with clear targets being set and appointed personnel managing change and measuring and evaluating impact. School improvement during team meetings enabling a collaborative understanding of progress being made on our improvement priorities. All teachers are making a valuable contribution to leading improvements across the school and feel confident to suggest new ideas. Children at all stages are contributing to school improvement through their memberships of committees such as the pupil council, junior roads safety officers and being members of house groups. Children are also leading a range of activities and clubs within the school and value these opportunities for undertaking leadership opportunities evaluations and updates are discussed.</p>
<p>2.3 Learning and teaching</p> <p>School Self-evaluation: Good</p>	<p>Learning and Engagement</p> <p>There is a very positive and inclusive ethos within the school. Children benefit from strong positive relationships with each other and adults within the school. In most lessons, children are eager participants, engage well with their learning, enjoy their experiences and interact well with each other. When given the opportunity they work well in pairs and groups. Children can demonstrate independence and responsibility when undertaking their learning, listen well to staff and enthusiastically contribute during lessons. They understand the purpose of their learning and feel well supported by their teachers while almost all feel encouraged to do their best. Learners experience a good range of teaching approaches. Play based learning has been introduced in P1/2 and is having a positive impact on children's engagement in their learning. This will be embedded further next session.</p>

	<p>Quality of teaching</p> <p>All staff in the school have high expectations of our pupils' learning and achievement and we continue to work closely with parents to ensure these expectations are shared. Learners experience a good range of teaching approaches. Teachers' explanations and instructions are clear with the purpose of learning shared through learning intentions and success criteria in most lessons. Children receive oral and written feedback on their learning which is helping them to understand what they are doing well and what they need to do to improve. In a few classes, children are setting themselves learning targets to help improve their work. Children have regular opportunities to use digital technology. Interactive whiteboards are used effectively as a teaching tool to enhance learning and teaching.</p> <p>Effective use of assessment</p> <p>We use a variety of assessment approaches to allow our learners to demonstrate their knowledge and understanding and skills across the curriculum. Teachers use a range of formative and summative assessments strategies to evaluate children's learning. Moderation activities, including high quality professional dialogue, have taken place at school, cluster, authority and national level and expectations on achievement of a level are consistent. These along with the use of the National Benchmarks have enabled us to develop an understanding of national standards and arrive at reliable professional judgements. We plan and assess using experiences and outcome across all eight curricular areas supported by SAC progression pathways. We plan well for children who require additional support, ensuring their needs are met.</p> <p>Planning tracking and monitoring</p> <p>We track and monitor children's progress at regular intervals. All teaching staff engage in high quality professional dialogue during termly attainment meetings with the SMT and assessment is used to plan for individuals to meet their needs through effective support or challenge following analysis of standardised assessment and attainment data. All staff have a very good understanding of children's needs and they are sensitive to the challenges that some children face. The high-quality assessment data available to staff in relation to children's needs and abilities is enabling support for each individual to be carefully planned. All staff plan engaging outdoor learning opportunities.</p>
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	<p>We continue to work collegiately to improve systems to track and monitor children's progress with staff's confidence growing in using tracking data effectively to improve outcomes for our pupils.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>School Self-evaluation: Very Good</p>	<p>Wellbeing</p> <p>At Maidens Primary, our pupil's wellbeing is the responsibility of all. We provide a nurturing environment in which children are respected and listened to. There is very good practice in approaches to wellbeing, equality and inclusion that result in strong outcomes for children and in particular those who require additional support. All staff have an understanding of the challenges children may face and do their best to support them whatever their role. Relationships are very good and staff work exceptionally well as a team. Staff at all levels are highly supportive and respectful of each other. The whole-school approach to wellbeing results in children being highly skilled in their knowledge of factors that have an impact on their wellbeing. They can discuss confidently how to be healthy, safe, active, nurtured, included, achieving, respected and responsible. Our rights respecting journey has seen an increase in pupil's awareness of their rights and responsibilities and enabled them to become more responsible citizens.</p> <p>Fulfilment of Statutory Duties</p> <p>All staff are aware of their roles and responsibilities related to statutory duties. The school monitors carefully the support and interventions that are put in place to support children. As a result, children with additional support needs, or other barriers to learning, are well included and engaged in their learning. Children who may have emotional needs are very well supported. The school works with a range of partners to ensure that the needs of children requiring additional support and their families are met. Children who require a Child's Plan or Individual Learning Plan have one in place. These plans are appropriate, and reviewed regularly with parents and partners. Attendance and punctuality are regularly monitored and the school is proactive in dealing with and monitoring any issues that may arise.</p>

	<p>The early years staff are aware and fulfil their statutory duties by ensuring that Care plans are in place for every child and timescales for creation and review are adhered to.</p> <p>All children in the school receive two hours of PE per week. All teaching staff are registered with the General Teaching Council for Scotland and our Early Years Practitioners and Pupil Support Assistant are registered with the Scottish Social Services Council. All staff participated in child protection awareness at the start of the session.</p> <p>Inclusion and equality</p> <p>Staff have a duty to reflect on equality in our school. We work hard to provide an inclusive environment for all our learners. Staff work together very well to provide an inclusive environment for learning in which children, parents and partners feel that their opinions and views are valued. All children are included, engaged and fully involved in the life of their school. Children recognise that their contributions matter and that they can bring about change. Individual support plans are used to address barriers to learning and ensure children have the opportunity to reach their potential. Plans are created and reviewed in collaboration with pupils and parents, and where appropriate external agencies, to collaboratively improve outcomes for children. Partners support the school's arrangements for children at points of transition very well. Tailored and enhanced approaches ensure that all children who require some additional help feel very well supported in making a smooth start in the early years centre, making the transition to P1, and for older children, moving on to secondary school. Through participation in the Rights Respecting School, children at all stages are learning about equality, inclusion and fairness. Overall, across the school, teachers make meaningful links in the course of learning to children's rights and aspects of equality.</p>
<p>3.2 Raising attainment and achievement</p> <p>School Self-evaluation: Good</p>	<p>Raising attainment and achievement</p> <p>We use reliable evidence, including teacher's professional judgement, to track attainment and achievement. Overall, children are making good progress in English and literacy and Resources and programmes are helping to ensure that, at the early and first level, children are developing their phonological skills in a progressive and effective way. Overall, children are making good progress in numeracy and mathematics. Staff have worked together to recently introduce new</p>

approaches for teaching numeracy and mathematics. This is having a positive impact on how children, at all stages, can identify and use different strategies to complete calculations and solve problems. Children have access to a range of helpful resources, including learning wall displays and toolkits that support their learning in numeracy well. Children have opportunities for a range of wider achievements across the school. We are committed to regular staff team tracking meetings on attainment which will assist us in identifying the support or challenge needs of individuals.

Attainment over time

We use a variety of data to rigorously track attainment throughout each learner's journey, ensuring that a consistent pace of progress is being made by pupils. Analysis of this data suggests that, overall, the school is making good progress in closing the gap in attainment between different groups of children. Staff in the school appreciate that small numbers of pupils in individual year groups make it difficult to continuously evidence improvements over time. Therefore summative assessment data is used together with soft data, including teacher's professional judgment, to effectively track progress and identify gaps in knowledge, understanding or skills. Any barriers to learning are therefore quickly identified and acted upon.

1. % Secure or Above at the Relevant Stage (P1, 4 and 7): Literacy

School	2016-17			2017-18			2018-19		
	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
Maidens PS	81	59	81	84	60	76	96	88	96
Authority	83	78	88	86	80	89	85	81	88

2. % Secure or Above at the Relevant Stage (P1, 4 and 7): Overall Maths

School	2016/17	2017/18	2018/19
Maidens PS	74	84	88
Authority	85	85	84

Overall quality of learners' achievements

Overall, children benefit from an impressive range of worthwhile opportunities that are helping them to develop confidence and self-esteem; learn new skills; experience competition and to develop their personal interests further. Residential experiences for older children supports them well in making choices and decisions for themselves.

Children at all stages contribute very well to the life of the school and to their wider community. They take on considerable responsibility for one another. Achievements and successes, both from within and out with school are celebrated at our weekly assemblies. Class teachers track participation and identify children who are at risk of missing out. We are fortunate to have a number of children who experience success in a range of areas including music, sport and art. Children are given the opportunity to experience a wide range of different activities and learning opportunities which improve skills for future learning and the world of work. High priority is given to pupil voice across the school, with involvement in a range of opportunities. A number of children take on leadership roles such as the pupil council and leading lunchtime clubs.

Equity for all learners

Staff know all children and families very well. They are vigilant in identifying any children who may be affected by disadvantage and who are not yet achieving their full potential. We have an open and honest ethos throughout the school and due to small numbers and deep knowledge of the pupils, barriers to learning and adverse childhood events are identified quickly and addressed.

	<p>As a cluster, we have helped tackle rural deprivation by addressing the lack of sporting facilities and opportunities in our villages by securing funding for transport costs to allow pupils to attend sporting events.</p> <p>This year we received £10 800 pupil equity funding and we used it to employ a school assistant for fifteen hours per week. This helped to support individuals and groups of pupils with their learning in class. The impact of which can be seen above through the improvements in percentages of pupils who are attaining appropriate levels.</p>
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What are the key priorities for improvement in 2019 / 20?

Our key priorities for improvement next sessions are:

- To improve technical skills in writing across all the curriculum
- To Implement a holistic approach to the teaching of writing
- To improve children's numerical skills.
- To develop problem solving skills and approaches to teaching & learning to ensure regular opportunities for transference of skills across the curriculum.
- To achieve Mental Health & Wellbeing Charter mark.
- To improve resilience and emotional well-being of all pupils.
- To improve children's confidence and increase the culture of thinking across the whole curriculum.
- To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new National guidance, to best meet the needs of learners.
- To Schedule opportunities for Maidens Primary School and Early Years Centre and Fisherton Primary School and Early Years Centre to collaborate and improve experiences for learners and staff team through utilising shared pedagogy, skills and knowledge base.
- To improve opportunities for pupil interaction with a range of digital technologies.
- To develop opportunities for collaboration between Maidens Primary and Fisherton Primary through shared headship
- Use information gathered from parents, pupils and staff surveys to adapt and improve policy and procedure within the school.

What is the capacity for improvement?

Our Self Evaluation processes provide us with areas for development within the school and early years centre, with data and evidence gathered during this highlighting, informing and confirming our development needs. Collaboration between the two sister schools will increase capacity for taking forward initiatives and any joint school improvement priorities. Staff are enthusiastic and motivated to continue to improve the learning experiences of all our learners. We recognise that we have development needs and the staff are committed to taking these forward with the pupils and with parents and other stakeholders/partners working together.

Within Maidens, leadership is viewed as a shared responsibility of all staff – teaching and non-teaching. Staff are valued and their skills are used to full potential to benefit the learners in the school. There is a dedicated and hardworking team within the school who support one another and work collegiately for the benefit of our pupils. Pupils are successful, confident and responsible in contributing to our journey of improvement. Cluster partnership working is strong and we will continue to work with our cluster primary colleagues to support professional dialogue and the implementation of cluster priorities. We are well placed to continue to take forward our agenda for improvement in session 2019-20. There is a shared vision, sense of purpose and direction, which is ambitious and challenging. We are committed to the National Improvement Framework and the key priorities of excellence and equity for all and raising attainment through narrowing the attainment gap. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Maidens Primary School and beyond.

We appreciate greatly the support we receive from parents/carers and the wider community in helping us deliver our vision. This supports us in creating a positive learning environment where our pupils feel special, valued and included both within the school and within the community in which the children live, play and grow up in.

Thank you for your continued support.

Leeanne Campbell

Leeanne Campbell

Head Teacher