

Maidens Primary School and Early Years Centre



Standards and Quality Report 2020-2021

The purpose of Maidens Primary School's Standards and Quality Report for 2020-2021 is to provide an answer to the question, 'How good was our school in 2020-2021?' 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 61 pupils in school and 16 early years pupils. The current structure is – Early Years, P1- 3, P4/5 and P6/7 Our free meals entitlement is 11.6%. The local Authority average is 21.9%, this has increased by 25% over last session.

All pupils in P1-3 are entitled to a free school meal each day. The majority of the pupils within the school live in either decile 4 or 5.

Our staff members pull together to form a highly effective team who work tirelessly for the children. Prior to the pandemic, we had a number of volunteers from the local community who would 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.

Prior to the pandemic, we had a Parent Council who worked extremely hard to support the school but the parents who held key roles decided not to renew them and we did not have suffice volunteers to allow us to continue to run the parent council.

We are keen to ensure that, when restrictions are eased, a Parent Council can be re-established. 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.

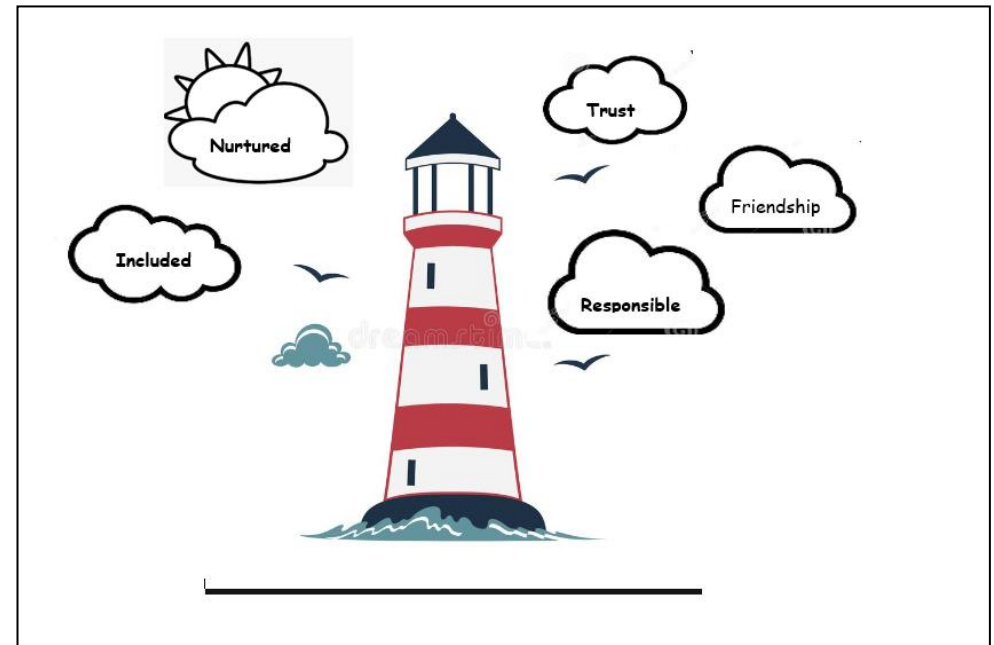
COVID 19

In line with government guidance the school building closed to the majority of pupils following the Christmas break in January 2021. However key worker children and identified children accessed childcare within the school on a daily basis. Remote learning was established with an emphasis on daily Check Ins and live lessons, where children and families were encouraged to attend and engage, to ensure progress and achievement of educational milestones. Pupils used Microsoft Teams for Check Ins and daily live lessons. Lesson plans, assignments, resources, interactive literacy and numeracy games and web links were shared through the Seesaw platform. Most of our pupils engaged in family learning throughout the process and teachers were able to track attendance and the progress of pupils through the online learning platforms. Children have achieved a range of skills and attributes through a wide range of projects and activities during home learning.

Vision, Values and Aims

At **Maidens Primary Schools and Early Years Centres** 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, **responsible** learners who have
Inquisitive minds and are **nurtured** and
Determined to succeed with a **responsible** approach
Enterprising attitudes in an environment where
friendships blossom
Nothing is insolvable and everyone is **included** in a
School where **trust** is valued.



Our values are:

Included, Nurtured, Friendship, Responsibility and Trust.

“IN Friendship and Responsibility we Trust”

Agreed by pupils, parents and staff (November 19) Revisited August 2020

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 and the whole staff team employ a nurturing approach at all times. 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, extracurricular, community and global citizenship events. Following consultation with all stakeholders it was agreed that our values should be:

Trust Nurtured Friendship Responsible Included

| What key outcomes have we achieved? | |
|-------------------------------------|---|
| | School Priority 1 : Raising Attainment In Literacy |
| | |
| School Priority | Progress and Impact |

- ✓ Staff were provided with planning documents & stimulus for writing and asked to ensure a variety of genres were covered, planning detailed appropriate differentiation. Individual pupil targets demonstrated differentiation.
 - ✓ Accelerated Reader now being implemented with 100% of pupils from P3-7. Time allocated in class each day which has resulted in an increase in pupil engagement in reading. 71% of pupils in P4-7 achieving age appropriate reading levels or above.
- ✓ Free Friday Writing provided the children with freedom of choice to choose writing genre and topics. Children embraced creativity and produced higher quality pieces of work. Children displayed a more positive attitude towards writing with an enthusiastic approach. Children enjoyed working independently and with a partner.
- ✓ Dedicated time allocated for pupils to use Reading Wise & Nessy to support reading skills.
- ✓ Staff are using SAC Literacy Skills Framework to support planning and assessing ensuring children meet the benchmarks for their expected level
- ✓ Staff agreed on the assessments to be used to benchmark & measure children's progress
- ✓ Staff have been made aware of the SAC Literacy Strategy but have not fully implemented the pedagogy
- ✓ Ecological assessment used to identify barriers to Literacy.
- ✓ Individual screening carried out with pupils who were displaying signs of Dyslexia & Dyscalculia.
- ✓ Targeted support given in a variety of ways.
- ✓ Staff have undertaken a variety of CLPL to support literacy development.
- ✓ EYC staff were trained to implement a targeted intervention approach using Early Talk Boost.
- ✓ In the EYC Child and Parent Early Reading bags were issued.
- ✓ EYC used Floorbooks to develop early reading, writing skills, and listening and talking.
- ✓ World book day celebrated through various activities during remote learning.
- ✓ Digital technologies being used to excellent effect across the curriculum.
- ✓ Sharing the learning with parents was achieved using a variety of methods – Parent Phone call in October & May, Digital Platform Seesaw to share class info, and June reports all assisted in parent communication and school partnerships. Staged Interventions were emailed to parents of pupils receiving support in both December & April.

| | |
|--|--|
| | |
|--|--|

| | | |
|------------------------|--|--|
| | 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 |
| School Priority | Progress and Impact <ul style="list-style-type: none"> ✓ HeadStart assessments were used in September and April. Results showed that 76% of pupils in P4-7 were secure or above in maths. With 87% of pupils making progress between September and April. ✓ COVID 19 restrictions meant that opportunities could not be provided to work collaboratively within the cluster to create a holistic assessment. ✓ Staff trained in Bar Modelling techniques continue to grow in confidence in teaching new approaches and strategies in maths. Pupils found the bar modelling techniques challenging to begin with, but could see the benefits, particularly as a problem-solving technique. ✓ | |

| | | |
|--|---|--|
| | School Priority 3 : Wellbeing, Equality & Inclusion for All | |
| | NIF Priority: Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing | Links to HGIOS 4 / HGIOELC 2.1, 2.4, 2.5, 3.1, 3.2 |

| School Priority | Progress and Impact |
|-----------------|--|
| | <p>✓ As restrictions eased, we were able to offer a small number of after school clubs to provide pupils with opportunities to engage in wider achievements e.g. choir, percussion & football. The children enjoyed the opportunity to mix with their peers and participate in physical activity to enhance their fitness.</p> <ul style="list-style-type: none"> ✓ Nurture groups established and adapted to suit pupil needs as the session progressed. ✓ Class check ins carried out on a daily basis and children became more proficient about using emotional literacy to verbalise their feelings. This also meant that teachers could be proactive in their response. ✓ MTV strategies carried out throughout teaching practice. Pupils were able to express their thoughts, feelings and opinions clearly. ✓ Due to COVID 19 restrictions regarding mixing of class bubbles, we were unable to host whole school assemblies and therefore the regular Mindfulness sessions that pupils had participated in as a whole school were carried out in classes. Pupils became familiar with a number of strategies they could use if they were feeling overwhelmed or of low mood because of the Pandemic. ✓ Due to COVID 19 restrictions, pupils were unable to be part of committee groups however, they were given opportunities to have their say on a number of school issues using online platforms such as Seesaw and through consultation with their class teacher via Microsoft TEAMS. |

| School Priority 4 : Raising attainment in the Early Years Centre | | |
|--|--|--|
| | | |
| | | |

| School Priority | Progress and Impact |
|-----------------|--|
| | <ul style="list-style-type: none"> ✓ Developmental Milestone data collated in May showed 67% of children achieved 70% or more in literacy with 100% of children achieving 70% or more in numeracy. Overall achievement levels in numeracy have remained the same as last session, however there has been a slight decreasing in achievement in communication and language levels. This can be attributed to large periods of remote learning and lack of social interaction. ✓ Staff continue to implement Early Talk Boost screening with all children and subsequently employ strategies with identified children, with audio evidence in E-profiles. ✓ Monthly outdoor learning days proved very successful, although due to COVID restrictions, collaborative outings have been prohibited. However, staff continue to shared good practice across Early Years Centres remotely using a variety of online platforms. ✓ Children have been regularly using a range of digital technologies including I-pads, V-tech camera, computer and interactive board. ✓ CAPER initiative successfully introduced and books quarantined for the recommended time period on their return and covers sanitised prior to being reissued. ✓ Sensory garden developed, tub pond and animal habitats installed. Children achieved their RSPB bronze award as a direct result of their involvement and participation in subsequent learning activities around nature. |

| Evaluation Summary | |
|--|--|
| Quality Indicator | School Self Evaluation |
| 1.3 Leadership of change School Self-evaluation: Good | <p>Developing a shared vision, values and aims</p> <p>The school vision, values and aims were revised collegiately by all stakeholders in October 2019 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, all staff have taken part in Nurture training and are embedding the principles as a whole school approach. The school is very well supported by the local community and partnership working is at the heart of our ethos.</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 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. As a result of COVID restrictions, this session staff have done this to the best of their ability, using online platforms, however pupil collaboration has not been possible.</p> <p>Staff appreciated the many and relevant opportunities to engage in training and professional learning albeit via online formats this session, with many staff using periods of lockdown to undertake CLPL activities. In addition, many staff adapted to the demands of remote learning by upskilling particularly</p> |

| | |
|--|--|
| | <p>in IT in order to be able to deliver effective teaching and learning and maintain effective communication with pupils and their parents and carers via Seesaw & Microsoft TEAMS.</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 rigorous approach to tracking children's attainment and achievement has been implemented. 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. Due to COVID restrictions, children's contributions to school improvement through their memberships of committees such as the Pupil Council, Rights Respecting Schools (RRS), Junior Roads Safety Officers (JRSO) have been limited this session but consultations have taken place via Seesaw & Microsoft TEAMS.</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 continues to be embedded in P1-3 and is having a positive impact on children's engagement in their learning. This will continue to be embedded and developed further next session. During periods of remote learning, pupil engagement was high. Most pupils joined daily live lessons with their class teachers, submitted assigned tasks and many uploaded photographic and video evidence of their learning to Seesaw. Feedback from pupils and parents was very positive with respect to the quality of teaching and learning during school closures, with many parents commending teaching staff on their professionalism and their commitment during this difficult time.</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. In most classes, children are contributing to the compilation of Learning Intentions and Success Criteria which serves to deepen their understanding of the learning aims and what they require to do to achieve success. Children have regular opportunities to use digital technology. Interactive whiteboards are used effectively as a teaching tool to enhance learning and teaching. Due to periods of remote learning, many children have become more adept at using technology to access online learning being delivered by their class teachers and therefore enhanced their ICT skills.</p> <p>In Early Years, regular outdoor learning days were planned through days using the natural environment of the beach and/or forest as the setting for high quality learning experiences. Early Years staff also delivered remote learning experiences and uploaded activities for early years children, particularly in literacy and numeracy. Staff posted videos on a daily basis which could then be replayed many times at home.</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</p> |
|--|--|

| | |
|--|--|
| | <p>additional support, ensuring their needs are met. On pupil's return to the classroom, class teachers carried out assessments to ascertain pupil progress during lockdown, this data was then used to inform planning for targeted support.</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. On pupil's return to school after Easter, attainment tracking data highlighted those pupils who will require both support and challenge and therefore support staff and relevant interventions were put in place based on this evidence. All staff plan engaging outdoor learning opportunities.</p> <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>Our Pupil Support Teacher regularly tracks the progress of pupils who are using the Nessy programme for Reading and Spelling and produces weekly tracking reports. This information is also used to celebrate pupil achievement with successes being shared this session via online platforms.</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. This session, all staff completed Nurture Training with our aim to implement a whole school approach to Nurture next session. During periods of remote learning, class teachers uploaded Mindfulness activities and videos on a daily basis and directed pupils to further websites in order that they could access further resources if they wished. Parents/carers were also regularly advised of a number of child-friendly websites that provided activities for children that would support their emotional wellbeing. 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. Unfortunately, due to school closures and COVID restrictions, after school provision was extremely limited however we were able to offer a football club and percussion sessions in Term 4. Our rights respecting journey continues to increase pupil's awareness of their rights and responsibilities and to enable them to become more responsible citizens, with many having opportunities in their communities to support families during the pandemic. A staff member is qualified in Awareness of Mental Health Problems and has been able to provide basic support to parents/carers who were feeling overwhelmed during periods of remote learning and give advice regarding suitable resources that could be accessed online. Our 2 nurture groups have provided social and emotional support for our most vulnerable children in a safe and supportive environment when pupils have been attending school. Staff in our keyworker childcare provision were vigilant</p> |
|--|---|

| | |
|--|--|
| | <p>regarding signs of emotional distress in children attending and supported them both emotionally and academically during these periods.</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>During the school closure pupils were provided with a range of learning formats to ensure equity in remote learning. Identified families were issued with i-pads and laptops.</p> <p>Where restriction prohibited people gathering, virtual celebrations were hosted using online forums, social media used to share successes and individual videos sent to parents/carers of pupil graduation ceremonies, award presentations etc.</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 approaches for</p> |

| | |
|--|--|
| | <p>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. SMT meet regularly with Early Years staff to monitor and track pupil achievement of developmental milestones and % achievement data has been collated for SAC in October and May this session.</p> <p>Attainment over time</p> <p>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.</p> |
|--|--|

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 |
| School | 2020-21 | | | | | | | | |
| | Reading | Writing | Listening and Talking | | | | | | |
| Maidens PS | 79 | 86 | 75 | | | | | | |
| | | | | | | | | | |
| Authority | | | | | | | | | |

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

| School | 2016/17 | 2017/18 | 2018/19 | 2020/21 |
|------------|---------|---------|---------|---------|
| Maidens PS | 74 | 84 | 88 | 89 |
| | | | | |
| 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 support them well in making choices and decisions for themselves and it was unfortunate that our planned visit to Dolphin House was cancelled due to the restrictions.

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. Out with COVID restrictions, children would normally take on leadership roles such as the pupil council and leading lunchtime clubs, JRSO and RRSA committee members.

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. During the

| | |
|--|--|
| | <p>school closure pupils were provided with a range of learning formats to ensure equity in remote learning identified families were issued with i-pads and laptops.</p> <p>During termly tracking and attainment meetings with the Head Teacher, class teachers identify appropriate interventions and review these. This session, interventions such as '5 Minute Box' and 'Stareway to Spelling' have proven to improve outcomes for identified pupils.</p> <p>This year we received £8,459 pupil equity funding and we used it to employ a school assistant for twelve and a half hours per week. This helped to support individuals and groups of pupils with their learning in class. This has helped to support the learning recovery of targeted pupils.</p> |
|--|--|

What are the key priorities for improvement in 2021 / 22?

Our key priorities for improvement and recovery next sessions are:

1. Raising children's attainment and achievement in Literacy, with a focus on COVID recovery.

- To improve children's literacy skills within the Early Years Centre.
- To ensure there is a continued focus on children's reading skills within Maidens and Fisherton Primary Schools in order to raise attainment and inspire young writers.
- To ensure high quality teaching and learning through a progressive spelling programme.
- To improve children's writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers.
- COVID Recovery -To identify and work with pupils who have lost ground during periods of remote learning.

2. Raising children's attainment and achievement in Maths, with a focus on COVID recovery.

- To improve children's numeracy skills within the Early Years Centre.
- To ensure all children benefit from high quality learning and teaching in order to raise attainment.
- To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment.
- To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners.
- COVID Recovery-To continue to effectively use interventions to raise attainment in numeracy.

3. Meet children's needs by further implementing the GIRFEC agenda.

- To ensure children are safe, happy and settled at school.
- Ensure continued development of children's rights and pupil voice.
- To develop the use of the outdoor environment and outdoor learning to enhance the health & wellbeing of all pupils.
- Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities within a nurturing classroom environment.
- To support children, staff and parents/carers wellbeing through the continual changes as a result of the COVID 19 pandemic

What is the capacity for improvement?

There is capacity to make further improvements and the school has a clear vision for moving forward with Covid Recovery. The over-riding focus will be on the recovery of literacy and numeracy learning and ensuring our young people are safe, happy and supported to rebuild relationships with peers and school staff.

There is an effective and supportive monitoring process in place with a self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching. The staff are enthusiastic and motivated and through self-evaluation, collegiate working, moderation opportunities and ensuring high expectations, our pupils will continue to receive an excellent education and be encouraged to 'be the very best they can be!' Our Self Evaluation processes provide us with areas for development within the school and early year's 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. 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. There is a shared vision, sense of purpose and direction, which is ambitious and challenging. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Fisherton 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