

Maidens Primary School and Early Years Centre



Standards and Quality Report 2022-2023

The purpose of Maidens Primary School's Standards and Quality Report for 2022-2023 is to provide an answer to the question, 'How good was our school in 2022-2023?' 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.

At Maidens Primary School and Early Years Centre we set high standards with the view to giving our young people the best possible start in life – through active learning, teamwork, nurture and by making use of the picturesque setting in which we are lucky enough to learn and have fun in each day. We strive to do our best in all areas, with our core values, skills and aims of Trust, Nurtured, Friendship, Responsible and Included at the heart of every activity we undertake within the centre. We understand the importance of effective communication in all its forms, the need to be supportive and most importantly, aim to be positive about all outcomes. Everyone at the school wants to play our part in making Maidens and the wider world in general, a positive, more equitable and sustainable place to live, work and play. We value community in its truest sense.

The current role is 61 pupils in school and 20 early years pupils. The current structure is – Early Years, P1- 3, P3/4/5 and P6/7 Our free meals entitlement is 13.33%. 58% of our pupils have ASN and were on Staged Intervention this session.

All pupils in P1-5 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.

We have a Parent Council who work extremely hard to support the school through fundraising and purchasing resources identified by the children. 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. We now have good links with the local community volunteers and work together in support of the community.

COVID 19

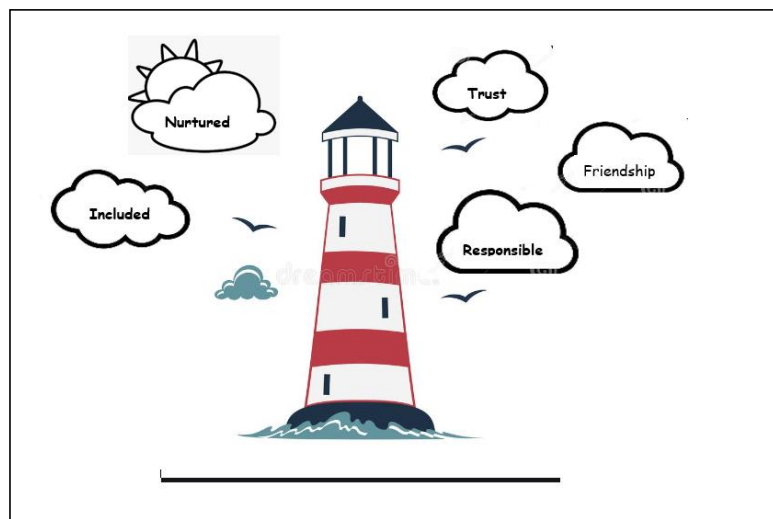
Post Pandemic, the staff have strived to take our learners forward in their academic journey at a level suited to their needs, with the wellbeing of every child at the core of every decision. Targeted support has been implemented in an attempt to close gaps in learning and to support those children with additional barriers to their learning. Furthermore, an Improvement Coordinator was employed to administer pupil assessment in a fair and consistent manner and to collate assessment data to ensure the progress of each child was being effectively tracked and next steps in learning planned based on this evidence. To support pupil wellbeing post pandemic, vulnerable children and/or those requiring social/emotional support were offered weekly Nurture sessions to give them an opportunity to talk about their feelings in a small group setting with a familiar adult (Nurture Teacher), to build relationships with other children and to express their feelings and emotions through activities etc. As a school we have also made additional effort to get back to pre-pandemic events such as having live performances for parents. The priorities in the school in relation to our recovery process were:

- Emotional Wellbeing and Safety of all young people and staff
- Robust assessment to provide benchmarking information in key areas and support progress for all learners
- Planning learning experiences which meet the needs of all learners, enabling them to make progress in literacy, numeracy and wellbeing

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.

At Maidens Primary School and Early Years Centre we aim to:

- ✓ 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 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.
- ✓ Promote a positive happy ethos that promotes inclusion and equality in an atmosphere of purposeful learning.
- ✓ Provide an active, enjoyable and stimulating curriculum for all our pupils that will maximise their potential in all areas.
- ✓ Improve the standard of achievement and attainment within the school.
- ✓ Assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society.
- ✓ Promote an effective partnership that links home, school and community.
- ✓ Develop an effective framework for learning.

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

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.

Our values were created in consultation with all stakeholders and are as follows: **Trust, Nurtured, Friendship, Responsible & Included**

School Improvement Priorities - Progress and Impact

Leadership and Management	Learning Provision	Success and Achievements	NIF Drivers
1.1 Self-evaluation for improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and Child Protection 2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children’s progress 3.3 Increasing creativity and employability	School and ELC Leadership Teacher and Practitioner Professionalism Parental/Carer Involvement and Engagement Curriculum and Assessment School and ELC Improvement Performance Information
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES			
Placing human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school leaver destinations for all young people Improvement in attainment, particularly in Literacy and Numeracy			

Our School Improvement Plan is a working document that is continuously reviewed and adapted to ensure we are meeting the needs of our learners. All staff are involved in evaluating our school improvement priorities – these evaluations along with data collected throughout the session have informed the progress and impact statements.

<p>School Priority 1 : Raising Attainment in Literacy To improve children’s writing skills in order to raise attainment and support children to become creative and purposeful writers through collaborative dialogue around learning and teaching, data literacy and high-quality professional development.</p>	
<p>NIF Priority: Improvement in attainment, particularly Literacy and Numeracy Closing the attainment gap between the most and least disadvantaged children</p>	<p>Links to HGIOS 4 / HGIOELC: 2.2, 2.3, 2.4, 3.1, 3.2</p>
<p>Progress and Impact</p> <ul style="list-style-type: none"> • North Lanarkshire Active Literacy programme for spelling and phonics implemented to ensure consistency and progression across all stages. This included the creation of weekly resource packs for all stages of the programme as well as in-house CLPL delivered to all staff. • Reading for enjoyment was encouraged through Accelerated Reader for P3-P7; daily book votes in the infant class; regular trips to the mobile library; and the re-introduction of weekly Shared Reading sessions across Early Years-P7. We also have a school library which all children are encouraged to access regularly. Parents were invited in to school for a ‘Book-nic’ as part of our World Book Day celebrations. • Literacy Lead attended quality CLPL on Talk 4 Writing approach and disseminated key learning and resources to staff. Support from Literacy Lead was provided for all staff (including those at Maidens Primary) with the planning and implementation of Talk 4 Writing. Changes in staffing this session have provided challenge in this area, however, planning is already in place to better support this moving forward with the creation of whole-school text maps which will allow for improved pace and breadth of coverage. Additional staff CLPL will also be provided by Literacy Leads. • Pupil surveys have shown that learners enjoy using a Talk 4 Writing approach. They feel they benefit from the use of model texts and younger pupils find that learning the model text with actions helps to improve their own writing. • Staff surveys of the Talk 4 Writing model have shown improvement in engagement and confidence to write as well as inclusivity of all learners. • Pupils in P6-7 joined the Talk 4 Writing Live Lessons to support the introduction of this new approach to writing. • ACEL data and assessment data collected from GL assessments were tracked and used when allocating learning support. All children who are not meeting their age-appropriate CfE level in Literacy are on staged intervention and receiving targeted support. • Write Well resources were purchased and used across all stages at points throughout the session to support improvement in handwriting. A4 handwriting jotters were also purchased to use for writing lessons. From jotter audits and teacher feedback, we can see handwriting is beginning to improve. • Majority of pupils in P1P4,P7 are secure or above in ACEL levels within reading and writing. Majority of P2 & P3 pupils are on track in GL reading and spelling assessments. • EYC staff made use of Early Talk Boost assessments as well as their own professional judgments to report concerns around speech and language development, meaning affected children could be referred on to support agencies. Whilst awaiting feedback from services, staff ensured children and families were supported by providing advice and guidance around speech and language development strategies. 	

- Within the Early Years Centre, Developmental Milestones were tracked termly and pupils who exceeded the milestones were challenged with appropriate Staged Intervention paperwork in place to support this.
- Children benefit from direct adult-led teaching, adult-initiated tasks and child-led experiences, the P1-4 class continues to implement a play-based pedagogy. Further CLPL and looking outward at examples of good practice along with awareness raising with parents will continue to support the positive impact of play.
- Formats for assessing writing using the SAC frameworks as well as CfE benchmarks have been created within the cluster and will be shared with staff next session to better support professional judgement and consistency within the assessment of writing. Use of these will allow staff to undertake moderation of writing which is part of our SIP for next session.
- Learning intentions and success criteria continue to be developed, further ensuring they are appropriate to learning and shared with children. The quality of feedback to children can still be improved and also become less onerous on staff; frequent highlighting of progress and agreed next steps in learning through learner conversations will help children to become more confident in identifying their strengths and areas for development.
- Clear progress was noted from targeted interventions at Early, First and Second level that included Reading Wise, Rapid Reader, 5minute box, Stareway to Spelling, Hornet Literacy Primer and Word Wasp.
- Ecological Assessments and GL Dyslexia Profiles used to identify barriers to literacy with dyslexia friendly approaches being used across the school.
- CLPL on communication friendly classrooms delivered to all staff and audits of classroom environments were carried out to ensure consideration is given to every aspect of the learning environment.
- SLT has monitored progress and attainment at tracking meetings discussing termly assessments, interventions and class assessments.

School Priority 2 : Enhancing Learners' Experiences in Science

To raise improve confidence and competence of staff to effectively teach STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they might need throughout their lives.

NIF Priority: Improvement in attainment, particularly Literacy and Numeracy

Improvement in skills and sustained, positive school leaver destinations for all young people

Links to HGIOS 4 / HGIOELC:

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

- High Quality CLPL provided to all staff, including initial CLPL to inform staff knowledge and understanding around Science and provide practical ideas, further in-service day CLPL for all cluster staff to provide practical ideas for teaching; CLPL by Yvonne Templeton for teaching children about hydraulics and pneumatics.
- Audit of current resources carried out by Science Lead.
- New and replenished Science resources purchased through funding bids (Edina Trust) and authority/cluster support. All resources have now been organised to be more visible and accessible to staff.
- High quality teaching delivered to all classes each week by Science Lead.
- TAPS assessments used and shared with all staff.
- Successful Science Week activities planned collegiately and implemented across the whole school, including Early Years, with a focus on Sound and Vibration. Parents invited in to participate in shared learning workshops as part of Science Week.
- Improved staff confidence, knowledge and understanding, resulting in higher quality experiences for learners.
- Use of local area to take Science into the outdoors such as Dunure and Maidens beaches/harbour areas, Culzean Country Park and Fisherton Woods. The outdoor environment have provided opportunities for learning across a variety of Science topics as well as developing engineering and other life skills.
- Planning for next session has already began to develop our on-site outdoor area to increase biodiversity and provide opportunities for children to witness life cycles in the natural environment.
- P4s and P5s attended World Ocean Day event at Maidens to raise awareness of how they can contribute to the preservation of our oceans.
- All pupils had an opportunity to participate in a 5 week STEM Masterclass.
- Science lessons were delivered to all classes by Mrs Hamilton, who also provided some staff training, carried out an audit of current resources, replenished consumables and reorganised their storage to make more visible and accessible to staff.
- STEM day delivered to all classes by Dr. Marko Prorocic from Ayrshire College.
- A more varied approach to teaching & learning was implemented by staff as a result of increased confidence, knowledge and understanding.
- Pupil feedback was very positive, the majority of children thoroughly enjoyed the science lessons and would like to do more.

PRIORITY 3: WELLBEING, EQUALITY AND INCLUSION FOR ALL**Meet children's needs by further implementing the GIRFEC agenda.****NIF Priority: 1. Improvement in attainment, particularly in literacy and numeracy, 2. Closing the attainment gap between the most and least disadvantaged children, 3. Improvement in children and young people's health and wellbeing**

National Priorities: 2,4,5 & 6

Links to HGIOS 4 / HGIOELC QI:2.1 Safeguarding and child protection, 2.4 Personalised support, 2.5 Family learning, 3.1 Wellbeing, equality and inclusion, 3.2 Raising attainment and achievement**Progress and Impact**

- A number of after school clubs were provided including football (both for fun & team purposes), percussion, Spanish, reading for pleasure, Knitting & sewing, multi-sports and netball. This gave opportunities to engage in wider achievements. The children enjoyed the opportunity to mix with their peers and participate in physical activity to enhance their fitness.
- Daily class check ins have become a valuable part of the day with various formats being used across the school for different stages. Children became more proficient about using emotional literacy to verbalise their feelings. This also meant that teachers could be proactive in their response
- A whole school Nurture approach is being developed. All staff have attended Nurture training courses delivered by members of the Nurture Outreach Team and nurturing approaches are being implemented across the school.
- Nurture group sessions have taken place weekly and pupils voice indicates that they thoroughly enjoy this provision.
 - Groups are taken to nurture room for 'check-in' or programme of work. Pupils involved improved their ability to express themselves and share feelings.
 - The children all increased in confidence and showed greater understanding of their and other's situations.
- Masterclasses took place throughout the session following pupil consultation they were as follows: Spanish, STEM, Art & Craft, Outdoor Learning, ICT and Fitness with very positive feedback from pupils with respect to level of enjoyment and new skills learned etc. Committees met once every 5 weeks, lots of pupil consultation took place regarding school improvement and some positive changes were made as a direct result.
- Progress on the Mental Health & Wellbeing Charter has been negatively impacted due to long term staff absence.
- RRS still remains the driver for assembly topics, giving pupils opportunities to use their voice to uphold their own rights and to participate in National & Global campaigns to speak out for the rights of others. Learning about rights on a regular basis is facilitating a greater understanding amongst pupils of the challenges faced by children around the world.
- All staff aware of statutory obligations including named person, LAC and child protection with staff training completed in August 2022.
- There is strong multi-agency working with a range of partners and specialist services e.g. Social Services, HV Service, ASD Outreach, OT, Children and Adolescent Mental Health Service providing universal and targeted supports.
- Wellbeing webs indicate that the majority of children score themselves between 8-10 with respect to the SHANARRI indicators.
- Pupils are recognised for a range of different skills and qualities including demonstrating school values, academic achievement etc. and are rewarded with House Points, Head Teachers Awards and/or prizes from their class reward box. Stars of the week, nominated by class teachers, are also presented with certificates at the weekly assembly.
- Staff training on Staged Intervention levels and creating SMART targets was delivered by Pauline Ryding and contributed to improved Staged Intervention procedures and paperwork.
- Highly successful monthly joint outdoor learning sessions between Fisherton and Maidens provided children with opportunities to mix with larger peer groups whilst experiencing quality learning and teaching in the outdoors. Staff were able to work collaboratively to provide higher quality learning experiences for all.
- SAC Outdoor Learning experiences document was used when planning outdoor learning experiences to ensure appropriate progression across stages.
 - Strong multi-agency working with a range of partners and specialist services (e.g. Social Work, Educational Psychology, School Nurse, ASD Outreach, Occupational Therapy, CAMHS) so that we can provide universal and targeted supports.
 - All staff engaged with professional reading around emotion coaching strategies and participated in collaborative professional dialogue around this.

School Priority 4 : Raising attainment in the Early Years Centre	
<p>NIF Priority: Improvement in attainment, particularly Literacy and Numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing</p>	<p>Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2</p>
<p>Progress and Impact</p> <ul style="list-style-type: none"> • Developmental Milestone data collated in May showed 89% of pupils achieved all 10 milestones in HWB, 100% achieved 8 or more milestones in Communication & Language and 100% of pupils achieved 8 or more milestones in Maths & Numeracy. Overall, achievement levels have increased in Literacy. • EYC staff trained in Early and KS1 Talk Boost. 9 week block carried out and all children made significant progress. Attention and listening has increased from 30% to 75%; Language and understanding words and phrases 55% up to 85% ; Language: speaking 45% up to 65% ; Communication personal social and emotional skills 50% up to 65% this was based on the 3-3.5yr assessment. • Play on Pedals reintroduced with three pupils progressing to a pedal bike. • Intergenerational partnership maintained with Greenan Manor Care Home which benefitted children’s social skills and allowed them to model their work and skills. PEEP sessions were also carried out at the care home building stronger partnerships by involving parents. • Partnership working with Heads of Ayr Farm Park Nursery, Maidens EYC and Crosshill EYC to promote social skills of children and the moderation and sharing of good practice of staff. • Science CLPL undertaken by early years staff and involvement of staff within Cluster Working Party. • CLPL on online Camembear lessons which were used to improve experiences for children. Weekly French input using Camembear is helping children to learn basic greetings. • Two different PEEP sessions took place one indoors • Parents encouraged back into the EYC at drop-off and pick-up times. • Play-based, teacher-initiated learning with a focus on phonics has had a positive impact on children’s engagement with letters and sounds. 100% of pre-schoolers are able to correctly match at least 12 phonemes to their appropriate letter. • CAPER programme continued throughout the session to promote reading at home and to strengthen links between home and school. • Home-link bags sent home to promote parental engagement and support children to meet their milestones. • Parental engagement was further promoted through Care Plan meetings, Stay & Play and school events/assemblies. • Additional parental engagement opportunities have been offered through ‘Biscuit & Blether’ and ‘Stay & Play’ sessions, parent/carer progress meetings, special assemblies etc. • Existing policies reviewed and updated where required, new policies and Risk Assessments created. • Diverse Early Years-P1 transition programme implemented throughout the session with many opportunities to socialise with peers, familiarise themselves with the classroom setting and school staff. These activities included fortnightly outdoor learning with the P1-4 class, Story and Play sessions in Term 4, weekly whole-school Shared Reading sessions and attending school assemblies and shared learning events. • Indoor and outdoor environments have been carefully planned and enhanced through self-evaluation and consultation with children. • Joint outdoor learning days also took place throughout the year which enhanced this provision. 	

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p> <p>School Self-evaluation: Good</p>	<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 we try to embed them in our school ethos. However, this session there was significant staff absence with temp staff not have the same understanding of them, they were not fully embedded in the usual manner. These values are being reinforced further however through children’s work on the Rights Respecting Schools programme where we have achieved Silver Award. 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. Staff actively promote an ethos of high standards and ambition for children, staff, parents and partners. Our approach to self-evaluation this session has been much reduced, and has focused on ensuring children are well supported despite high levels of staff absences.</p> <p>We did not audit all stakeholders’ views throughout the session as much as we would have liked but have already planned to make greater use of questionnaires and focus groups to gauge the impact of the Improvement Plan and identify next steps. Our self-evaluation tools and stakeholders’ questionnaires will form the basis for our evaluations and next steps.</p> <p>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. Staff across both schools read Emotion Coaching Book and discussed ways to implement this within their classrooms this session. They also planned collaboratively for joint outdoor learning sessions which took place on a monthly basis. Staff <u>Peer class visits have provided rich dialogue within and across stages and provide quality evaluation in order to drive next steps for school improvement.</u></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. Over the past year staff have been involved in self-evaluation activities, including peer reviews and classroom visits.</p>

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	<p>Children are beginning to contribute their views on what the school does well. However next session we will include children more readily in taking the children’s voice in aspects of the improvement planning through the use of ‘wee HGIOS’ at assemblies. School improvement is discussed during team meetings enabling a collaborative understanding of progress being made on our improvement priorities. Staff are reflective of their own practice and show a commitment to professional dialogue, accessing additional CLPL, collegiate learning and self-evaluation. A vision for continuous improvement and achieving high standards is being developed in the practice of all staff. Pupils have many opportunities to help shape learning and the masterclass sessions offer an excellent opportunity to explore new experiences and develop new interests. children’s contributions to school improvement also take place through their memberships of committees such as the Pupil Council, Rights Respecting Schools (RRS) and Junior Roads Safety Officers (JRSO). A vision for continuous improvement and achieving high standards is being developed in the practice of all staff. The use of PEF to employ an improvement co-ordinator is supporting this further.</p>
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<p>2.3 Learning and teaching</p> <p>School Self-evaluation: Good</p>	<p>Learning and Engagement</p> <p>Across all areas of the school there is a calm, purposeful, inclusive and welcoming ethos and most children engage in their learning tasks. Children generally interact well with each other when working in pairs and small groups.</p> <p>At Maidens Primary, we pride ourselves in meeting learner’s needs within a nurturing school environment. This session staff undertook a variety of CLPL opportunities around nurturing approaches delivered by the SAC Nurture outreach Team. Staff undertake Wellbeing Webs with pupils and identify any barriers to learning. Our learners are engaged and all contribute widely to the life and ethos of the school. Our school values are used to promote positive behaviour and encouragement of learning. A range of whole school events have provided a vehicle for the 4 contexts for learning. The Talk for writing approach has provided a powerful tool to develop a coherent interdisciplinary learning context. One teacher has attended authority training and collaborative sessions as Talk for Writing Literacy Champions and shares her knowledge with colleagues.</p> <p>Children benefit from strong positive relationships with each other and adults within the school. There is a range of well-planned activities which enable children to contribute very effectively to the life of the school and the wider community. Pupil groups ensure that children know their views are sought and valued.</p> <p>We have achieved our RRS Silver Award. 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 with almost all feeling that they are fully achieving, included and respected at school. 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.</p>
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	<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. Outdoor learning is an important feature of children's experiences. Staff make good use of the school grounds, local community and nearby beach area to provide children with exciting contexts to learn across the curriculum. Well planned and relevant activities outdoors result in all children being motivated and fully engaged in their learning. 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. Staff have engaged in a range of quality CLPL experiences to positively impact pedagogy.</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. Use of GL Assessments has complemented Accelerated Reader data and has promoted dialogue to support teachers in their judgement across a level. 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 well for children who require additional support, ensuring their needs are met. Throughout this session it was evident that children required a vast amount of support to meet their emotional and social wellbeing needs. Increased numbers of children were lacking resilience and were displaying increased levels of anxiety. Daily check-ins, nurturing approaches and targeted nurture sessions played a key role in supporting this. SLT work with staff to regularly monitor and track pupils progress and alter the timetables for support responsively to the results.</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.</p>
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	<p>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.</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 Intervention programmes for Literacy and Numeracy and records this on the database. This information is also used to celebrate pupil achievement.</p>
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<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. One of the key strengths of the school is the approach we take to wellbeing, equality and inclusion. These continue to sit at the heart of the school’s ethos and the work we undertake with and for children and families. 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. The whole-school approach to wellbeing results in children being highly skilled in their knowledge of factors that have an impact on their wellbeing. Children have a very good awareness of the wellbeing indicators and feel confident that staff take account of their views. Staff provide children with regular opportunities to reflect on and to evaluate their own wellbeing, including how well they feel they are doing at home and at school. Check Ins have been embedded within daily routines. They can discuss confidently how to be healthy, safe, active, nurtured, included, achieving, respected and responsible. We have a variety of after school clubs on offer which are well attended. Our rights respecting journey continues to increase pupil’s awareness of their rights and responsibilities and to enable them to become more responsible citizens. A staff member is qualified in Awareness of Mental Health Problems. Our two nurture groups have provided social and emotional support for our most vulnerable children in a safe and supportive environment. Through the RRS Silver audit children reported that the school kept them both safe and healthy and offered numerous examples of how this was realised. They were clear that there were trusted adults to whom they could turn if they had concerns and that those individuals would act in their best interests.</p>
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	<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>We comply and actively engage with all statutory requirements and codes of practice such as GTC registration, ASN legislation and Health and Safety. All children in the school receive 2 hours of quality physical education and Provision in Physical Education has been supported by very good use of our local community partners to enhance experiences. Our policies link clearly to RRS, GIRFEC and on-line safety advice and promote a positive approach to the values and ethos of the school. We use the South Ayrshire Staged Intervention process and the SEEMIS Wellbeing assessments to ensure that appropriate trackable targets are identified for children. 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. Whole school staff receive training on Child Protection and Wellbeing at beginning of session.</p>
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	<p>Inclusion and equality</p> <p>We are a highly inclusive school and we understand and celebrate diversity within our school and the communities that we serve. We have effective strategies in place to support children who are facing challenges. 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. We have run an effective Positive Psychology project with primary 7 pupils in order to support an effective transition to secondary. 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. From the Silver Rights Respecting School audit it was noted that it was clear that the holistic needs of children were at the centre of the Maidens Primary approach, from the expanding influence of nurture principles through to the use of Wellbeing Webs and Boxall profiles. We are beginning to take measures to consider the Cost of the School Day but will make this a priority in the new session.</p>
<p>3.2 Raising attainment and achievement</p> <p>School Self-evaluation: Good</p>	<p>Raising attainment and achievement</p> <p>The school data shows that majority of children at early level P1 are secure at the appropriate levels of attainment in reading, listening and talking, writing and numeracy. At first level in P4 majority of our pupils are secure at the appropriate level. At second level, most children are achieving appropriate CfE levels. Children with additional support needs are making very good progress towards their targets.</p> <p>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.</p> <p>SMT meet regularly with Early Years staff to monitor and track pupil achievement of developmental milestones. Developmental Milestone data collated in May showed showed 89% of pupils achieved all 10 milestones in HWB, 100% achieved 8 or more milestones in Communication & Language and 100% of pupils achieved 8 or more milestones in Maths & Numeracy. Overall, achievement levels have increased in Literacy.</p> <p>Attainment over time</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. This session we used GL Assessments in Literacy and Maths to track attainment from P2- P7. The school results from May in Literacy showed the following: P2 majority of pupils are average; P3 most are average or above; P4 majority are average or above; P5 most are average or above; P6 most are average or above; P7 almost all are average or above. The school results for numeracy in May showed the following: P2 most average or above; P3 most average or above; P4 majority average or above; P5 majority average or above; P6 majority or above; P7 majority or above. Monitoring and tracking of attainment indicates that most children are making progress in levels of attainment in literacy and Maths. 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	2020-21			2021-22			2022-23		
	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
Maidens PS	79	86	75	71	68	86	64	64	85
Authority	76	73	83	79	73	86	82	78	89

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

School	2016/17	2017/18	2018/19	2020/21	2021/22	22/23
Maidens PS	74	84	88	89	71	74
Authority	85	85	84	77	80	83

Overall quality of learners' achievements

Staff understand the other skills that they can build on. They use the information to ensure that children have a range of opportunities and experiences.

Children appreciate the many opportunities they have to succeed in community events, sports and a wide variety of lunch and after school clubs. 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.

There are opportunities within the school for children to develop the four capacities and to participate in the wider life of the school including, assemblies, house captains, JRSO and Right Respecting Schools. Achievements are celebrated at assembly, displayed within classes and corridors and shared on Twitter.

Children regularly get opportunities to develop their skills in being responsible citizens through the various pupil voice groups and charity work. High priority is given to pupil voice across the school, with involvement in a range of opportunities.

We track the wider achievements of different cohorts of children and the experiences they have in school and in their community. Residential experiences for older children support them well in making choices and decisions for themselves.

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. The school has received pupil equity funding (PEF) and is targeting the use of this money as identified by the Scottish Government to support in closing the poverty related attainment gap. An improvement co-ordinator was appointed with the role of tracking progress, administering assessments and liaising with class teachers to drive pupil progress.

What are the key priorities for improvement in 2023 / 24

Our key priorities for improvement and recovery next sessions are:

1. Raising children and young people's attainment and achievement in Literacy, with a focus on Writing and Reading.

- To close the attainment gap in Literacy through engagement with South Ayrshire Reads.
- To support identified children with speech and communication through the Talk Boost intervention.
- To ensure all staff are trained to provide high quality teaching and learning in Literacy through a progressive phonics and spelling programme (Active Literacy).
- To improve attainment in Literacy by providing high quality texts, including Reading Spine texts and quality decodable books aligned to the phonics programme.
- To raise attainment in writing and develop creative and purposeful writers through the Talk 4 Writing approach and moderation in writing.
- To improve children's handwriting and presentation of work.

2. Enhance learners' experiences in Health and Wellbeing through partnership working to support the emotional and physical wellbeing of our young people and their families.

- To enhance learners' experiences by providing a progressive HWB programme with a focus on social and emotional health.
- To support young people in upper primary to develop Positive Psychology skills.
- To ensure children are safe, happy and settled at school.
- To raise awareness and remove stigma around poverty by bringing people together within our community to take action through the Cost of the School Day initiative.
- To support our children and young people to reach their learning potential with a focus on wellbeing and removing barriers to learning by embedding Nurture Principles.
- To ensure continued development of children's rights and pupil voice.

3. Improve learning outcomes through consistent, high quality learning and teaching, with a focus on developing planning and assessment formats, tracking and monitoring procedures and effective approaches to learning and teaching.

- To establish consistent approaches to planning and assessment used across both schools.

- To agree shared expectations of what high quality learning and teaching looks like.
- To enhance learning experiences for children and young people through play and active learning.
- To improve engagement through the use of MTV thinking Routines (Cluster Priority).

4. Early Years Centre Improvement Priorities

- Children will experience success and achievement through a variety of opportunities across the curriculum.
- Continue to promote parental engagement.
- Children will build confidence and extend their vocabulary through story telling.

What is the capacity for improvement?

There is capacity to make further improvements with the return to a full staff compliment in the new session and the school has a clear vision for moving forward. The structure of four small classes will provide the best possible opportunity for pupils to progress. [Pupils experience a varied and active curriculum and have a range of opportunities to succeed.](#) The benefit of additional pupil support teacher allocation will enhance our capacity for improvement. [Our Parent Council is](#) very active and committed to contributing to school improvement. We will continue to build our strong, positive relationships with children, families and partners, based on approachability, trust and a nurturing ethos. We will continue to make full use of staff skills and expertise across all stages of the school.

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 with high expectations as we move forward together. Cluster partnership working has increased 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 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.

Lozano Campbell

Head Teacher

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