

# Standards and quality report 2023-2024

MAIDENS PRIMARY SCHOOL  
AND EARLY YEARS CENTRE



Included

Friendship

Trust

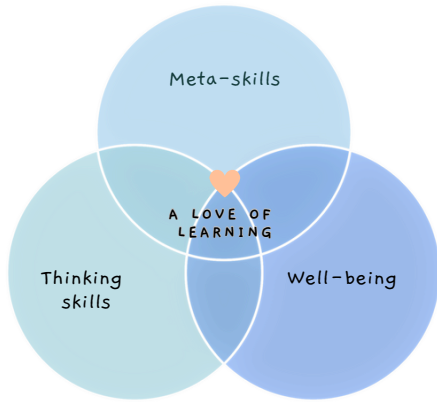
Nurtured

Responsible

Article 6: All children  
should be supported to  
live and grow.



Article 24: All children  
have the right to be both  
mentally and physically  
fulfilled.



# MAIDENS PRIMARY



## 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.



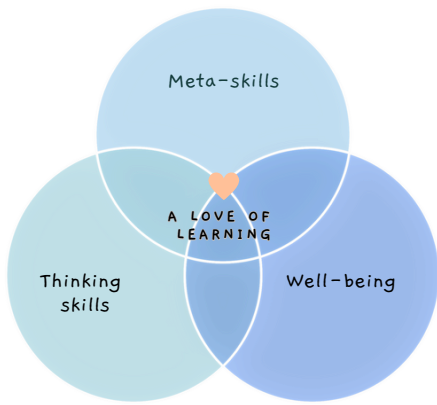
Our values are:

**Included, Nurtured, Friendship, Responsibility and Trust.**

**“IN Friendship and Responsibility we Trust”**

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





# Introduction and context



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.

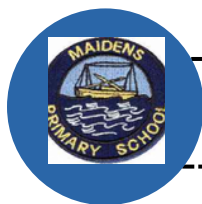
At June 2024 the roll is 61 pupils in school and 19 early years pupils, arranged in 5 classes from Early Years through to Primary 7. The current structure is - Early Years, P1/2, P3/4, P5/6 and P7. Our free meals entitlement is 27%. All pupils in P1-5 are entitled to a free school meal each day. The majority of the pupils within the school live in either quintile 2 or 3 with 2% of pupils living in quintile 1. 60% of our pupils have one or more ASN. 10% percent of pupils live outwith the catchment area. Current attendance is 93.45% (local authority average is 92.84%) with 1 exclusion.

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 Doonfoot 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.

Our staff members pull together to form a highly effective team who work tirelessly for the children. Maidens enjoys close working relationships with the other schools in the cluster, which include, Minishant, fisherton, Crosshill, Kirkmichael, Straiton and Culzean. 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.





## Our Vision and Aims



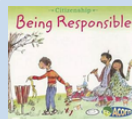
## Successful Learners

- To empower teachers to engage in inspiring local activities with a skills focus.
- To create a positive learning environment that fosters broad, meaningful experiences, enabling all individuals to become successful learners who fully engage in all opportunities, both in and out of school
- 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.



## Confident Individuals

- To provide active, challenging and stimulating learning opportunities and promote positive relationships within a safe, nurturing environment.
- To encourage pupils to believe that anything is possible through hard work, effort and determination.
- To celebrate and nurture success and provide a solid, secure emotional foundation which promotes self-belief.
- To enable learners' voices to be central to decision making.



## Responsible Citizens

- To provide flexible learning experiences which offer personalisation and choice through a progressive and broad curriculum.
- To encourage pupils to become responsible citizens, through being proud of their community, caring for others and helping to protect the environment.
- To take responsibility for their own learning, behaviour and respect shown to everyone in the school community.
- Promote an effective partnership that links home, school and community.



## Effective Contributors

- To recognise and celebrate the achievements of all learners within and beyond school.
- To support and develop a team approach to improve learning.
- Promote an effective partnership that links home, school and community.
- To foster a clear love of learning and highlight the wider skills being learned whilst completing activities.
- To promote positive behaviour, good manners, and respectful relationships through a rights respecting approach.

Meta-skills

A LOVE OF LEARNING

Thinking skills

Well-being

- The school values of Included, Nurtured, Friendship Responsibility and Trust are embraced by everyone
- The ethos of the school is one of warmth, friendliness and inclusion
- We set high standards with the view to giving our young people the best possible start in life
- We value community in its truest sense
- We continually strive to improve the standard of achievement and attainment within the school

Our Children are at the heart of everything!



## Raising attainment in Literacy

- Staff trained and effectively use Giglets online multilingual literacy and language resource.
- Pie Corbett's Talk 4 Writing approaches used across all classes to improve engagement, confidence & attainment in writing.
- Regular handwriting lessons take place. This has improved fluency in handwriting skills, making their writing more consistent and easier to read.
- In the EYC opportunities are provided to maximise mark making and develop pencil control, drawing recognisable shapes and people, writing letters and name writing.
- 2024 is the best literacy performance since pre-pandemic levels of attainment

## Enhancing pupil experiences in Health and Wellbeing

- Positive Psychology lessons were delivered in upper classes in conjunction with Educational psychologist. 50% of wellbeing scores improved as a result.
- Barnardo's PATHS programme sourced and implemented in the EYC.
- Raised awareness of and remove stigma around poverty by supporting families and bringing people together within our community through promotion of entitlements and financial supports to parents.
- All staff trained in Boxhall Profiles. Nurture Group sessions delivered weekly to identified pupils. SAC Outreach Nurture information circulated to staff, parents/carers.
- Children's rights remain a high and visible priority throughout the school and EYC. Rights Respecting School newsletter issued on a termly basis.
- Masterclasses and committee groups established. Pupils were given a voice in deciding Masterclasses and submit their preferences for which committee they would like to be a part of.
- In the EYC Home Link bags were issued on a fortnightly basis to support academic, emotional and/or developmental needs. Challenge Maths bags issued to target more able learners. PEEP sessions and Stay & Play continued throughout the session.

## Improving Learning Outcomes through Consistent High-Quality Learning and Teaching

- 0.2 teacher supporting tracking and monitoring carried out core Literacy and Numeracy assessments and collated and shared data.
- Agreed standardised assessment evidence procedures in place across both schools to demonstrate pupils' learning journey.
- Shared expectations of what high quality learning and teaching looks like through tracking and monitoring procedures, classroom observations and environmental checklist.
- Continuous play provision has continued to be embedded in the infant class.
- Staff have implemented play and active learning approaches where possible across all stages.
- EYC has utilised the digital lending library to increase opportunities for digital technologies in the centre.
- All staff have engaged in science of reading training with South Ayrshire Reads.
- Improving three year trend in Literacy and Numeracy and

## Enhance Learning and Teaching in science

- Cluster science steering group lead has accessed CLPL directly from SSERC and shared with staff which resulted in more engaging science lessons for pupils.
- Staff from Early Years and Primary have engaged in online collaborative science training led by mentors with external support available from SSERC.
- The cluster science group leads have showcased practice during in-service day sessions.
- Staff have implemented more STEM based activities in classrooms and more varied approaches to learning and teaching.
- Science mentors have introduced the TAPS focussed assessment within each school.
- We know have well established primary and secondary school links who have created a programme of study to ensure seamless transition of skills, knowledge and understanding within science enquiry.



## Consistency in practice in Learning and Teaching through MTV routines

- Staff attended CLPL sessions delivered by MTV ambassadors
- Children's learning experiences are enhanced by the use of MTV routines
- Thinking routines are embedded into classroom practice

What Key Outcomes have we Achieved?

Summary of School Improvement Priorities Progress.

# Attainment over time

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

**Overall Maths**

School	2021/22	22/23	23/24
Maidens PS	71	74	88
<b>Authority</b>	<b>80</b>	<b>83</b>	<b>83</b>

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

School	Reading			Writing			Listening and Talking		
	Reading 21-22	Reading 22-23	Reading 23-24	Writing 21-22	Writing 22-23	Writing 23-24	L & T 21-22	L & T 22-23	L & T 23-24
Maidens PS	71	64	76	68	64	76	86	85	76
<b>Authority</b>	<b>73</b>	<b>83</b>	<b>83</b>	<b>73</b>	<b>86</b>	<b>77</b>	<b>78</b>	<b>89</b>	<b>89</b>

## Improve the quality and consistency of learning, teaching and assessment across the school

- To raise attainment and close the poverty-related attainment gap.
- To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.
- To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners.

## Raise attainment and achievement in Literacy and Numeracy

- To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society
- To support staff to implement best practice through a culture of shared knowledge, collaboration and enquiry
- Increased attainment in literacy and numeracy for all children and therefore close the attainment gap.

## Health & Wellbeing and Children's Rights

- Children and young people will experience a progressive social and emotional learning programme that teaches pro-social skills, emotion understanding, social problem-solving and self-control.
- Ensure children are safe, happy and settled at school with improved outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential.
- Ensure continued development of children's rights and pupil voice.

## Transition

- Children will experience progressive learning and teaching approaches in all schools across the Carrick cluster because of the development of curriculum transition plans and aims.
- Children will benefit from well planned transition activities that will lead to increased confidence and reduce anxiety across P6-S1 transition.



## Improvement priorities for session 2024\_2025

## Developing a culture of Thinking

- Continue to embed the use of the TAPS resource to develop skills within Science and to plan exciting Interdisciplinary Topics.
- Continue to use a variety of Digital Technologies to enhance learning and teaching.
- Continue to embed CPA approaches across the whole school.
- Continue to provide contextualized learning experiences to prepare children for the world of work.

Good



### 1.3 LEADERSHIP OF CHANGE

The rate of change has been determined by the inconsistency in staffing. Essential changes have taken place, balanced against the desire to ensure the wellbeing of all staff and pupils.

Emphasis has been on development of key skills and using strategies to attempt to close emerging gaps in learning.

The school is consultative and data rich and this helps inform our next steps. Staff are encouraged and empowered to lead innovative change within the school and EYC and collegiate working across the two schools is the norm.

Clear remits and expectations across the two schools have led to leadership opportunities at all levels and all staff have engaged in further training and development.

Most parents reported that the school was well led and managed in March 2024 Parent Survey.

Good



### 2.3 LEARNING AND TEACHING

A range of whole school events have provided a vehicle for the 4 contexts for learning. We have continued to embed children's rights across the curriculum.

Almost all parents said that staff know their child well, that activities are appropriately challenging and that their child receives the help they need to do well.

Staff have engaged in a range of quality CLPL experiences to positively impact Learning and Teaching pedagogy across the curriculum.

Children with additional support needs receive bespoke interventions to ensure their needs are met.

Use of GL Assessment data has promoted dialogue to support teachers in their judgement across a level.

Good



### 3.1 ENSURING WELLBEING, EQUITY AND INCLUSION

Our pupil's wellbeing is the responsibility of all. We provide a nurturing environment in which children are respected and listened to. Pupils are empowered to advocate for themselves through Pupil Voice groups and assembly.

Most parents stated that their child feels safe at school and that children are encouraged to be healthy and take regular exercise.

Almost all pupils are respectful and maintain positive relationships with their peers and adults and come to school ready to learn and are engaged and focused.

Systems are in place to support children experiencing dysregulation including risk assessments, personal relationships protocols, visual supports and strategic staffing allocation. We engage well with our parents and partners to support this.

Good



### 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

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.

The combined P1,4 & 7 results are the highest in four years and an Improving three year trend in Literacy and Numeracy and significantly above pre pandemic levels.

Majority of pupils in Primary 1 and Primary 4 and almost all in P7 are achieving the expected level in Listening and Talking.

Majority of pupils in Primary 1 and Primary 4 and almost all P7 are achieving expected levels in reading.

Majority of pupils in Primary 1 and Primary 4 and almost all P7 are achieving expected levels in writing.

All pupils in Primary 1, majority in Primary 4 and almost all P7 are achieving expected levels in Numeracy.

In the EYC 100% achieved 8 or more milestones in HWB. 78% achieved 8 or more milestones in Communication & Language. 100% of pupils achieved 8 or more milestones in Maths & Numeracy



### OVERALL EVALUATIONS SCHOOL - GOOD EYC - VERY GOOD

Progress over time is closely monitored and tracked. Support is allocated flexibly to support pupil need. In writing, performance of cohorts indicates significant added value.

Attendance level is 93.5% which is above SA average.

Children have opportunities for a range of wider achievements across the school.

We work hard to provide an inclusive environment for all our learners. Through participation in the Rights Respecting School, children at all stages are learning about equality, inclusion and fairness.

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.

Almost all parents stated that they are satisfied with the school in May 24.



# Capacity for Improvement



The school/EYC is in a very good position with definite capacity to make further improvements and we have a clear strategic vision for moving forward. Leadership of change is well managed and at an appropriate but challenging pace.

We will continue to build our strong, positive relationships with children, families and partners, based on approachability, trust and a nurturing ethos. Our Parent Council is very active and committed to contributing to school improvement.

Our parent council is very active and committed to contributing to school

1.3 Leadership of change



There is an effective and supportive monitoring process in place with a self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching.

We will continue to work collegiately to ensure our school community remains vibrant, engaging and responds effectively to the needs of children and families in our community.

3.1 Ensuring Wellbeing Equity and Inclusion



The over-riding focus will continue to be on closing the gap and ensuring our young people are safe, happy and supported in their wellbeing. Pupils will experience a varied and active curriculum and have a range of opportunities to succeed.

2.3 Learning and Teaching



We have rigorous processes in place to track pupil progress and our data has shown that pupils have made good progress and have had a range of opportunities to succeed.

In May 2024 All parents felt that their child was making progress in school and that they would recommend the school to others.

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.

3.2 Raising Attainment & Achievement



## The National Context

In developing this plan, we have undertaken robust self-evaluation to identify the strengths in our current provision and areas where further improvement is required. There are many national and local strategies, plans, frameworks and legislation that associate, inform and align with this Standards and Quality report.

Including:



## The National Improvement Framework and Improvement Plan

### Vision

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

### Key priorities of the National Improvement Framework

- Placing the 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 and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.



### Six Drivers of Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent and carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

