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Maddiston Primary School Standards and Quality Report 2019-20



Maddiston Primary School Standards & Quality Report August 2020

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Prefacing text – August 2020

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2019/20. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, planned improvement work was revised in term 4 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of distance learning for children and young people; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued in term 4 to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the term 4 closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2019-2020 remain relevant and will continue to be progressed in session 2020-2021.

Taking all of this in to account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across three terms of the academic session: August 2019 – March 2020.

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Context of the School

Maddiston PS serves the community of Maddiston village, 3 miles east of Falkirk, bordering West Lothian. Maddiston Primary School is a non-denominational school with a roll of 505 pupils, comprising of 17 mainstream classes and 5 ASL classes for children with significant and complex needs. There is a management team of Head Teacher, 2 Depute Head Teachers, 3 Principal Teachers and 25 teachers. This year we have employed 1 fte Nurture Teacher and 1fte Wellbeing Teacher through the Pupil Equity Fund.

The school is operating beyond its capacity for the existing building and we are about to have a stand-alone nursery extension built in the grounds to meet the expanding school roll, this is currently delayed by 1 year. This will allow for a whole school extension creating 6 additional classrooms.

Attendance has been affected this year by the COVID-19 pandemic.

The school achieved the Digital Schools Award in May 2018, Sport Scotland Gold School Sport Award in November 2018 and the UN Rights Respecting Schools Award, GOLD level (Level 3) in June 2019. Maddiston also maintained the Eco Schools Green Flag for 2019-20 and the Speech and Language Therapy accredited 'Communication Environment', Silver level. We engaged in professional sharing of practice with international educators around themes of Early Learning, Digital Learning and Head Teacher Professional Learning from Norway, Latvia, Switzerland and Gordon Bone, Professional Learning and Leadership Directorate Lead (SCEL).

Maddiston PS was awarded £128,000 from the Pupil Equity Fund for this session which was directed specifically towards our children most in need, and to reduce the poverty related attainment gap in literacy, numeracy and health and wellbeing. Interventions ranged from commissioning Speech and Language Therapy to increase pupil vocabulary to employing a key literacy, numeracy, outdoor learning teacher and Early Years Officer to identify, support and challenge targeted pupils. Additionally we employed a full time Nurture Teacher to support targeted children with social, emotional and behavioural needs. We provided swimming lessons for all P5, 6 and 7s; and offered guitar lessons to 10 Primary 6 children.

The **school vision and values** were refreshed after full consultation across the community, culminating in the values, central to the school ethos which are to be:

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We aspire to the school aims and vision:

We learn together,
We have fun together,
We succeed together,
We shine brightly.



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Distance Learning for Maddiston PS Pupils during Covid-19 School Closure

During these most unprecedented times we have been faced with an immense challenge; how to keep our children learning, active and look after health and wellbeing from a distance whilst our entire country was in lockdown.

We managed this in a variety of ways, whilst taking into account that many of our parents/carers were juggling family life, working from home and supporting their children with home learning. Therefore we wanted home learning to be supportive and designed with ease and flexibility for all our children, parents and carers.

Before the closure of the school, all families were issued with a pack consisting of every means of communication we intended to use and directions and instructions on where and how to access all routes.

Planning on-line forums for learning

We decided to utilise Microsoft Teams and started to create and work on these before lockdown in order to provide experience of working in this very different way.

Home Learning P1-7

Our aim was to engage children in learning through a variety of tasks and activities in different ways. To ensure maximum access and participation we made the same information available in a variety of ways.

School Website

The website was updated every fortnight. It was updated on Monday for the next two weeks.

Each stage had their own home learning page which contained all activities for the next fortnight. Children were encouraged to choose one literacy, one Maths and one other activity per day. The 'other' activity varied and included – IDL, Health and wellbeing, S.T.E.M, Sports week and Global Citizenship activities. Each week there was also a link to UNRC Rights of the Child which encouraged thought and discussion within families.

Twitter

The same information was available through Twitter. Class teachers posted daily on Twitter to encourage as much participation as possible.

Additionally there were tasks posted by SMT, Nurture Teacher, P.E Teacher and support teachers to allow children to extend their learning if they wished to do so. This was entirely optional. Twitter was also invaluable for parents/carers and families to share the children's learning experiences.

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Glow and Microsoft Teams

Glow provided a means of communicating through Microsoft Teams as well as offering online, accessible apps for creating documents and presentations. Teams allowed online discussion between children and their class teacher. Teachers communicated with children and families through Teams daily and were always available to provide support. Children were encouraged to post activities required by Class Teacher, and also to choose three Sparkle Moments from their week onto the class Team to share with the teacher and their classmates.

Our Support for Learning Teacher was available on every Team at certain times throughout the week in order to provide support for all children but particularly for those who would access SfL in school and those with specific needs.

Equity and Fairness

We have a small number of families who do not have access to digital technology or internet. We had to ensure that these families had the very same information and still felt connected to the school. A Pack was hand delivered to these families once a fortnight by our Family Liaison Officer. During the visits she would ask if they needed any resources or support and then this was passed to the appropriate member of the Senior Leadership Team and responded to in the most appropriate way.

Supporting vulnerable Children and Families

The health and wellbeing of our children and families is always paramount, so during lockdown we ensured that we had regular contact with vulnerable children and their families. The Leadership team made weekly phone-calls to parents/careers and children to ensure that all of their needs were being met. From our conversations we were able to support the families with educational needs, financially and most importantly emotionally. Regular contact with agencies including Social Work were also vital to ensure that families were safe and did not feel alone.

Our Family Liaison Officer, Mrs Myles, also kept very regular contact with many of our most vulnerable families. Mrs Myles visited the families two to three times a week delivering lunches and food parcels. Working with the local Evangelical Church she also sourced supermarket vouchers to ensure families had everything they needed. She would also speak to SLT daily to ensure we had a holistic view of our children and families.

Mrs Myles also supported families who did not have access to email by delivering paper copies of all educational tasks, resources required and ensured they had all they needed to access and complete the tasks.

Transition - to support new P1 children:

The School website was used to showcase a 'Welcome to Primary 1' SWAY virtual tour of the school. Buddy books created by the new P7 pupils were sent home to every new P1 child. The PT (Mrs Russell) made individual phone calls home to every child/parent

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to ensure there were no gaps in our communication and answer any queries. email of learning adventure book, transition programme, new Primary 1 teachers read stories and sang songs online to ensure a smooth transition to school. Welcome messages from last years' Primary one's. Each child was provided with a pack with key information, social story and transitional activities. June 2020 leading to August 2020.

Maddiston PS SIMD Data – August 2020

SIMD	1	2	3	4	5	6	7	8	9	10
Pupils	81	7	7	83	59	3	0	24	237	1

SIMD 1 – 81 pupils (Lowest 15%) 15%

SIMD 1-5 – 237 pupils 47%

SIMD 6-10 – 265 pupils 53%

Free Meal Entitlement: 15%

Education Scotland Report (HMle)

In Maddiston Primary School we strive for excellence. In **August 2015** HMle evaluated our school against the Quality Indicators contained in the publication How Good Is Our School as follows:

Improvements in performance	Very good
Learners' experiences	Very good
Meeting Learners' needs	Very good

In the Nursery Class:

Improvements in performance	Very good
Learners' experiences	Very good
Meeting Learners' needs	Very good

Additional aspects of work were also evaluated:

The curriculum	Good
Improvement through self-evaluation	Good



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Review of progress

Priority 1: Literacy

By June 2020, 100% of identified pupils in primary's 3 and 7, who are baselined scoring less than 50%, will be able to increase their score to be able to spell 80% of Fry's 100 (for P3's) and 200 (for P7's) most common words correctly

By June 2021, 90% of all pupils in primary 4 and 7 will be able to spell at least 80% of identified common words

By June 2020, 90% of pupils in primary 2- 7 will be able to identify at least 80% of punctuation missing from text (using skills relating to the benchmarks within the level the learners are working on).

NIF Priority
Improvement in attainment, in literacy

NIF Driver
Assessment of our children's progress
School improvement

FC Service and School Improvement
Priority

- Improvement in attainment in literacy
- Closing the attainment gap between the most and least disadvantaged children.

HG10S4/HG10ELC? QIs (if appropriate)
HG10URS themes 1- 5)

2.2 Curriculum – development of the curriculum, Learning Pathways

2.3 Learning, teaching and assessment – Planning, tracking and monitoring, Quality of teaching and effective use of assessment

2.4 – Personalised support – removal of barriers to learning

2.6 Collaborative planning and delivery and continuity and progression in learning

2.7 Partnerships – collaborative learning and improvement and impact on learners

3.2 Successes and achievements - Raising attainment and achievement over time

Has this work been supported by PEF?
yes/no (**If yes**, make sure this is **explicit** in your text)

One key teacher to support literacy for an additional day within a week with the focus on punctuation

EYO employed to support active literacy through play based approaches.

Speech and language therapists supporting school to raise attainment and close the equity gap by developing their oral and written language.

Progress and impact (based on Outcomes for Learners) How well are you doing?
How do you know?

Punctuation

Increased attainment – identified children in SIMD levels 1-4 worked in targeted groups with a PEF funded teacher to improve their knowledge and understanding of punctuation. The intervention focussed on direct teaching of punctuation with continuous repetition and re-enforcement of the punctuation identified within the benchmarks for each level. Their scores

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showed a marked increase of being able to identify missing punctuation with 100% of learners able to identify 80% or more of the missing punctuation required in a piece of text. For primary 7 learners, there was an average increase of 57% (35% pre- intervention to 92% post intervention) between their pre and post scores. For primary 4 learners, there was an average increase of 48% (42% pre- intervention to 90% post intervention) between their pre and post scores. These significant marked improvements have also been apparent in other stages (P5 - 7% pre-intervention to 67% post intervention; P6 - 14% pre-intervention to 83% post intervention).

This weekly re-enforcement of skills showed a marked improvement in all punctuation within the level working at.

Increased confidence and attitudes towards writing - The pupils rated their confidence levels at the beginning of the intervention and at the end. This shows a 94% increase in confidence levels with 80% of pupils stating they were much more confident in their use of punctuation. Children specified that they could now use speech marks, capital letters, full stops, commas, question marks, exclamation marks, apostrophes and also noted increased use and confidence in using punctuation in their stories. Spot the mistake was the most popular task within the group followed by the Smartboard games and activities. There was no consistent strategy which children felt most beneficial; this was dependent on the individual, although listening for punctuation and using a punctuation checklist were popular responses. 91% of the targeted group responded that they loved coming to the group, 6% neither loved nor disliked the sessions and 2% (one individual) did not enjoy the session.

Teacher judgements of these pupils show that there is a need and desire for a focus on punctuation with 100% of teachers agreeing this type of intervention work would benefit others. The primary 7 teachers have trialled 'Spot the Mistake' weekly in class with one teacher commenting: "...we have noticed and improvement in all pupils" and the other teacher commenting how the activity: "...definitely makes an impact when carried out repetitively". Teachers from P3 – P7 noted the further impact of children who took part in the targeted intervention:

"I have seen an improvement in Child A and Child B's use of full stops."

"All three (of the targeted children) use punctuation to assist their reading aloud to a higher standard".

"Child A and Child B are much more independent with their writing now".

"Both children who attend are more confident when writing a sentence and can use punctuation...One especially more confident when reading aloud and looks ahead to punctuation and uses expression appropriately".

"... (Children) have excelled and are very secure in using correct punctuation".

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"I have noticed a great improvement especially full stops and capital letters. Before there was no punctuation at all! Now every piece of writing has correct punctuation. There has been 100% improvement in confidence".

"All children have improved in their punctuation and presentation. Each of them has shown increased confidence in writing".

"(Child) has greatly benefitted as he has excelled in his weekly dictation".

"(Child's) confidence has soared in terms of writing better quality and quantity".

"I see a big improvement in all individuals especially in writing, where they have moved up a level".

"When reading, (Child) often reads and corrects herself due to her newly found confidence in understanding of punctuation".

Teachers' evaluations of children's class work showing any transferrable skills show that there is improvement but punctuation is still a key focus that requires further reinforcement and consolidation. One teacher felt that, whilst children are demonstrating improved punctuation and confidence, this is not yet applied consistently to their writing in class. This was echoed by other teachers who also felt that there were inconsistencies within the work produced in the focus group and what was produced in some of their written work in class.

Spelling

Through the formation of a spelling RACI group it was decided that there had to be a revised outcome and focus within spelling before attainment could be measured. The group concluded that building staff readiness to deliver spelling was the main priority. Due to time limitations for the SIP working group, many of the plans are continuing or progressing and teachers will re-evaluate their confidence and readiness to deliver the programme for the beginning of the 2019-2020 session.

Within the SIP working group, the staff highlighted the main barriers to teaching spelling. It was recognised that, in order to raise attainment in spelling, teachers require a consistent approach to teaching. Results from a questionnaire sent to all staff provided key information to support development. There was a huge variant between times that teachers taught spelling ranging from 10 minutes a day to 50 minutes a day. 19% of staff would like "more access to active literacy resources". Teachers also said they would like "more digital resources"; "Time to revisit and update knowledge about active literacy" and multi-sensory materials to support with the teaching of active literacy. Whilst 57% of staff felt confident to deliver the programme, 43% of teachers did not feel very confident teaching through the active literacy pack. Teachers identified a number of barriers that were impacting on raising learners spelling. Teachers felt these should be addressed prior to implementation of any interventions. Therefore, in consultation with the staff, the focus and outcome changed to focussing on raising teacher

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confidence. "By August 2019, staff will feel confident in delivering spelling approaches suited to their stage".

Identified barriers:

Resourcing. In order for teachers to feel resourced, they requested consistent boards and letters, copies of Active Literacy Pack centrally available for each stage and ease of storage of materials. Now these are identified, the identified gaps and supports for resourcing are being managed to ensure teachers have resources to deliver the programme.

Consistency of approach – Teachers felt that there were inconsistencies throughout the school with some teachers' interpretations of the pack differing. Staff training has been arranged to support these teachers and refresh expectations of each stage. Staff members who feel confident will support stage partners and peers, in particular with the use of technology to support the teaching of spelling. Opportunities for staff training/ refresher sessions have been planned. All members of staff will be provided with their own copy of Active Literacy for their stage and also a summary highlighting key points.

Gaps in spelling – teacher's knowledge of full progression from early to second level. Using the literacy pathways, teachers are able to see the progression. Strategies for spelling have been condensed to create a quick guide for teachers to ensure they are using strategies suited to their stage. Subject specific words will be adapted for primary 7's to look more closely at the missing rules from active literacy, such as double consonants.

Supporting learners – This was identified as the main area of concern for teachers. Whilst teachers felt that many children were attaining in spelling, this learning was not transferred to their other written tasks. In particular, it was felt that the learners were progressing through the common words regardless of whether they knew them. Then, the following year, they were either taken back to the start of the common words to learn again or moved on to the next set of words regardless of performance. Teachers wanted a way to differentiate spelling and raise attainment without having too many groups. Within classes, there was a varying amount of groups being taught; these are now streamlined to two differentiated groups within the class allowing teachers more time to deliver quality time to teach words and not just provide activities. There is also an identified group of learners who spell with SfLA. They are working on an individualised and targeted programme of work.

Parental guide to spelling has been created to be accessible on school website. In addition, children will share their approaches to how they learn spelling with their families at a learning café in June. Children being able to talk about and act on how they learn spelling will continually be encouraged.

Speech and language interventions:

The balanced system provides a monitoring tool that clearly identifies the amount of appropriate provision there is to support children with speech and language communication needs. At

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present, there is an abundance of outcomes showing the school have implemented a range of interventions to support classroom practice: colourful semantics; word aware; teaching children to listen and fun with narrative. Class teachers, SFLAs and EYOs, have carried out the interventions and there is a range of expertise within the staff now ensuring that these interventions can be sustained in the longer term. The evidence is being collated to show the input, reach, quality and impact of each intervention. The school will use this evidence to be accredited. Full impact of the Speech and language Closing the Gap will be produced in a separate report.

Next Steps: What are you going to do now?

Spelling:

- Spelling Talks to be strategy used in classes

Punctuation:

- Programme to continue
- Teachers to follow progression pathways which detail skills to be taught

As part of the school recovery plan, the literacy focus will be on reading, in particular word and sound recognition. Reading recovery programmes will be put in place for children from P2-4. This work will be supported by the SfL teacher, an additional teacher (2 days a week) and a PEF teacher for literacy who will work with children one day a week.

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Review of progress

Priority 2: Maths

Key Priorities

- By June 2020, 85% of pupils within P3-7 will show that they can achieve 85% correct answers within the level they are working on for fractions, percentages and decimals.
- Involve parents in their children's learning

NIF Priority
School improvement

NIF Driver

- Performance information
- Assessment of our children's progress

FC Service and School Improvement
Priority
(BGE: Numeracy)

Implement strategies to raise attainment and close the equity gap.

HGIOS4/HGIOELC? QIs (if appropriate
HGIOURS themes 1- 5)

2.2 Learning Pathways

2.3 Quality of teaching and effective use of
assessment

2.4 Personalised support- removal of barriers to
learning

Has this work been supported by PEF?
yes/no (**If yes**, make sure this is
explicit in your text)
Yes

- One teacher to support numeracy for an additional day each week

Progress and impact (based on Outcomes for Learners) How well are you doing?
How do you know?

Maths – Fractions Priority 2019-20

In 2018-19 after analysing our SNSA data and as part of the collaborative work with our cluster schools, we carried out a fractions test of change with our P5 classes for six weeks. The pupils completed a fractions question daily and the types of questions were altered to cover the fractions' benchmarks. This was very successful and showed an increase in their growth mindset and overall pupil confidence around fraction problems. The data from the test of change indicated that this would lead to an improvement across all stages if it were to be applied to all year groups. In the session 2019- 20, we rolled out the fractions' initiative for all P2-7 classes. A questionnaire was completed by all the children at the beginning of the year to get their views on how they felt about fractions. Every day the pupils would do a short fractions question lasting up to 5 minutes. In P2, this was mainly practical and visual e.g. which picture shows $\frac{1}{2}$ of the cake? The questions would be varied across the week so that we were covering different areas of fractions e.g. visual representations, equivalent and simplifying, fractions of quantities, percentages and decimals in P7 and real-life problems at all stages. P3-7 classes also completed a ten varied question fractions'

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challenge every week. These scores were recorded and tracked. All classes would concentrate on the work covered previously until they completed their fractions teaching block for the year. This gave us a very focused approach on teaching fractions and consolidating previous learning. The weekly challenge for P3-7 meant that the children wanted to challenge themselves and strive to do better. The P3 classes found that the children responded better to concentrating on one type of fraction activity per week to build their confidence then later changed to mixing the activities. Unfortunately, only a couple of stages were able to teach their fractions' block for the year before the lockdown so the results don't reflect their ability to do fractions at their age and stage. The weekly challenge scores show an improvement in the scores for all classes from P4-7 over the year. P5-7 classes showed the highest increase with both P7 classes' scores increased by 20%, one P6 increased by 11% and the other by 14%. The P3 results were high throughout the year. In a questionnaire completed by the teaching staff during lockdown: 100% felt the initiative had increased understanding, 93% saw an increase in confidence and accuracy and 67% felt there was an increase in being able to apply this to word problems.

Next Steps: What are you going to do now?

Review and discuss staff feedback at each stage
Create a bank of resources for each stage
Use chilli challenges to allow more differentiation



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Review of progress

Priority 3: Inclusion

Learning Provision

Key Priorities

1. Health and Wellbeing – Nurture/Wellbeing

By June 2020, targeted individuals will demonstrate **an increase** in positive behaviours and resilience using the highlighted assessments below.

2. Health and Wellbeing – Inclusion

By June 2020, identified ASN pupils will spend 15% of their week working alongside mainstream peers.

ASN & mainstream teachers will work collaboratively for 50% of collegiate planning time by June 2020. Inclusion RACI group will continue the progress which has been made in raising collaborative working opportunities for all staff and pupils.

NIF Priority Priority Level 2:

Health and Wellbeing

NIF Driver: School Improvement

Assessment of our children's progress

FC Service and School Improvement Priority

Health and Wellbeing

Improve processes to support progress, achievement and attainment and positive outcomes for Falkirk's vulnerable young people.

HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)

Learning Provision

2.3 Learning, teaching and assessment – planning, tracking and monitoring pupil's health and wellbeing using wellbeing indicators.

3.1 Improving wellbeing, equality and Inclusion

3.2 Raising attainment and achievement

Has this work been supported by PEF?

yes/no (If yes, make sure this is explicit in your text)

Yes – Family Liaison Officer (12.5 hours)
PEF Nurture Teacher (1fte)

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

Nurture

In August, we carried out the following assessments with all children already attending targeted support through nurture:

- Boxall profile
- Strengths and difficulties

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- How I see myself

With this targeted group of children, focus remained on social, emotional and behavioural outcomes. Support was provided in a variety of ways dependent upon individual needs. Most children spent time with the nurture teacher either individually or in small groups both indoors and out. For some children it was felt that they would benefit from additional time with their class teacher to help them build on their relationship. This was supported by the nurture teacher stepping into the classroom. Success of these measures were monitored on an ongoing basis and amended as necessary.

This year the sun stops in the main building were adapted to provide focussed areas where children could aim to self-regulate. This encouraged them to consider their feelings and choose the sun stop and type of activity which would best help them cope. This change proved successful and the sun stops continue to be well used by children who have demonstrated an increased sense of ownership this year.

A mini gym was established with specific children in mind. The aim of this was to provide them with a space where physical exercise could be utilised to work through their feelings of anger and frustration. Channelling this negative energy into exercise has been proven to have a positive impact on the body and mind. For some children this proved very effective and we hope to encourage this on an ongoing basis.

The breakfast group continues to be an essential part of the transition between home and school. For some children this softer start to their day is crucial giving them time to chat about any worries they may have as they enjoy their breakfast.

We have continued to receive positive feedback from both parents and children throughout the year. Parents continue to support nurture at Maddiston and recognise the impact it can have on their children.

Tickets to the sun continue to be a positive incentive for all children in the school.

All children were issued with the Wellbeing Questionnaire in November, this was completed independently by children in P3-7 and with support in P1-2. All results were analysed by class teachers and in discussion with Principal teachers where appropriate. Children who scored themselves low in any category were spoken to individually by the class teacher and the necessary supports put in place. These questionnaires were very beneficial in helping us identify children who needed more support in terms of nurture, playground, at home and in their health and safety. Different measures put in place included: friendship groups with SflAs, buddies in playground and lunch hall, weekly



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check in with PTs, targeted lunch clubs (Monday Munch, Lego) time allocated in Sun Station.

Mrs Myles, our family liaison officer, has proven to be highly successful in building strong links with our families. This has taken the form of: daily pick-ups in the morning for families requiring this support, one to one time in school with identified children and supporting play experiences in the family home. All our SFLAs have been involved in providing social and emotional support with small groups or on a one to one basis where appropriate. This has proven to be hugely beneficial in enabling children to settle in the classroom and access all areas of the curriculum.

Overall we recognise that Maddiston Primary School plays a crucial role in supporting our children to cope with their feelings and manage the challenges and frustrations they face. In this way we strive to assist them to develop the skills they need to further their learning and achieve their full potential. We have successfully achieved this for many of our learners and identified areas of development which will continue to support our pupils in the best possible way.

Inclusion

Prior to lockdown there had been a real positive shift in collaboration between the staff in mainstream and staff in the Timezone, with lots of communication and sharing of experiences between each area. Initially, the inclusion RACI group welcomed ideas to see how best to approach collaboration between staff. Initially it was decided that staff should be invited to attend an information sharing session after school where they could ask questions and share learning targets with each other. After this session there appeared to be positive shift in the realisation of what children from different areas of the school could be involved in. It was agreed that as long as collaboration took place positive experiences could be gained for everyone involved.

Outcome 1 Shared learning experiences

Due to the complex nature of all of the children in the Timezone planning of activities and sharing of learning was something that required a lot of research and planning between staff. Everyone was very open to look at the best possible way to approach this and several classes in the Timezone which were best adapted to suit opportunities available were targeted for piloting programmes.

Class 1 and Nursery

Children in class 1 of the Timezone were predominantly primary 1 and 2 children who were working on the benchmarks within the Curriculum for Excellence. They therefore formed a working relationship with the school nursery which was working on a play based curriculum allowing the children to express their ideas, views and opinions in a less formal way.

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The children in the nursery accompanied the children in class 1 to the local church café on a Friday every week prior to lockdown. The children from the Timezone who attended the café were the same every week allowing them to get used to the routine and the new experience that they were presented with. The nursery children rotated on a regular basis allowing them to have a new learning experience.

All of the children from the nursery were particularly interested in the children from the Timezone and asked lots of questions which all staff were happy to answer. The bonds that were built were lovely to see and the children all enjoyed getting into the community where they could experience real life experiences away from the classroom. The children in the nursery also learned about acceptance of difference from a first-hand experience which was in a real life context.

The nursery children would also come to play in the Timezone playground once a week and enjoyed the games that were played or the different experiences with their new friends.

One child from class 1 also joined the 'Play is the Way' sessions with his mainstream peers. Although mixed success was achieved in these experiences the child was always welcomed back both by the teacher and his classmates.

Upper school

Class 4, 5 and Primary 6

At the start of term there was a great relationship built between the Class 4 team (Timezone) and the Primary 6 teachers in mainstream. As a unit they looked to identify key children who would benefit from inclusion with Timezone groups. The children were given a vast array of opportunities such as being reading buddies for Timezone children, which raised the self-esteem of many of the Primary 6 children and allowed the Timezone children to work with an extended group of their peers who were there to support and develop their social skills. Towards the end of the session prior to lockdown, the children in Primary 6 also joined the children in class 5 to offer similar reading buddy activities and experiences.

Primary 3 children were identified who would benefit from a more sensory experience out with the mainstream classroom, were also invited weekly to the Timezone to take part in a sensory story alongside the children in Class 4. All of the children benefitted greatly from these sessions, not only in a sensory manner but the Primary 3 children also, supported a peer to become more comfortable in larger groupings which led to her accessing class treats in mainstream.

Class 3 and Primary 7

There were many great learning experiences shared with Primary 7 (mainstream and Timezone) throughout the year. Identified children would come to the Timezone to work alongside a peer in a numeracy group led by the Class 3 teacher in the Timezone. She worked to support all of the

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learners numeracy needs and this gave a positive and inclusive experience for all involved in the group.

Identified children would also come to the Timezone to share learning activities and experiments from their IDL classwork. They worked to show off their skills while transferring the knowledge they had to the Primary 7 child in the Timezone. The Primary 7 child in the Timezone would also join his mainstream class for science lessons, which was a subject he was particularly interested in and could engage in. He loved his trips to a new classroom and the activities which he was invited to join.

Some of the Primary 7 children also acted as buddies in the playground and would support the Timezone children in the outdoor area or in the larger mainstream playgrounds.

Music

Music is a universal language that we all speak to varying degrees. A 'sing and sign' group was established to share Makaton singing and enable all children to be part of a unified team in which they all had different skills. Key children from across the school were identified to join the group and this was a fantastic experience for all involved. They even ventured to Tesco at Christmas to raise funds for the school.

Many of the Timezone children with the most severe need are difficult to include in the mainstream classroom however, the music classroom is one which all children were welcomed into, getting great pleasure listening to the sounds of instruments and their peers. The mainstream classes were also very welcoming to the children, seeing them as part of their class and asking where they were if they were missing.

Celebrations

All children in Maddiston Primary School are always invited to join assemblies, school parties and activities throughout the year. This is a fantastic platform from which all children can learn about difference and acceptance and one which can be seen throughout the school at all times.

All of the aforementioned activities were unfortunately cut short in the last academic year however as a school we will endeavour to build upon these successes and continue to enhance inclusion opportunities for both pupils and staff.

Collegiate Activities

All staff in the school are part of a RACI group which looks at an area of development within the school. Staff from mainstream and the Timezone were mixed together in these groups to allow a range of voices, with different experiences and working situations to be heard. All members of the groups found that the positive collaboration allowed the school community to feel more integrated, making them look at problems or opportunities in a new light.

There were several more opportunities for collaboration planned prior to lockdown, however it will be a priority to keep a close working relationship between all staff in the school community where possible during the next academic year.



Happy

Challenged

Respectful



Maddiston Primary School

Standards and Quality Report

2019-20



What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

- **Our school vision and values are meaningful to all of our stakeholders.**
- Staff are committed to high standards of practice and are aspirational for the children and school.
- High Aspirations of all stakeholders – staff, parents and children particularly around wider achievements.
- Targeted interventions are planned, based on evidence.
- Key staff lead on the learning priorities, supported by all staff with clearly identified responsibilities for implementation.
- SMT has improved capacity for data analysis and raising attainment through improvement methodology; building on the experience of creating an Attainment Report over the past three academic years and participating in the FC Leading Improvement training.
- The school is well supported by the Parent Council and PSA who contribute willingly to school improvements, both in planning and implementation.
- We have streamlined the School Improvement Plan for this year – based on the improvement methodology approach, focusing on a small number of well-defined key priorities.
- We have ensured that our priorities have observable, measureable outcomes.
- Self- evaluation will become embedded throughout the school year during staff meetings/collegiate working activities, firmly based on the key indicators 1.3, 2.3, 3.1 and 3.2
- A further healthy PEF allocation for 2020-21 of £117,480 - will allow us to employ a wellbeing teacher and continue with the existing key teachers and PEF improvement strategies which have successfully led to improvement this year.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4		
2.3	4		
3.1	4		
3.2	4		