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Maddiston Primary School Standards and Quality Report 2023-24



Maddiston Primary School Standards & Quality Report June 2024



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SQR 2023-24 – Prefacing Text

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 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

Section 1

Throughout session 2023-24, staff members, SLT, teachers, parents and pupils have led on and contributed to school improvement planning and implementation via, termly community learning cafes, digital Microsoft self-evaluation forms, quality assurance processes and the 'Big Summer Read'. Class teachers have led on all RACI/school improvement priority working groups; two PTs led on the literacy and numeracy priorities and one PT led on wider achievement opportunities and pupil contribution to the ethos and life of the school. Stakeholders led on the following aspects of the improvement plan:

- **Engagement of parents - all 3 Learning Cafes for parents and partners were linked directly to the 2023-24 Improvement Priorities.** They were led by and planned for by each RACI/improvement group who took responsibility for planning and delivering their priority to the parents; who attended in their droves. Each Learning Café was run by the children who explained, demonstrated and challenged the visiting parents around the themes of the improvement plan. Many staff highlighted this process for improvement as one of the most successful initiatives this session. Due to the high level of parent numbers we ran 2 cafes each time; for the lower stages, then the mid to upper stages. This has worked well and allowed for improved interactions and understanding.
- **Pupil Participation in Quality Assurance** – pupil groups successfully visited each class to quality assure the school's nurture principles and standards.
- **Pupil participation in learning** – focus this session was to create a more impactful and whole school, consistent system, for children to habitually reflect on and identify their next steps in learning. The improvement group explored several options and identified a digital process using Book Creator. This will continue to be developed next session.



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- **Staff**, through the process of **self-evaluation** identified key priorities for improvement next session, all will be led by Class Teachers. **All teachers** identified how they could contribute towards the improvement priorities.
- **Nurture and relationships**- always a focus of the improvement plan; this year focussed on a positive relationships policy for both in school and in the playground.
- **'Citizenship Groups'**- pupil led vertical groups, planned and implemented to ensure pupil voice in school decision making; where every pupil participates.
- **LGBT+ Education** continued to be embedded across the school and Go Purple Day was successfully celebrated. Teacher confidence has noticeably grown and is evident in the lessons planned. One class teacher continues to lead in this area.
- **Outdoor Learning** – After securing £5000 funding from the The Froebel Trust, all staff engaged in training with Under the Trees to develop and promote outdoor learning opportunities. All children benefited from weekly sessions with members of the OL team. Under the Trees have accessed further funding themselves to allow for another year of training and working in partnership with the school.
- **P3 Teachers successfully led on the implementation of Play Pedagogy** at this stage.
- **P5 Librarians** are leading on the transformation of the library and are about to present a pitch to the PSA for funding towards the new library. They have consulted pupils and parents for ideas this session.
- **Digital leaders**- P6 and P7 children ran staff training before and after the school day to share digital accessibility tools for teachers to use with children with ASN, facilitated by a class teacher.
- **House Captains** – notably led the school houses, demonstrating developed leadership skills. They supported the Pupil Council to contribute to the Falkirk Council 'Young People/Policy for Inclusion' and created a video for parents to promote their participation in Maddiston PS Parent Council.
- Session 2022-23, saw the initiation of a cost of living focussed school community group with the inception of a **'Take What You Need Table/Give What You Can'**. Last session 2023-24, the group became Maddiston PS Community Hub. The group now consists of two current parents, two former parents and a Grandparent and is a joint venture with the school. The group opens the 'shop' twice a week offering food, household items, uniforms, toiletries, household products and seasonally focused items, linking in with school theme days and events. E.g. the provision of world book day costumes. The feedback has been highly positive from parents and carers using the facility. It runs twice a week just before the end of the school day and at key parent events such as assemblies and learning cafes. The group links in with school staff and other community groups to provide more



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bespoke support for our Maddiston families and those in need in the community.

- In our severe and complex needs setting, the **Timezone**, there has been the most amount of **transformational change**, led by the new substantive DHT and Acting PT, supported by the class teachers and ASN SfLAs. More detail is provided further into the document.
- **Sustainability Passports** – to ensure consistency in learning around sustainability, a class teacher developed the idea of a Sustainability Passport for every child, with key experiences and ideas recorded for each stage in primary. This links with the pupil participation focus.

Context of the School/ELC Setting

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 485 pupils, comprising of 17 mainstream classes and 5 ASL classes for children with significant and complex needs. This session the Senior Leadership team comprised of Head Teacher, 2 Depute Head Teachers, 2 Principal Teachers, 2 Acting PTs and 25 teachers (part-time and full time). We have 1fte Support for Learning teacher, PE and Music specialists from Braes HS and a peripatetic YMI tutor. We employ 1fte Nurture Teacher, a 0.2fte (1 day) Maths teacher, a 0.2fte (1 day) Literacy teacher and a Family Liaison Officer for 12.5hrs per week through the Pupil Equity Fund, with positive impact.

The staff team worked exceptionally hard to maintain the high standards of the school during a long period of Head Teacher, bereavement related, absence. Margaret Chalmers, DHT, successfully led the school as Acting HT and was ably supported by the SLT and the whole staff. The entire team can be credited with their commitment to achieving the best outcomes for our Maddiston children.

This year has seen a significant change in teaching staff and support staff in the Timezone. The setting has experienced transformational change in terms of staffing, both class teachers and SfLAs; and is now benefiting from the recruitment of a new ASN DHT and Acting PT in post. This is already providing structure, stability and positive system change to the benefit of the children and staff. They have enabled improvement at pace, promoting positive working relationships and leadership. They have successfully progressed targets around Communication, Curriculum Design and Nurture. This will be expanded upon further into the document.

We have 22 children with English as an Additional Language and are ably supported by the Falkirk Council EAL team. One of our SfLAs with Polish as a first language takes a Polish language club with 10 Polish speaking children. This has strengthened relationships with the children and their families.



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The school is currently being extended to form an additional 7 classrooms. The project is now due for completion in the final term of session 2023-24. This will form an early years' hub with a focus on play pedagogy and outdoor learning. The children will move into the new extension to the school in August 2024, once the snagging is complete.

We have continued to forge a strong relationship with our ELC neighbour, Glendevon ELC, with increased transition opportunities and sharing of the school spaces and resources, such as the library and the gym hall. Glendevon ELC is fully included in all Cluster activity and the staff will continue to play an important role this session in the cluster improvement work around curriculum and a 'Braes Child's Learning Journey'. There is currently a recruitment process in place for a new Head of Centre, for which the school will be involved in.

19% of pupils had more 10% absence rates this session. Although this is better than the authority average, it is a higher level than pre-covid absence rates. Attendance will continue to be a focus for improvement next session. The PEF Family Liaison Officer will be instrumental, but equally there will be a focus on promoting good attendance as a responsibility of all.

There have been no exclusions this session. Positive behaviour and relationships across the school is much attributed to the continued focus on relationships and nurture practices as a responsibility of all staff in Maddiston PS.

The school achieved the national Reading School Gold accreditation in May 2023; the UN Rights Respecting Schools Award, GOLD level (Level 3) in June 2019; the Digital Schools Award in May 2018 and Sport Scotland Gold School Sport Award in November 2018 and have just submitted qualifying evidence for the new Sports Scotland Gold Award. Maddiston PS continues to maintain the Eco Schools Green Flag and we have the Speech and Language Therapy accredited 'Communication Environment', Silver level. In November 2024, we will be assessed for the re-accreditation of the UNCRC Rights Respecting Schools Award, GOLD level.

Maddiston PS was awarded £137,376 by 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. Initially, four years ago, interventions ranged from commissioning Speech and Language Therapy to increasing 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 specific children with social, emotional and behavioural needs. Prior to covid, we facilitated a series of successful swimming lessons for all P5, 6 and 7s in partnership with our cluster high school, Braes HS, and we have agreement with Braes HS to return to this venture for session 2024-25. Funding will be directed next session towards the continued focus to raise the poverty related attainment gap in literacy and numeracy, with the new



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introduction of a PEF Raising Attainment Officer, at PT1 level; to improve tracking of impact for each intervention. She will use the Equity toolkit with a focus on Family Learning.

Our PEF Family Liaison Officer continues to support individuals and families to access learning and fosters positive relationships with families within our community who are often harder to reach. She frequently makes herself available both before and beyond school hours and has built trust and confidence in many of our parents and children.

The school has been well supported by the Parent Council over the years. However, this year has seen some changes and family circumstances for some families has meant that the PC meetings in the latter part of the year did not take place. The re-development of the Parent Council will be a key focus for next session. They delivered a successful 'Big Summer Read' project in partnership with our 'Reading School' literacy priority over the last 2 years and have agreed to do the same for summer 2024. .

The school continues to develop strong partnerships with families and partners such as Glendevon ELC, 'Under the Trees', the local minister of Maddiston Community Church, Bailliesfield Community fields, Active Schools, Aberlour, Barnardos, OPFS (Family Centre, Maddiston), Maddiston Community Centre, The Haining Care Home, the EON Enablement Centre, Family Support workers and Go Youth counselling service.

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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2023-24Maddiston PS SIMD Data – June 2024

SIMD	1	2	3	4	5	6	7	8	9	10
Pupils	64	39	4	73	56	1	3	18	226	1

SIMD 1 – 64 pupils 13%**SIMD 1-5** – 236 pupils 49%**SIMD 6-8** – 22 pupils 4.5%**SIMD 9-10** – 227 pupils 47%**Free Meal Entitlement: 28%**Attainment

Attainment has improved as exemplified in our P1, 4 and 7 ACEL data for this session. This is inclusive of all children; with the exception of those pupils following individual milestones.

Reading June 2024			Writing June 2024			L&T June 2024			Numeracy June 2024		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
94%	91%	84%	93%	89%	78%	95%	95%	93%	94%	89%	85%

Education Scotland Report (HMIe)

In Maddiston Primary School we strive for excellence. In **August 2015** HMIe 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

Additional aspects of work were also evaluated:

The curriculum	Good
Improvement through self-evaluation	Good



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Section 2

Review of progress for 2023 - 24

Priority 1: Literacy

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged learners and young people

NIF Driver

- Assessment of learners' progress
- School improvement
- Performance information

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



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

QI: 3.1, 3.2, 3.3

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

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

By June 2024, 90% of learners identified as having barriers to their learning will have at least one identified accessibility tool that will support their identified need. As a result, the quality and quantity of their written practice will allow them to achieve the targets set in 3 separate pieces of writing.

What we did

This session, we have focussed on raising attainment in literacy using accessibility tools available on iPads. Over the past academic year, these tools have been implemented to support diverse learning needs, ensuring all learners can access and engage with the curriculum more effectively. The evaluation is based on pupil performance data, teacher observations and feedback from learners and parents.

At the beginning of the school year, 94% of teachers requested further training in using accessibility tools. All learners with a Connected Falkirk Device and the P6 and P7 teachers received training from the Connected Falkirk Digital Support Team on using Accessibility Tools. These teachers and learners then cascaded their knowledge and skills to the other teachers and learners within the school so all teachers accessed training to increase their knowledge and understanding of using accessibility tools. Further training was accessed through staff CPD sessions (such as using digital tools to support reading/learning via cpd manager) and digital leaders were appointed to classes to support the use of accessibility functions. Some teachers have also sought further training in using the accessibility tools through Microsoft Learn or



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through their own research. We now have 9 teachers who have undertaken the accredited Microsoft Educator training and two teachers who have achieved the accreditation for Microsoft Innovators, MIE Self nomination; with one staff member achieving the Imagine Cup with Digital Leaders and Microsoft Learn Badge - Power of AI. There are also a number of teachers accredited as being "Apple Teachers".

Over half our families attended our Learning Café that included demonstrations of how parents can support their learners's use of accessibility tools at home. This covered a range of features such as immersive reader, Microsoft Lens, speech to text and read-aloud (features vital for some learners but valuable for all).

We purchased additional headphones allowing learners opportunities to personalise their learning and be able to focus and access materials required for their learning in the busy environment of the classroom. Learners with specific learning needs have access to keyboards allowing enhanced legibility; increased speed; ease of editing and more accurate typing. Stylus pens are used for identified learners who may have particular learning differences or challenges.

Teachers continually noted the Bookcreator app as a tool that is supporting and enhancing the writing skills of learners. Learners are able to combine text with images, audio recordings, and videos, allowing them to create rich, multimedia books. All teachers observed an increase in engagement of those learners who struggle or are reluctant with traditional writing by allowing them to express their ideas in multiple formats. In addition, learners are able to explore different ways of structuring their stories or reports. Learners with more diverse needs can verbally express their ideas by recording their voice whilst the text-to-speech function supports the learners with reading difficulties and helps them to hear their work, aiding the editing process. The school has purchased this app for all teachers and all class iPad devices. P6 and P7 learners with their own devices can access the free version that allows them to have a limited selection of books saved, however, these can now be shared and saved by the class teacher. Many teachers have spent time developing their own skills and knowledge about Bookcreator, further to the whole school training session that has been delivered.

Evidence

Attainment 23-24 of mainstream learners	Reading	Writing
P1	93%	93%
P4	90%	89%
P7	81%	78%

Teacher confidence in using accessibility tools to support learners in literacy has gone from 4.59 to 7.1 out of 10.

Enhanced Reading Comprehension



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Text-to-speech features have improved reading comprehension among learners with reading difficulties. These tools have enabled learners to follow along with text, enhancing their understanding and retention of material. Standardised reading tests show a 25% increase in comprehension scores when using digital technology to support fluency. Teacher judgements and responses at quality assurance meetings indicate a noticeable improvement in learners' ability to discuss and analyse texts.

Increased Writing Proficiency

Dictation tools have enhanced writing proficiency by allowing learners to focus on content generation rather than the mechanics of writing. This has been particularly beneficial for learners with writing challenges. Teachers are reporting that there is a marked improvement in the quality of some learners with additional needs in terms of the content of the writing, the organisation and structure and the vocabulary. Teacher observations also confirm that learners are more engaged with the writing process when using digital features.

Enhanced Accessibility for All Learners

Features such as customizable text size, screen colour adjustments, and voice-over support have made learning materials more accessible to learners with visual impairments and other sensory processing issues.

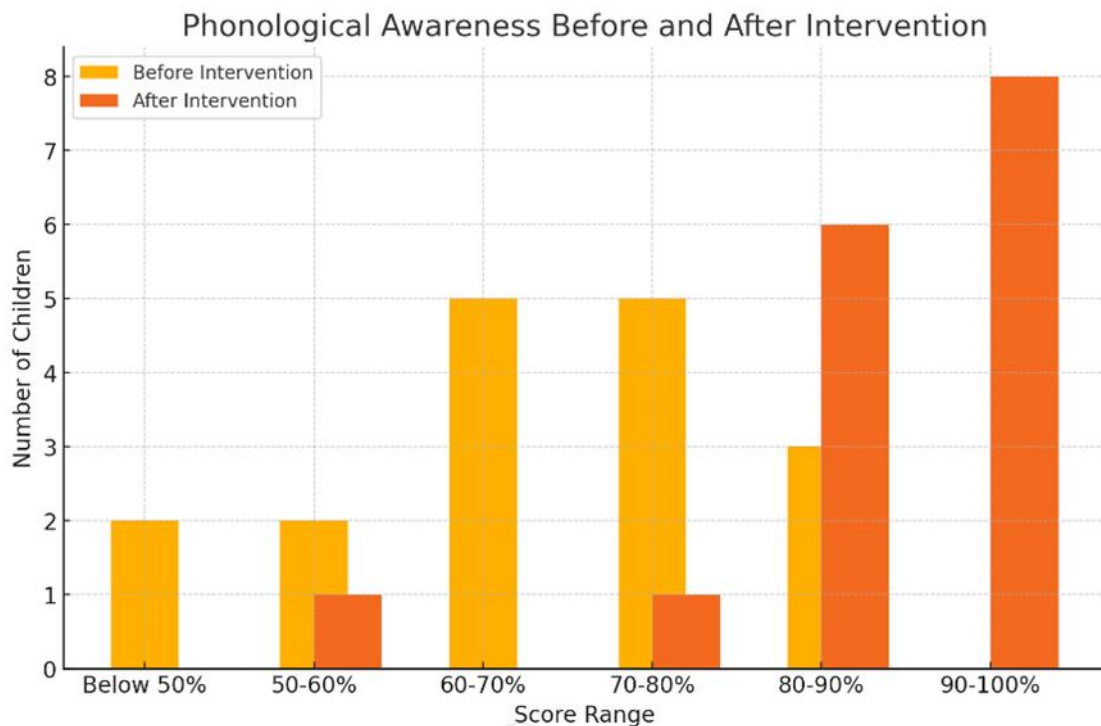
The integration of iPad accessibility tools has led to improvements in some aspects of literacy attainment. The data demonstrates enhanced reading comprehension, writing proficiency, focus, and overall accessibility. The positive impact of these tools highlights the importance of continued investment in the use of technology to support diverse learning needs.

PEF reading intervention – targeted support

Seventeen P4 learners were selected to work with our PEF literacy teacher once a week to enhance their reading fluency. When possible, this was supplemented with additional sessions from the SFLA and reading buddies. The students utilised "Rapid Readers," a supplementary text, and running records were employed to assess whether they should advance to the next reading level or remain at their current one.

Learner progress	Equivalent increase in reading age
53% of learners progressed 6 levels	1.5 years
40% of learners progressed 5 levels	1.25 years
7% of learners progressed 4 levels	1 year

Score	Phonological Awareness - before intervention	Phonological Awareness - post intervention	Phonics knowledge - % before intervention	Phonics knowledge - % after intervention
Below 50%	2 children	0 children	2 children	1 child
Between 50-60%	2 children	1 child	0 children	0 children
Between 60-70%	5 children	0 children	0 children	0 children
Between 70-80%	5 children	1 child	4 children	0 children
Between 80-90%	3 children	6 children	11 children	4 children
Between 90-100%	0 children	8 children	0 children	11 children

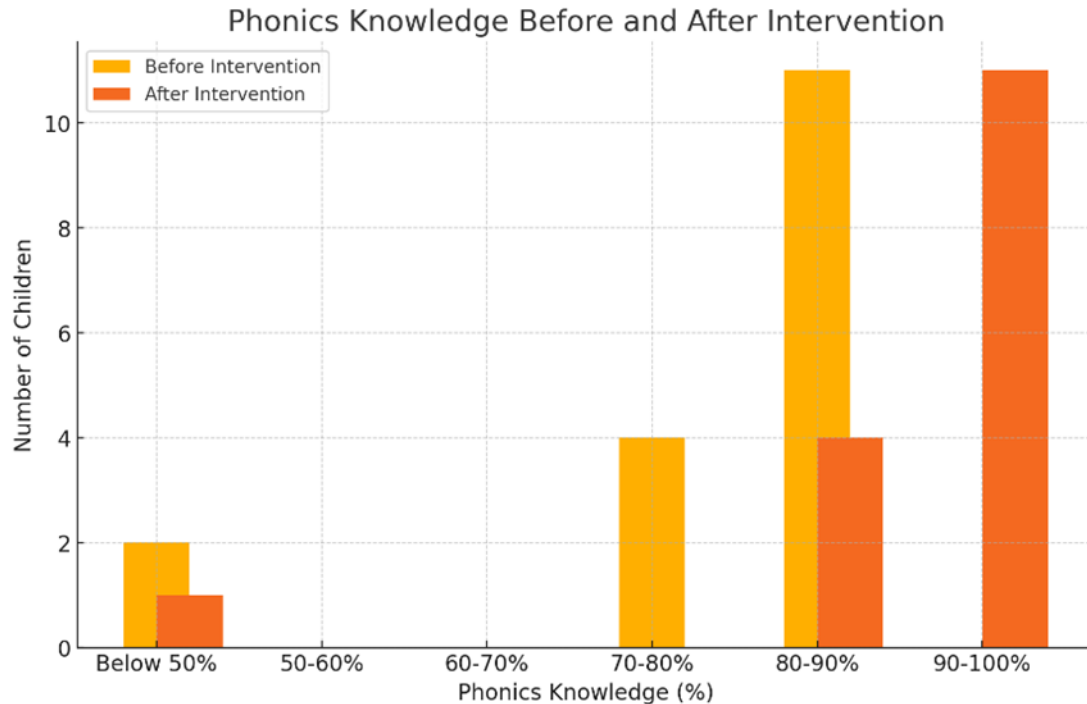


This shows significant progress in phonological awareness, which we believe has had a positive difference in enabling the learners in their word attack and blending skills.

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As shown, there is a significant improvement in the number of children scoring between 90-100% after the intervention. Additionally, there is a reduction in the number of children scoring below 50%. The other score ranges (50-60%, 60-70%, and 70-80%) show no children before or after the intervention, indicating a notable shift towards higher scores due to the intervention.

*Note – one child has significant absence rates and was not in attendance post-intervention.

The progress is also demonstrated in the chart below, using Bas3 GL assessments:

Progress of reading unfamiliar words out of context by using word attack	Learners
Less than 1 year	3 children – 19%
1 year	5 children – 31%
Between 1.25 and 2 years	5 children – 31%
2 years or over	3 children – 19%

* One child made over 3 years progress.

63% of children progressed so well that these learners were supported back in class for their reading and the next cohort began the intervention.

This shows that with this type of intervention, the attainment gap can be closed. Importantly, the gap did not widen for any of the learners.



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BAS scores show that all children have increased their skill in reading unfamiliar words out of context by using word attack skills:

Children's comments

- (A teacher) said to me 'If you don't like reading, you haven't found the right book. That helped me to find my passion for reading'.
- Sounding out helps me with reading
- My buddy has helped me with reading
- Playing word games has helped me
- I have more confidence with reading. The reading buddy helps me with words.
- People have helped me to sound out tricky words and chunk them
- I like my reading book, it's easy and fun
- Reading a lot at school has helped me
- I like reading with my buddy

Next Steps: What are you going to do now?

Digital

Teachers will continue to access training to keep up with the fast-paced developments within digital technology.

Most staff have never used pieces of written work that have been produced using the supports of digital technology as evidence within the children's assessment portfolios. Next year, teachers will use the BookCreator app as part of the assessment process to support target setting and provide opportunities for self and peer feedback. Pieces of work will be documented on the Bookcreator app to record work and facilitate teacher/pupil conferences so that learners have increased participation in discussing and identifying the next steps in their learning.

Continue to expand access to iPads equipped with necessary accessibility tools, particularly those with identified learning challenges for the following reasons:

- Inclusivity and Accessibility: allowing all pupil to demonstrate their knowledge and skills on an equal footing with their peers.
- Enhanced engagement
- Developing the skills to prepare them for the future
- Personalised learning
- Equity in Education

Regular monitoring and evaluation of the effectiveness of accessibility tools to identify areas for further improvement and innovation by using digital leaders and digital expertise of staff to share more widely.

Further increase the opportunities for personalisation, choice and differentiation so that all pupils receive appropriate support and challenge within their writing.

By maintaining a strong focus on accessibility, ensure that every student has the opportunity to achieve their full potential, fostering an inclusive and supportive learning environment.

Reading – PEF



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This programme will run again with the new cohort. This will no longer run as school improvement but within the PEF plan.

Key messages of what is working well and is demonstrating successful progress when working as part of the intervention moving forward:

- 1:1 reading support is supporting fluency and progress of reading ages and bands.
- Regular planned reading opportunities with PEF teacher to learn strategies for reading are effective. Direct instruction focussed on phonological awareness and phonics has proved to be most effective.
- Regular opportunities to practise with an adult or a buddy are essential to develop fluency.
- Relevant and appropriate text material need to motivate and allow for progression of skills. Therefore, sometimes Rapid Readers have been supplemented with Bug Club texts.
- 85% of learners enjoy reading and 85% of learners say they feel very positive about reading, compared to 69% before the intervention.
- There is a huge increase in positive attitude towards reading. 92% of children felt very confident reading compared to 46% pre-intervention confidence levels towards reading. 22% of learners pre-intervention identified themselves as having no confidence in reading but no learner identified low confidence levels after the intervention.
- Intervention work has started with current P3 children. This will continue until October 2024 and their results will be shared in next session's report. This earlier intervention is showing increased success with children quicker to close the gap between their reading age and their chronological age.
- Positive relationships made with children with children showing much more focus, willingness and engagement than in a classroom setting.
- The PEF teacher has worked closely with the learning support teacher. Their collaboration and sharing of ideas was identified as a major strength in the intervention this year.



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Review of progress for 2023 - 24

Priority 2:

NIF Priority Health and Wellbeing Curriculum development

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

- Parental Engagement
- School Improvement
- Teacher Professionalism
- Assessment of Children's Progress



FC Service and School Improvement Priority:

Progression and effective pedagogy in health and wellbeing.

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

2.3 Learning, teaching and assessment-
Planning, tracking and monitoring pupils' health
and wellbeing using wellbeing indicators.

2.4- Personalised support

3.1 Ensuring 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- 1 FTE Teacher supporting the
development and planning of Nurture
within the setting.

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



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Nurture and Health and Wellbeing Evaluation:

- All support staff and teaching staff engaged in a “Restorative Practice” CPLP led by the Inclusion and Wellbeing service. This highlighted the need for a collective understanding and approach from all staff and for them to feel empowered to carry out restorative conversations. Restorative scripts were introduced, and this will be a key focus to embed for session 2024-2025.
- P1 and P2 teaching and support staff took part in a Master’s research thesis gathering perspectives and approaches to supporting and prioritising emotional regulation in the early years. Through this, key support resources were identified essential to supporting children’s emotional regulation and ensuring a secure emotional environment in the infants. Misconceptions around ‘reward and consequence’ procedures were highlighted, which demonstrated the need for a staff ‘Nurture and Relationships’ charter to be created to develop a shared understanding of the approach going forward.
- All members of the Senior Leadership Team completed Decider Skills training. The Nurture Teacher carried out small group sessions focusing on a select number of skills with pupil groups from P4-P7.
- The Nurture teacher continued to work with small groups and individuals on a variety of interventions linked to assessing and supporting children using the SHANARRI Wellbeing indicators.
- The Nurture teacher worked closely with the Acting Principal teacher to plan bespoke timetables and planned interventions for individual children struggling with class engagement, regulation and attendance. The children within this group have shown marked improvements in all areas during the past year, presenting as settled and content. This has led to a significant decrease in the number of SHEASSURE forms submitted during the final half of the academic session in comparison to the first half.
- All classrooms and shared spaces in the school adhered to the Nurture checklist and staff have a strong understanding of the fundamentals within their environment and pedagogy.
- Boxall assessments are carried out three times a year with the class teacher and Nurture teacher to plan and assess the social, emotional, cognitive and behavioural needs of children accessing the nurture room, informing tailored interventions.
- Alternative break and lunches have continued to be provided for children who need a low stimulus setting with reduced social demands.
- Support for Learning Teacher and Acting Principal Teacher took part in CPLP sessions on Inclusion, focussing on staff and pupil skills, the learning environment and pedagogical tools and approaches.
- A whole school learning café based on Nurture and Relationship was held for parents. This shared the approaches, interventions and resources used by staff and children within the setting. The feedback was extremely positive with many parents



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accessing the guides on supporting their child's wellbeing and asking for support on how to use this approach at home.

- The Nurture teacher ran three different outdoor learning groups with children from P3-P5 focussing on supporting social and emotional needs and resilience.
- The Nurture teacher engaged in a Resilient Kids CPLP in June 2024.
- Breakfast/ Soft Start club held every morning for identified children.

Tracking and Monitoring

The children who attend the Sun Station check in each session using the incredible 5-point scale. This is monitored weekly and recorded monthly to assess where patterns emerge and to help identify trigger points in a term. This year the Nurture teacher noted check ins were lower at end of term points and beginning of terms. This informed planning of additional nurture sessions with individuals and highlighted the need for flexibility in timetabling to enable the Nurture teacher and class teacher to be more responsive at these points.

Incredible 5 Point Scale Check in Data

Month	Score
September	1.87
October	2
November	1.75
December	1.41
January	1.8
February	1.57
March	1.71
April	1.83
May	1.67
June	1.38
• 1 being the most positive.	

Each month, 10 children living in the lowest SIMD, presenting with the highest levels of anxiety, distress and disengagement are assessed and tracked using the 'School perceptions reflection audit'. This is used to plan measured and timely interventions for the following months based on the areas identified with the most negative associations. Across all 10 children, the number of negative perceptions were decreased significantly from the

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beginning of the year to end of the year. In months that an increase was noted, there were wider factors (as noted below each score) that were identified as potential triggers.

Nurture- Monthly Feelings and Attitudes to School- Scores 2023-2024 (with 0 being the most positive and 50 most negative responses)- PEF- SCHOOL SAMPLE GROUP

Date	September	October	November	December	January	February	March	April	May	June	Average
P3											
Pupil 1	14	11	23	20	12	12	0	3	7	11	113/10=11.3
Pupil 2	1	1	0	0	0	0	0	0	0	0	2/10=0.2
P4											
Pupil 3	0	2	2	2	1	0	1	1	2	2	13/10=1.3
P5											
Pupil 4	0	3	0	0	0	6	0	0	0	1	10/10=1
P6											
Pupil 5	27	26	21	20	19	18	8	8	8	5	160/10=16
Pupil 6	1	0	0	0	0	0	0	0	0	0	1/10=0.1
Pupil 7	3	2	2	2	0	0	3	1	2	1	16/10=1.6
P7											
Pupil 8	5	2	3	2	5	7	5	4	ab	ab	33/10=3.3
Pupil 9	31	27	35	30	11	5	0	18	14	0	171/10=17.1
Pupil 10	37	0	19	2	20	15	20	18	7	11	149/10=14.9
Group score for the month	119/500	74/500 <i>2 week month</i>	105/500	78/500	68/500 <i>Burns Supper P7</i>	63/500 <i>mid term break</i>	37/500	53/500	40/500	31/500 <i>3 weeks before gathering data</i>	

The aims for the Nurture and Health and Wellbeing Improvement group of teachers for 2023-2024 were as follows.

Aims

- To develop and adapt our Relationships and Behaviour Policy with all staff.
- To reinforce the language of Emotion Works with all learners and to support staff with the implementation of Emotion Works.
- To create behaviour flow charts for school and the playground with staged interventions as a guide for all children. Clear guidance, and a shared vision, for all staff around consequences and incentives for positive behaviour.
- To share nurturing approaches and nurture initiatives across the school with families.



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- To implement peer mediation in our school P1-3 playground.

New Behaviour and Relationships Policy

The group continued to engage staff and give ownership to the children to share and gain input for our new Relationships and Behaviour policy. The policy was created to inspire children and staff and to capture and reflect the values of our school and wider community. By including all the children, staff and parents in the ethos and principles consultation process the document will be embraced, valued and understood by our whole school community.

Broad themes around the principles of nurture and relationships were shared with parents and partners at our whole school learning café. The group consulted with all staff and children from our pupil council considering their perspectives on positive behaviour strategies and consequences. Common themes were identified which will be added at the start of next session prior to sharing the final document with the whole school community.

New Behaviour and Relationships Policy

Staff engagement around the development of this new policy continued throughout the session to ensure the content inspired both staff and pupils and reflected the values of the wider school community, particularly our families.

Consultations were held with all staff and members of the pupil council to determine what current strategies are utilised to promote positive behaviour and relationships. Common themes were then determined which will inform the staff training and focus for next year, linking to the Rights Respecting Schools Gold Award.

Behaviour Flow Chart

Using information from staff and children two draft behaviour flow charts were created to streamline supportive measures and appropriate boundaries and consequences across the school. One is based on the playground, and one is based on the class environment. The intention is for all staff to have a clear and consistent approach regarding supporting positive behaviour but to also ensure support staff feel empowered to address challenging behaviours within the playground and to find a positive, restorative based solution to this.

The improvement group have spent a considerable amount of time developing and adapting these flow charts in conference with members of the Senior Leadership Team. The flow



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chart will be shared with all staff at the beginning of the new academic session and a review of this will support the final copy to be produced in the second term.

Emotion Works

This year a key focus was to ensure everyone in the school community had a shared understanding of emotional language and how to actively encourage the use of this with our children. We had a staff focus on embedding the Emotion Works cog model consistently from P1-P7. The plan and information on how and when each cog should be introduced was explained to staff during the August in-service day.

During the “Nurture and Relationships” learning café, pupils shared learning across each stage linked to Emotion Works development in our school.

Family Engagement- Sharing Nurturing Approaches and Relationships

Nurture principles and practice and what this looks like day to day in terms of pedagogical approaches and interventions in Maddiston Primary, were shared with families and partners at a learning café in term 2. Across the 14 stations a wide range of approaches and interventions were shared, led by the pupils from the nurture citizenship group. A video was created to share with families what nurturing emotional environments look like and some of the tools and approaches that are used in all of our classrooms. Parent leaflets were created and shared focussing on Emotion Works, Nurturing schools and the Sun Station (Nurture room).

Peer Mediation/ Maddiston Mediators

A peer mediation approach was implemented with the children in P6. Initial training on restorative practice was carried out by the Nurture teacher to support mediation for low level behaviours and minor disagreements in the P1-3 playground. The children worked on a rotation basis using scripted lanyard visuals to support restorative conversations. This will be implemented in the upper P4-7 playground next year.

Curriculum Refresh and Sustainability Evaluation:

Development of Sustainability Bundles



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The group successfully completed the development of sustainability bundles tailored to the needs of Maddiston Primary School and our existing curriculum. These bundles integrate various sustainability concepts and practices suitable for different educational levels.

Communication with Parents

We hosted a successful learning café where parents were informed about the new sustainability initiative. This interactive event facilitated meaningful dialogue and feedback from parents, enhancing community involvement in our sustainability efforts, whilst giving us an opportunity to share our 'Sustainability Passports' with parents.

Implementation Plans

Comprehensive plans have been developed to implement the sustainability bundles/passports in the 2024/2025 school year. These plans include both school-based and home-based learning activities, ensuring that sustainability education extends beyond the classroom.

Staff Preparation

To ensure staff are well-prepared and informed, it is hoped that time is available to share the new sustainability initiatives during the inset day on return in August. This session would aim to deepen staff understanding of the sustainability bundles and their implementation in our school curriculum.

Challenges and Adaptations:

Curriculum Refresh

While the group initially aimed to focus on the curriculum refresh in addition to sustainability, this was not fully achieved due to absences and time constraints. Although options for presenting the refreshed curriculum were evaluated by the group, it was agreed that an interactive PowerPoint presentation would be the most feasible and cost-effective solution. This presentation format can be easily embedded in the school's website, making it accessible for all stakeholders.

Pupil Participation and Planning:

The group's aim this year has been to create a whole school format for documenting next steps and successes. We discussed different platforms and methods of doing this, including wall displays, Microsoft Forms and Book Creator. After reflecting on the success of Kathryn Parker and considering the wide range of ages and abilities that this must accommodate, we decided to trial Book Creator.



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The improvement group lead teacher created a format of how this may look and shared this with the wider group.

This has been shared with SMT, wider staff and families at our recent learning café. SMT feedback has been taken on board and changes have been made.

No feedback came back from class teachers.

Staff have also been given access to the full account for Book Creator to allow this to be trialled properly next session.

Next Steps: What are you going to do now?

Nurture

- To share the common themes identified, for incentives and consequences, with staff and SLT. Identify which strategies we would like to take forward next year.
- To finalise a flow chart which reflects our values and implement new positive behaviour strategies identified by staff and children.
- Create a child friendly flow chart and visuals of rewards, consequences and alternative choices.
- Staff visual created to support the implementation of restorative scripts.
- To promote Emotion Works with staff and children and working collectively to gain an Emotion Works- Bronze Award.
- To create a rationale of what nurture approaches and interventions look like at Maddison Primary School, include supporting children with ASN.
- Create a simple visual for all staff with the key elements and fundamentals of nurturing approaches and principles.



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- To continue our peer mediation in P1-3 and introduce peer mediation to the upper playground for children in P4-7.
- Staff training on 'nurturing approaches and the importance of relationships' and 'trauma informed practice'.
- Nurture teacher to complete 'Resilient Kids' training by FV Educational Psychology service and plan for implementation at ELC—P1 transition.

Curriculum Refresh and Sustainability:

- **Finalise the Interactive PowerPoint**
Complete the development of the interactive PowerPoint presentation for the curriculum refresh, ensuring it is ready for embedding on the school website.
- **Inset Day Preparation**
Prepare for the inset day presentation to ensure staff are equipped with the necessary knowledge and resources to implement the sustainability bundles effectively.
- **Ongoing Evaluation and Feedback**
Continue to gather feedback from staff, parents, and students on the sustainability initiatives and curriculum changes to make ongoing improvements as the initiative is implemented.

Pupil Participation and Planning:

- A trial period to pilot this new system.
- Feedback to be gathered and taken on board
- Adaptations to be made if required



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Review of progress for 2021 – 22 Maths

Priority 2: Maths – Develop whole school methodology to problem solving by supporting learner understanding using the Bar Modelling approach to visualise the problem.

NIF Priority
School improvement

FC Service and School Improvement
Priority

NIF Driver
Performance information
Assessment of our pupils' progress

Progression and effective pedagogy in literacy, numeracy and health and wellbeing

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

Has this work been supported by PEF?
YES

2.2 Learning pathways
2.3 Quality of teaching and effective use of assessment
2.4 Personalised support – removal of barriers to learning

One teacher to support numeracy for one day per week

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

This session we have continued to focus on solving worded problems using the bar modelling approach and on developing recall of number bonds and times tables.

85% of pupils to be confident and able to solve worded problems at the level they are working on.

What we did

Every class created a display of key problem solving vocabulary on their walls and this has been added to throughout the year. Training on the bar modelling approach was given at the beginning of the year to all teaching staff and separate training was carried out with support staff. Every day, each class had a worded problem to solve either based around their lesson or one of the four operations. Key vocabulary within the problem was highlighted to familiarise children with the vocabulary. All pupils with a Connected Falkirk Device and their teachers received training from the Connected Falkirk Digital Support Team on using Accessibility Tools. They then shared their knowledge and skills with the other teachers and pupils within the school so all teachers and pupils accessed a level of training to use accessibility tools. P2-5 pupils that needed to use Accessibility Tools to support the reading of worded problems used the shared iPad devices and



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P6 & P7 pupils used the accessibility features on their own devices. Additional headphones were purchased to support with this. Where this was not possible, teachers read the problem to the pupils. Pupils then shared and explained the reasoning behind how they performed the calculation as part of their Number Talks to deepen their understanding of number sense. At the end of each numeracy topic there was a lesson focused on worded problems. Over half of the teachers reported there was an increase in the accuracy and confidence of their pupils when solving the daily worded problem.

The Bar Modelling approach was shared with parents again at the learning café in March 24 where they had opportunities to try it for themselves and interact with the pupils solving calculations. Around 60% of our families attended this café and were able to experience how we teach the pupils to solve worded problems.

Ideas for practising times tables and interactive games were also shared. A leaflet about ideas on how to practise times tables at home was available to take away and it has also been uploaded to the maths section on our school website.

Evidence

Attainment of mainstream pupils in Numeracy	
P1	94%
P4	89%
P7	85%

Numeracy data from NSA



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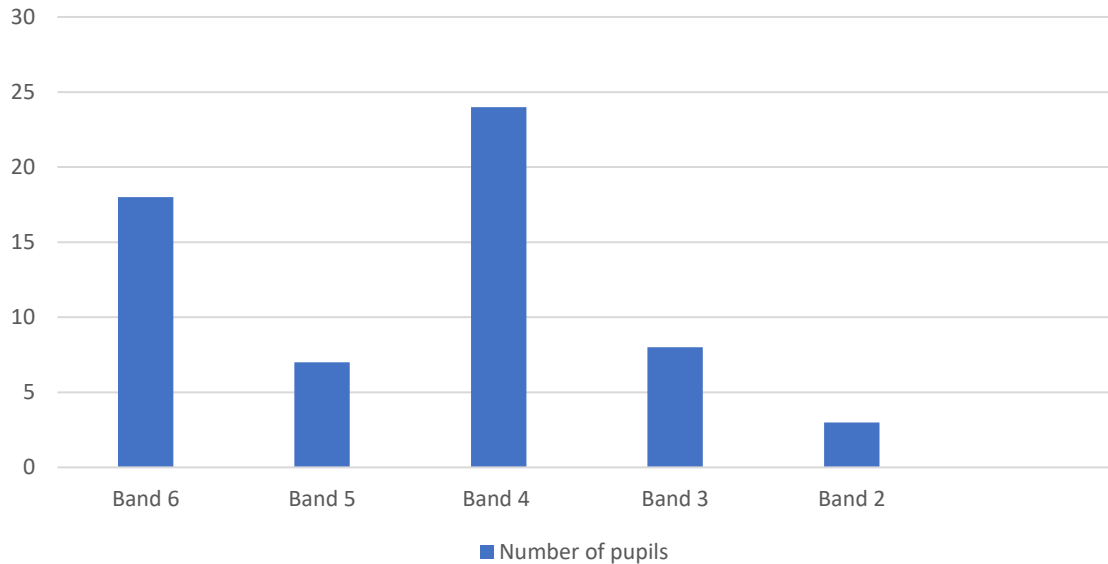
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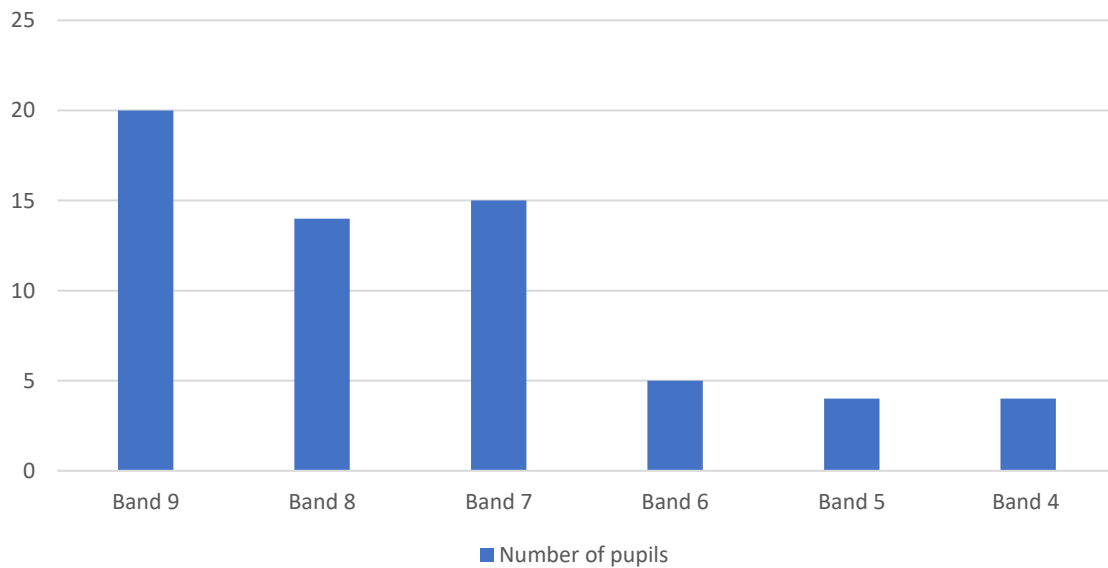
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P1 Numeracy Data from NSA



P4 Numeracy Data from NSA





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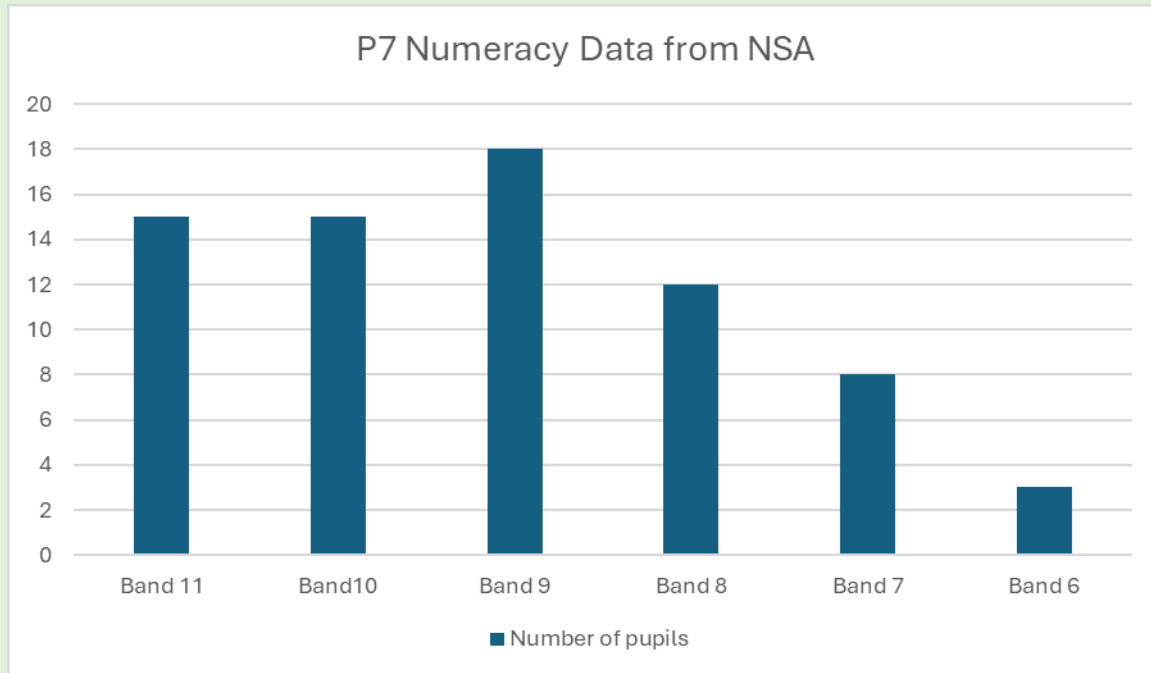
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By June 24, 85% of learners will show an increase in rapid recall of times tables and number bonds to assist in calculations.

What we did

Every class had a greater focus on number bonds/times tables (learn its) with at least ten minutes of dedicated time during the daily maths lesson to be spent teaching and learning them. Concrete materials were reintroduced at all stages and a variety of methods and resources were used to cover the say, make, do method. Whole class sets of flashcards and games for all times tables were created along with folders for every teacher with resources that could be used with all times tables and number bonds. P2-7 consolidated previous learning until October break with only one table being revisited at a time. All of the pupils went back to the two times table at the beginning of the year. Challenge was introduced with individuals using inverse operations, fractions and decimals. Weekly assessment was reduced and was only carried out on ten occasions throughout



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the year. The time spent previously doing weekly assessments was used to reinforce the number facts.

Ideas for practising times tables and interactive games were also shared with parents at the learning café in March 24. A leaflet about ideas on how to practise times tables at home was available to take away and it has also been uploaded to the maths section on our school website.

Evidence

Daily Number Bonds/ Times Tables Initiative		
Stage	% of pupils increased	Average % increase
P2	76%	29%
P3	66%	41%
P4	77%	17%
P5	87%	44%
P6	71%	13%
P7	65%	15%

The above figures do not meet the 85% target set at the beginning of the year but closer examination of the results revealed that pupils able to complete their assessment accurately but in less time was not taken into consideration in the above results. Nor was the introduction of new tables or inverse tests which caused the figures to dip.

PEF Maths Initiative

Our PEF funded maths teacher worked with P4 and P7 pupils from SIMD 1-4 from September 2023 to April 2024 and P6 pupils from Nov 2023 - April 2024 to develop the rapid recall of their times tables. This work was reinforced by a support assistant once a week and also was reinforced in class. They used the say, make and do approach to embed the tables using concrete materials before moving to applying it to abstract calculations.

This work was carried out as their lack of times table recall was acting as a barrier to them solving problems. They were constantly relying on times table support squares and had poor number sense.

Evidence

Stage	Number of pupils	Average score -Apr24	Average increase
P4	20	79%	37%
P7	12	79%	36%

Stage	Number of pupils	Average score - Apr 24	Average increase
P6	14	75%	37%



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Next Steps: What are you going to do now?

- Continue with our daily focus on word problems encouraging the bar modelling approach and shared language where appropriate. Continue with the daily fraction question and the number bonds/times table focus.
- Assessment of times tables needs to be reviewed to take into account time if they complete them accurately and quickly and the content of assessment i.e. introduction of new facts or times tables. Possibly using the same assessment at the beginning and end of the year which may be difficult for the stages when many new facts are introduced
- Create bar modelling videos to upload to the school website for parents to support their children at home.
- Create a bank of worded problems for teachers to use with each stage to aid teacher confidence
- Continued targeted numeracy support with times tables and number bonds recall through **maths support teacher funded by PEF** and support assistant.

Review of progress for 2023-2024

Priority 1: COMMUNICATION

a. Effective Communication

To develop robust systems of communication for all stake holders. Ensuring that what is communicated is received and understood with clarity and purpose. Subsequently resulting in continuing to develop, positive workplace culture and meaningful parental partnerships.

b. Total Communication

To develop a fully integrated and consistent Total communication approach across all classes and contexts within the Time Zone.

NIF Priority:

- ✓ 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

FC Service and School Improvement Priority

School Improvement Priority

- ✓ teaching of Embedding robust communication **practices** in the workplace ensuring a positive work environment.



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✓ Improvement in achievement, particularly in literacy and numeracy NIF Drivers: ✓ School and ELC leadership ✓ Teacher and practitioner professionalism ✓ Parent/carer engagement and family learning ✓ Curriculum and assessment ✓ School and ELC improvement ✓ Performance information	✓ Supporting stage 4 pupils access learning opportunities by developing a consistent communication approaches.
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.4 Personalised support 3.1 Ensuring 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) Resources to support communication and engagement purchased using PEF.
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
Effective Communication: a) Communication between staff When questioned staff identified communication as a key priority within the TimeZone. Most voiced that communication historically had not been consistent and that more robust systems were required, ensuring everyone had clarity of information. A number of systems have been introduced to ensure this clarity including: ✓ Class team meetings ✓ Weekly information sheet ✓ Two way radio policy and regular maintenance ✓ Daily staffing sheet ✓ Staff notice board. ✓ 5 to 9 meetings ✓ Teacher information jotter to share with class teams.	



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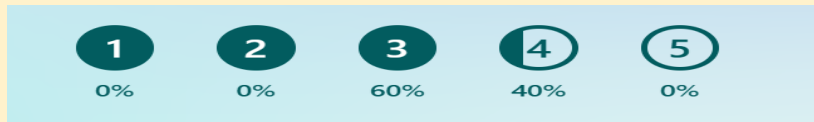


✓ WhatsApp group

All of these systems have become embedded in the daily life of the TimeZone and contribute significantly to a positive workplace culture, where it is evident people are feeling more valued. In session 2022-2023, the majority did not rate as feeling valued as they neither agreed nor disagreed whereas in 2023-2024- the majority are now feeling valued at 61% and with 33% strongly agree.

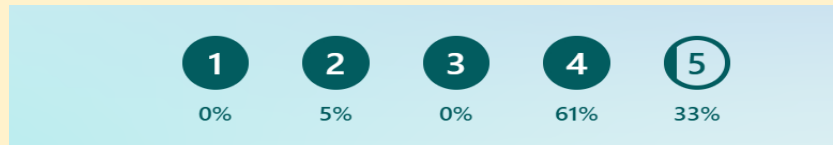
22-23 session (staff asked do you feel valued and supported?)

5 – Strongly agree 4- Agree 3- Neither agree nor disagree 2- Disagree 1- Strongly disagree



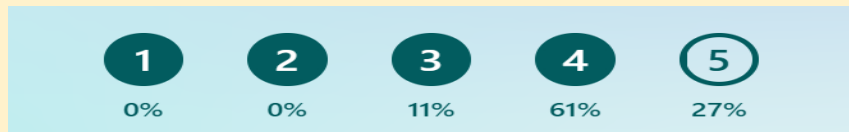
23-24 session (staff asked do you feel valued and supported?)

5 – Strongly agree 4- Agree 3- Neither agree nor disagree 2- Disagree 1- Strongly disagree



5 – Strongly agree 4- Agree 3- Neither agree nor disagree 2- Disagree 1- Strongly disagree

With specifically asking all staff how effective has communication been this session, the majority agree with 61% that it has been effective and had a positive impact with 27% strongly agreeing.



5 – Strongly agree 4- Agree 3- Neither agree nor disagree 2- Disagree 1- Strongly disagree

b) Communication with Parents

Parents were asked what we are doing well. They consistently place our online communication system: Tapestry, at the top of their list.



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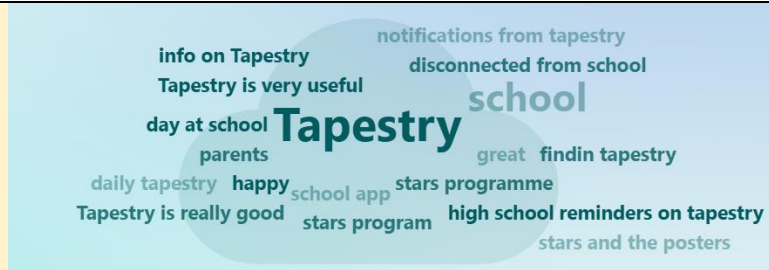
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Parent resources: parents evening 2023

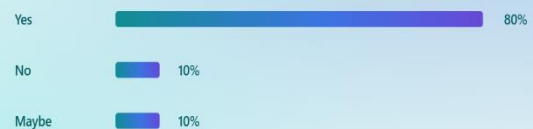
Clear guidelines to parents on what to expect as well as clear guidelines to teachers setting out what was required weekly, has ensured a far more consistent approach to communicating with families.

We didn't foresee the impact this has on how our families sharing Tapestry with their children. It is evident that Tapestry has become an important part of family life and has helped families not only stay informed, but communicate effectively with their child: revisiting successes and talking about friends.

Do you share Tapestry photos with them?



Do they indicate they enjoy seeing tapestry posts?



Next Steps: What are you going to do now?

- Frequently seek staff feedback on how systems are working.
- Consult with staff about effective 'teacher to class team' communication. How this can be easily facilitated and improved.
- Consult with staff on Tapestry expectations for parents, ensuring a realistic workload balance for teachers, while not compromising the high standard of online communication between staff and parents
- Consider ways of reaching out to parents who do not engage (online and in person) as consistently as others. Oral feedback during our 'Blether and Play' session in which the majority of parents attended with 64%, said they would

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Section 3



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Key priorities for School Improvement Planning 2024-2025

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Learning, Teaching and Assessment

By June 2025, 100% of learners will maintain a learning log that documents discussions with teachers, reflecting on set targets and outlining next steps in their learning. These logs will include identified and recorded evidence of the learning progress in maths and literacy, collaboratively noted by both pupils and teachers.

Reporting and Assessment

To develop and implement a comprehensive reporting system that provides clear, timely, and actionable feedback to students, parents, and staff, thereby fostering a collaborative environment focused on continuous improvement and pupil success.

Nurture:

- By June 2025 all staff across the school community will be confident in the core principles of restorative practice and will be utilising the visual to carry out restorative conversations consistently.
- By June 2025 we will have achieved the Emotion Works bronze Nurturing School Award
- By June 2025 staff, children and families will be using the finalised visual flow chart to ensure consistency in promoting positive behaviour and relationships across the school

Rights:

- By June 2025 inclusive opportunities will be embedded and there will be a shared approach to embedding Rights across both Maddiston PS and the Timezone ASL wing.
- By June 2025 all families across the school community will have a strong awareness of Rights respecting schools and what this looks like in practice.



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- By June 2025, teaching about, for and through Rights will be embedded across the curriculum.

Curriculum Refresh and Sustainability:

- By June 2025 there will be a new interactive PowerPoint presentation for the curriculum refresh, ready to be shared with staff, partners and the wider school community.

Pupil Participation and Planning:

- By June 2025 the new Pupil planning and Assessment tool will have completed its pilot year and now be fully embedded as part of all class teacher's planning and practice.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

Overall, our school demonstrates a high capacity for continuous improvement by maintaining a strong alignment between our strategic objectives and everyday practices. We are committed to an ongoing cycle of evaluation and improvement to ensure the best outcomes for our students.

Our school's capacity for continuous improvement is strong, supported by our commitment to regularly assessing and enhancing our performance across all key areas. We have established a robust framework for evaluating and improving our educational practices, ensuring that we remain responsive to the needs of our students and the wider community.

Below is an overview of our potential for ongoing growth and development:

- Our school vision and values are meaningful to all of our stakeholders. All children and staff are invested in our vision and values and that these permeate everything we do in our school to ensure high standards are expected from all. We share a vision which leads to improvement and raise attainment.



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- The school prioritises the wellbeing of all students, implementing inclusive practices that support diverse learning needs. We regularly evaluate our policies to maintain a safe and supportive environment.
- Wellbeing is at the heart of our school ethos, Senior Leaders and all staff are aware of the importance of Mental Health for children, staff and families. Support is sourced from within our own staffing – Nurture Teacher, Support for Learning Assistants, SLT and class teachers practice is underpinned by Nurture Principles and we are very vigilant in sharing thoughts and concerns. Professional dialogue and sharing of practice and advice is strong within our school. Many staff have undertaken training around mental health and wellbeing providing more up to date guidance, strategies and support networks. A variety of agencies are also engaged in order to meet the needs of our children and families. Barnardo's and Family Support interventions have been particularly effective this session. Our relationships and robust referrals will ensure this continues. Our Educational psychologist remains a strong part of our school team in order to support emerging needs of our children and families.
- Self-evaluation is embedded in our school culture. We use a variety of tools and feedback mechanisms to continuously monitor our performance, ensuring that we identify and address areas for enhancement promptly.
- In the coming session we will continue our robust Self-Evaluation procedures and, as a school, we have an in depth awareness and understanding of our strengths and development needs. Staff and families are fully informed and contribute to our School improvement priorities. This has been extremely effective through our Learning Cafes, which are based around our school improvement working groups. Parental feedback is key to improvement and success and this has supported us to gain meaningful contributions from parents and partners.
- Staff are committed to high standards of practice and are aspirational for the children and school. This will be moderated and ensured through the robust self-evaluation and full Quality Assurance Programme which will continue to embed again next session.
- Nurturing and supportive relationships across the school lead to the children's improved readiness to learn. The staff team are dedicated to working effectively together to continually improve children's experiences. This leads to positive learning experiences for all children.
- Our Relationships and Behaviour policy will ensure a consistency of approach and streamline policies and procedures within MPS. The Working group have produced a flow chart for behaviour management in order to improve consistency of approach, which will embed standards and shared vision.
- Targeted interventions are based on gathering of data through an improvement science approach. Data is used to inform next steps and the process ensures that change is achievable, targeted, measureable and manageable.
- The majority of staff are in permanent positions. They are committed to school improvement and ensuring the best outcomes for our children and families.



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- There are various members of staff who have participated in areas of CLPL which have benefitted the children and the school. E.g. two members of staff have become Microsoft Expert Teachers, another has completed the To Lead or Not to Lead Programme and another is completing a post graduate certificate in Physical Education. One of our teachers is completing her Masters in Early Years Education. Another Class Teacher has embarked upon the first year of his Masters degree. Most staff have undergone training in approaches to teaching children with ASN. All staff have participated in conflict resolution and restorative approaches training led by the Inclusion and Wellbeing Service. This will be invaluable to ensuring we achieve strong relationships. Staff are committed to self-improvement and all engage in meaningful and relevant professional learning, which is related to school improvement.
- As a Cluster initiative, all staff have participated in their own Practitioner Enquiry this year and have also been part of a group around curriculum refresh. Each group looking at the learner's journey in their chosen subject area/theme. Engaging with professional reading and exploring pedagogy has led to tests of change which have improved practice and increased capacity for further improvement. These have been shared within our cluster community and will continue as part of our practice moving forward.
- Our leadership team is dedicated to fostering a culture of continuous improvement. They engage stakeholders in meaningful dialogue and decision-making processes, promoting a shared vision for the school's future
- There is effective leadership of school Improvement across the school, which involves all staff. A class teacher leads each of our School Improvement groups and information is filtered and delivered to support staff where appropriate to enable a whole school vision.
- SLT have a strong 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.
- Our focus, as a school community on academic excellence is evident in our sustained efforts to raise attainment levels. We use many strategies and methodologies including data-rich approaches to identify areas for improvement and celebrate student achievements.
- We consistently review and refine our teaching practices to ensure high-quality learning experiences. Our assessment strategies are designed to provide actionable feedback, helping students achieve their full potential. Our working party on Pupil participation have developed a new assessment and reporting strategy in order for children to be fully involved in their learning, understanding their levels and supporting them to record their progress.
- As a school we strive to understand, value and celebrate diversity and challenge discrimination. This understanding and ability has been further increased through embedding LGBTQ+ into our curriculum at all stages.



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- The school is well supported by the Parent Council and PSA who contribute willingly to school improvements, both in planning and implementation.
- Self- evaluation is 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 2023-2024 - will allow us to continue to employ a Nurture teacher and with the existing key teachers for Literacy and Numeracy and PEF improvement strategies which have successfully led to improvement this year. We will also be able to continue to employ or Family Liaison officer. This work has been invaluable in establishing open lines of communication with some of our hardest to reach families. The Family Liaison officer has also been able to support families in crisis, families living in poverty and has supported many children in school with anxiety, social, emotional and behavioural difficulties and children requiring a nurturing approach.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	5