



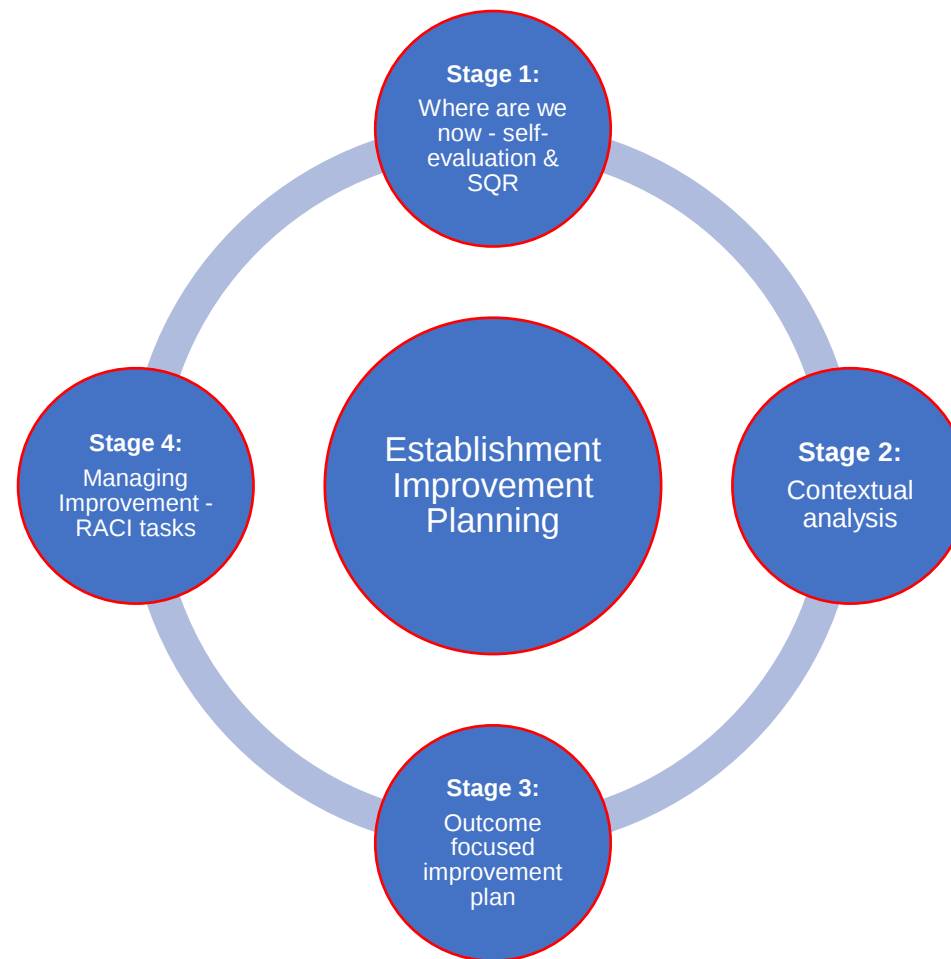
Falkirk Council
Children's Services

Establishment Name: **Maddiston PS**



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



School roll – 485 pupils

SIMD profile – SIMD 1: 64 pupils **13%**

SIMD 1-5: 236 pupils 49%

SIMD 6-8: 22 pupils 4.5%

SIMD 9-10: 227 pupils 47%

Broadly speaking, 50% of children are in the lowest deciles and the other 50% are in the highest. There are few children in the middle; indicating **we have both the most and least deprived children in our school and not many in the middle.**

Most children who attend Maddiston PS are in SIMD 1, 4 and 9 – giving a highly contrasting SIMD profile.

Gender – 234 boys/251 girls **FME** – 28%

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. The ASL pupils travel to Maddiston by taxi from all across Falkirk Council.

Maddiston is a former mining village. There are no industrial or retail businesses in the community, other than two small grocery/paper shops, a pharmacy and take-away business.

Attendance and Exclusion

Session	Average attendance (%)
2018/19	94.6
2019/20	93.0
2020/21	94.9
2021/22	91.4
2022/23	92.1
2023/24	92.2

Progress and Attainment

Attainment 2023-24	Reading	Writing	T&L	Numeracy
P1	93%	93%	95%	94%
P4	90%	89%	95%	89%
P7	81%	78%	93%	85%

Attainment continues to remain high and ACCEL levels are improved in comparison to last session and the previous session. Almost all children are on track to achieve their age appropriate CfE level.

There is a large housing development under construction in the village, building 3-5 bedroom family homes. The houses are nearing completion and this is beginning to impact our school roll, in terms of enquiries for places. It is expected that the school roll will rise in the next year as a result. Two streets in Maddiston have historically been identified as within the top 10% of the most deprived areas in Scotland. The most recent demographic information, shared through the Braes Cluster demographic profile, indicates they are now in the top 20%, but still placed at 5% on the SIMD index. The children who live in both streets who are not on track to achieve their CfE levels in literacy and numeracy receive support through PEF. Many parents in the newer estates within the village, commute to Glasgow and Edinburgh. Polmont Train station is 2 miles away. Residents must travel 2 miles to the nearest doctor surgery. Local services/amenities are few. There is one large open park space, Valley Park, with a small playground. This area is well used by the children. Many if not most children have bikes or scooters. Our local partners are OPFS (Maddiston Family Centre), 'The Haining' care home, 'ION Enablement' centre, the Maddiston Evangelical Church and Minister, and Maddiston Community Centre. The gender balance is fairly equal – 234 boys and 251 girls across the school. We have 22 children with English as an additional language. We respect special occasions and traditions in other religious calendars, allowing children 'prayer space' and special arrangements at lunchtime.	Attendance – attendance has continued to be a concern this session, despite remaining above the Falkirk Council attendance average and an improvement upon the last academic year, as indicated above. By May 2024, 19% of pupils had more than a 10% absence rate this session. This is an improvement on last session. Interestingly the same number of children (22) were both in the most deprived 20% with more than a 10% absence rate as the least deprived 20%. Although this is better than the authority average, it remains a higher level than pre-covid absence rates for our school. 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. Key families have targeted support to attend school and are collected daily by the Family Liaison Officer. The Family Liaison Officer communicates directly with families daily to mitigate barriers and enable school attendance. There is a system in place for children who come to school frequently late. A refreshed approach to promoting good attendance is planned for next session with a focus on attendance being a responsibility of all. The Nurture teacher and all of our partner agencies, such as the Educational Psychologist, Aberlour, OPFS and IWBS will continue to work together to improve attendance and support families and children.	Teachers have demonstrated greater confidence in their judgements in attainment of CfE levels; key to this has been the emphasis on the identification of skills and experiences required for individual pupils to be 'on track' in literacy and numeracy. This has enabled teachers to focus on and target specific concepts and key aspects of learning. The question posed to teachers by SLT is – what do the children in your class need to learn to be on track in this curriculum area? Teachers are clearer about the benchmarks, pressure points and expectations in literacy and numeracy, in addition to the whole school pedagogical approach. This links equally to our collegiate planning meetings – held between SLT and stage partners to discuss what is being planned for in order for all children to be on track. This fine-tunes the teachers' attention to plan for attainment.
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Around 50% of families are in the lower SIMD deciles, very few – almost one in the middle and 50% in the highest SIMD deciles. We have some of the most deprived and most privileged children within the school catchment area in Scotland. We frequently make referrals to Foodbanks, One Parent Family Scotland and other supports in addition to the responsive support our Family Liaison Officer offers. Some of our children are collected from home and dropped off by our FLO, Mrs Myles. She has built a strong relationship and trust with all of the families she supports – in a variety of ways.

The local evangelical church and minister offers significant support to the school and families both in term time and in the holiday periods. The Community Church café is visited weekly by pupils in the Timezone.

There is a local community centre, well used by community groups and clubs. It is currently under threat of closure and there is a local campaign running to save it.

The school is well supported by the Parent Council and PSA, both in terms of decision making and fundraising. Both parent organisations contribute largely to the ethos and life of Maddiston PS. Next session will see a drive to promote further parent participation in the Parent Council.

Exclusion

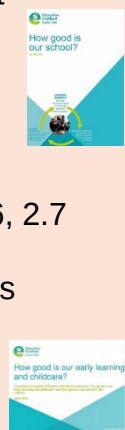
Session	Number of exclusions	Number of different pupils excluded
2018/19	1	
2019/20	0	0
2020/21	5	2
2021/22	0	0
2022/23	1	
2023-24	0	0

Exclusion – We have made 0 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. Focus continues to be about relationships and understanding the emotions and experiences behind behaviours. We work closely with our families to support children with dysregulated behaviours and create bespoke systems and plans of supports.

Stage 3

Priority Area: Assessment and reporting	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 	
What informs this priority? Through self-evaluation processes, staff collectively voiced the desire to improve the Reporting system currently in place to the benefit of the children and parents.				
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	
To develop and implement a comprehensive reporting system that provides clear, timely, and actionable feedback	1. Review and Assess Current Reporting Practices: Conduct surveys and focus groups with pupils, parents, and teachers to gather feedback on existing reporting procedures.	The group at their first meeting will document Timescales and responsibilities in the School Improvement Group task brief.	- Improved clarity and accessibility of pupil progress reports. - A more child centred and appropriate approach to reporting for children with ASN.	

to students, parents, and staff, thereby fostering a collaborative environment focused on continuous improvement and pupil success.	○ Analyse the effectiveness of current reporting tools and identify areas for improvement. 2. Develop Clear and Consistent Reporting Standards: ○ Establish clear criteria and guidelines for report cards, progress reports, and parent-teacher communications. ○ Ensure that reporting standards align with curriculum goals and learning outcomes for all children, including children with ASN. 3. Implement User-Friendly Reporting Tools: ○ Introduce a system for reporting which is accessible, easy to use and can be understood by all parties. ○ Provide opportunities for feedback, discussion and collaboration from all teachers on using new reporting tools effectively.		• Increased parental engagement and satisfaction with reporting procedures. • Enhanced ability for teachers to track and support student progress. • A more transparent and effective communication system between the school and its stakeholders.
Ongoing evaluation/actual impact:			

Priority Area: Nurture and Rights Respecting Pedagogy	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? There is a clear identified need in Maddiston Primary to ensure that both Nurture principles and Rights are embedded in practice to enable the creation of learning environments that support the comprehensive growth and success of every child. Focussing on the holistic development of our children, through practice that prioritises and supports the emotional, social and psychological needs will ensure our learners have the necessary skills to succeed in all aspects of life. By prioritising these areas in our improvement plan, we are enabling the development of a positive and inclusive school culture, fostering positive relationships across the school community leading to a more equitable, positive and productive learning environment. Through self evaluation and professional dialogue it is clear that whilst our physical and emotional environments are reflective of the core nurture principles, there is an identified need to increase awareness, knowledge and consistency across all staff members and ensure there is a collective understanding of key interventions and practices required. As a school, we recognise the link between Nurture and Rights in prioritising the holistic development and wellbeing of all our young people which is why they are presented together.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
<u>Nurture</u> 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.	Nurture improvement group to develop visuals for restorative scripts for lower and upper stages. Restorative conversations to be embedded within in positive behaviour flow chart as a key step. Miss Ferguson/ Mrs Brown to share these with support staff. All staff to complete IWS training on positive relationships and trauma informed practice. Staff reflection/ evaluation on practice supported by nurture teacher and Acting PT.	By October 2024 visuals for restorative script visuals will be created and given to all teaching staff. November In-service day- feedback session from all staff to reflect on development of restorative conversations- identify further support required. Restorative scripts will be created into lanyards for support staff to ensure consistency in playground. By June 2025 all CLPL training will be complete- Acting PT to facilitate through IWS. P6 Maddiston Mediators to continue in infant playground and implement in upper playground by October 2024.	Acting PT to monitor monthly the amount of children being sent to offices during breaks and lunch- there should be a notable decrease in this once restorative scripts are embedded. Nurture teacher to continue to monitor emotion check ins using Incredible 5-point scale. Nurture teacher to continue to use 'How I see myself audit' with identified children. Professional check in sessions with all staff to gain feedback. Pupil check in sessions with P6 Mediators to provide feedback.

By June 2025 we will have achieved the Emotion Works bronze Nurturing School Award.	All staff to engage in refresher session on Emotion Works during August in service days. All staff to ensure Emotion Works teaching is embedded in weekly planning/ practice. All staff confidently use Emotion Works language as part of restorative conversations.	August in service day led by Nurture teacher and Acting PT. Staff to continue to access Emotion Work website and resources frequently to ensure confidence and understanding. Refresher sessions offered on opt in basis on how to access and utilise Emotion Works. Improvement group to share examples of practice. Learning café- (Date TBC) All staff to share examples of Emotion Works class learning. By January 2025- Nurture teacher and Acting PT to meet to determine where we are in achieving Bronze and identify next steps. Examples of practice folder established in shared area.	Staff confidence levels- taken at start and end of year and monitored through professional dialogue. Training needs identified and met throughout year. Nurture teacher to monitor children's level of understanding of emotion works through Nurture sessions. Professional dialogue with staff at meetings.
By June 2025 staff, children and families will be using the finalised visual flow chart to	Reflection session with staff to share the common themes identified, for incentives and consequences. Positive behaviour Flow chart completed by Nurture improvement group-	August In-service- share SIP priorities for year and plan for new relationships time as part of weekly planning.	Acting PT to monitor each class through teacher check ins about the number of escalated incidents.

ensure consistency in promoting positive behaviour and relationships across the school.	<i>restorative practice</i> and <i>dignity</i> linking to rights KEY and to be shared with families during learning café. Finalised flow chart shared with staff during CAT night to get feedback. New relationships time linked to Rights to replace ‘Fun Friday’ - not reward based but an entitlement for all children to prioritise relationships at all levels. Nurture principles and practice visual to be created by improvement group and shared with staff as a reminder of the fundamentals and essential practices in MPS. Nurture rationale to be created and shared as a guide to what it looks like at MPS.	Improvement group to complete flow chart and share with families to get feedback during Term 2 learning café. Improvement group to share flow chart with staff during meeting night. Improvement group to identify time in Term 2 to share flow chart with support staff. By September 2024 Acting PT/ Nurture teacher to create simple visual with overview of Nurture for staff. By June 2025 Nurture teacher to create rationale guide of Nurture.	Acting PT to monitor the number of children from each class having consequence/ reflection time each week. Staff reflection/ feedback on relationships time.
<u>Rights</u> By June 2025 inclusive opportunities will be embedded and there will be a shared approach to embedding	Rights refresher training for all staff on August in-service day. The right of the month will be shared with the whole school at assembly, this Right will be consistent across the primary and Timezone.	Laura Black – Rights Respecting school lead will meet with Jenny Daigle-Timezone DHT, monthly to devise a consistent plan for Rights across the school community. The Nurture/ Rights SIP group will work collaboratively to devise a school mascot by April 2025.	Rights Respecting Schools- Re-accreditation of Gold Award in October 2024. Staff and pupil confidence levels monitored throughout session. Deborah Brown- Acting PT to monitor the number of children from each class

Rights across both Maddiston PS and the Timezone ASL wing.	A Rights Mascot will be created that will be used across primary and the Timezone. Rights Respecting schools re-accreditation assessment will take place in October 2024. New relationships time linked to Rights to replace 'Fun Friday' - not reward based but an entitlement for all children to prioritise relationships at all levels. Enhanced inclusion opportunities will be planned carefully and appropriately for the development needs of the individual child. Both the primary Acting PT and Timezone Acting PT will work closely together to plan and lead inclusion experiences for the children accessing the new enhanced learning environment at P1- devising opportunities to access both Timezone and main P1 environment.	Deborah Brown and Michelle Wilson-Brown will work collaboratively with Fiona Macdonald to plan for inclusive learning experienced within the new enhanced learning environment. Deborah Brown and Kirsty Ferguson to plan and support the implementation of relationships time (Fun 31) across school from August 2024. Laura Black/ Jenny Daigle to review positive behaviour Flow chart completed by Nurture improvement group- assessing key links in <i>restorative practice</i> and <i>dignity</i> linking to rights.	having consequence/ reflection time each week.
By June 2025 all families across the school community will have a strong	Rights based learning and practice shared with families during learning café. Identified family engagement events to be held throughout the year with a focus on sharing Rights with families:	Laura Black – Co-ordinate events throughout the year supported by improvement group.	Feedback forms from families at each event. Teacher/ Pupil feedback throughout the year.

awareness of Rights respecting schools and what this looks like in practice.	- Family picnic - Meet the Teacher - Transition events Rights shared through home learning links Rights leaflet created, in similar format to Nurture handout to share key elements with families.	Citizenship group – Rights Knights- led by Laura Black and Caroline McMenaman. Class teachers to identify home learning links for each stage. Created by improvement group by February 2025.	
By June 2025, teaching about, for and through Rights will be embedded across the curriculum.	Rights based IDL focus across whole school community for first term of session. Intentional planning to embed Rights experiences through literacy and numeracy lessons throughout year. Staff improved confidence and learning sessions based around teaching <i>about, for</i> and <i>through</i> rights.	All teachers across school plan first term IDL focus- Complete October 2024. Laura Black/ Jenny Daigle to lead and support staff along with identified members of the Improvement group.	Assessment of staff confidence from beginning to end of year. Staff feedback sessions at CAT nights.

<u>Curriculum Refresh and Sustainability:</u> 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.	Complete the development of the interactive PowerPoint presentation for the curriculum refresh, ensuring it is ready for embedding on the school website. Inset day presentation to ensure staff are equipped with the necessary knowledge and resources to implement the sustainability bundles effectively. 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. . .	Improvement group to plan individual timelines and responsibilities in August 2024.	Staff confidence and feedback. Family engagement and feedback. .
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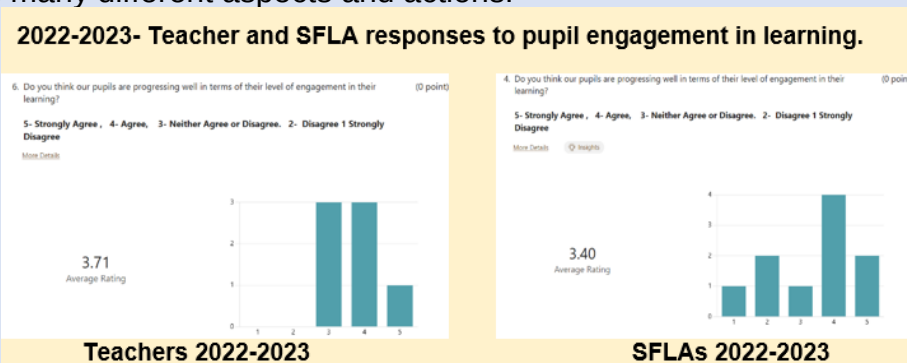
<u>Pupil Participation and Planning:</u> By June 2025 the new Pupil planning and Assessment tool will have completed its pilot year and now be fully embedded as part of all class teacher's planning and practice.	A trial period will take place during term 1 and 2 of the new session to pilot the new format on book creator to identify and capture pupil's next steps in literacy and numeracy Staff feedback sessions to gather views and feedback to inform improvement groups next steps. Adaptations to be made if required	Eve Robb leading improvement group-views gathered from staff by December 2024. Final model created and fully embedded in practice by 2025.	Staff confidence levels and feedback. Pupil confidence levels in identifying and discussing next steps in learning
Ongoing evaluation/actual impact:			

Timezone

Priority Area: Curriculum Refresh	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

- In 2022-2023 session, during self-evaluation exercises such as questionnaires, professional dialogue and observations, it became clear that we needed to improve learner engagement. We explored the barriers to engagement and through using the challenge questions from QI 2.2- it became evident we needed a curriculum refresh. However, a curriculum refresh is not a quick priority to complete, the process has many different aspects and actions.



- In 2023-2024, we started with engaging all stakeholders in re-visiting and adapting our vision, values and aims. This is the corner stone of our curriculum development as it reflects our ambitions for our young people and influences our culture and identity. We applied what makes us unique and identified relevant and meaningful learning contexts to determine our core curriculum.



Maddiston Timezone Contexts

- Morning and home routines
- Eating and Drinking (snack and lunch)
- Personal Care
- Managing myself
- Transitions
- Accessing my community
- Cooking
- Celebrating Success
- Rights and Shanarri
- Movement/Play

- We are working through illustration 5 of the QI 2.2 in order to support the development of a new curriculum rationale that reflects our vision, values, aim, uniqueness and how we enable all pupils to develop in the 4 capacities of CFE.
- We have already improved learner engagement compared to last session as self evaluations carried out by both staff and parents have rated engagement as higher and comparing pupils progress reports from term 1 to term 4 demonstrates a similar trend. The impact on improvement justifies our rationale in continuing our development in curriculum design.
- Staff are becoming more involved and empowered through a collaborative approach and we need to capitalise on this momentum using working parties this session to continue to steer improvement forward so it is not a top down approach to improvement. This will be a more sustainable approach to school improvement and help our staff to develop skills, knowledge and understanding of the curriculum they teach.
- Along side our curriculum development, we are increasing our pedagogical teacher toolbox to support our core curriculum and engage our learners. Last session, we rolled out TEACCH and it has in a short space of time, had a significant impact on learning. We need to continue to embed this teaching approach this session and could be developed using our working parties.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Develop the morning routine context of our core curriculum	➤ Audit current practice of 'morning group' and use the information gathering process to facilitate professional dialogue of what is our gold standard of 'morning group'. ➤ Develop a progression planner for 'Morning Group' for pre-early, early and first level of CFE. Include key Makaton signs linking to morning group and same symbol for all visual timetables. Each class gets a 'Morning Group' resource pack ➤ Implement the new planner and assess where each pupil is on the progression pathway to support next steps and create a baseline.	➤ Jenny and Michelle- Audit and professional dialogues by Oct 2024 ➤ Class Teachers/SLT- Oct 2024 ➤ Implement new planner Term 2- Class teachers- Jan 2025	➤ Collated information gathered from the audit creates a comprehensive picture of what morning group looks like in the Timezone. ➤ Moderation of understanding of the purpose of morning group and what should be included and why- what does each component help to develop ➤ Learning visits will quality assure the routine ➤ Progression pathway planner created through a collaborative approach ➤ Implemented planners are monitored and reviewed

	➤ Track progression outcomes using 'Progress' software ➤ Review planner to determine if any changes are needed to improve	➤ Class Teachers- termly ➤ Class teachers and SLT- Termly	➤ Professional tracking meetings to discuss how pupils are doing- what are the gaps, barriers and how to develop strengths
Continue to develop pedagogical approaches to support our core curriculum	➤ Develop confidence in staff so they use the TEACCH approach in the classrooms as well as identified TEACCH room. ➤ SIP working party opportunities to develop resources for all of our learners from pre-early to early level CFE ➤ Introduce key principles of the teaching approach 'Attention Autism' to all staff	➤ Michelle- Term 1 ➤ Class teachers and SLT- Term 1 ➤ Inservice Day 2 (August 14th) (Michelle and Jenny)	➤ TEACCH stations in all classrooms ➤ Current TEACCH room is timetabled and is being used ➤ Recording specific progress/independence ➤ TEACCH resources continue to be developed and maintained and resources match levels of all of our learners ➤ Attention Autism teaching approach is beginning to be implemented in classroom
Engage parents/carers in our core curriculum development	➤ Share with parents/carers our 'Gold Standard' morning group as the communication skills developed through this routine can be used and consolidated at home ➤ Share with parents through a parental workshop the principles and practical use of using the TEACCH and Attention Autism approach at home	➤ Parental Workshop-November (Class Teachers) ➤ Parental updates- sharing on Tapestry	➤ Parents engage with Learning Workshop ➤ Parents engage with Tapestry with showing home progress

Engage pupils in the core curriculum through gathering their views/opinions	➤ Use knowledge of learners to create a pupil voice profile to indicate methods of obtaining views/opinions ➤ Use most relevant method to determine if pupils enjoy school and what they enjoy	➤ Class teachers and SLT create profile by December	➤ Pupil Voice profiles created and displayed ➤ Teachers use the profiles to obtain pupil views in a wide range of situations/learning
Ongoing evaluation/actual impact:			