

# MAISONDIEU PRIMARY SCHOOL

## HANDBOOK 2024/25



# MAISONDIEU PRIMARY SCHOOL

'Helping everyone achieve more than they thought they could'

Fair trade? Sports Scotland Silver

**This document is available in alternative formats, on request  
(Please contact the school office)**

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## CONTACT DETAILS

### Angus Council:

**Address:** Angus Council People Directorate  
Angus House  
Orchardbank Business Park  
FORFAR  
Angus  
DD8 1AN

**Telephone:** 01307 476337

**Email:** [people@angus.gov.uk](mailto:people@angus.gov.uk)

### Maisondieu Primary School:

**Address:** Maisondieu Primary School  
St Andrew Street  
Brechin DD9 6JJ

**Telephone:** 01356 237138

**Email:** [maisondieu@angusschools.org.uk](mailto:maisondieu@angusschools.org.uk)

**X:** [@maisondieuPS](https://www.facebook.com/maisondieuPS)

**Parent Voice Facebook Page:** Maisondieu Parent Voice

### The Leadership Team at Maisondieu

Head Teacher	Mrs Ruthanna Chalmers
Depute Head Teacher	Mrs Kirstin Hoggins
Principal Teacher	Mrs Natalie Buchan
Principal Teacher	Mrs Megan Watson

### Classes at January 2024 (Please note some staff listed may be part-time):

Primary 1	Miss L. Smith; Mrs R. Sneddon; Mrs L. Duff
Primary 2	Miss G. Fullarton; Miss F. McKenzie; Mrs S. Hoskison
Primary 3	Miss H. Soutar; Mrs R. Thomson
Primary 4	Miss J. Laird; Miss A. Boyd
Primary 5	Mrs L. Leonard; Mrs J. Cadman
Primary 6	Mrs M. Bathgate; Miss V. Mew; Mrs H. Doig
Primary 7	Miss J. Young; Mrs L. Sharp; Mrs E. Armstrong
NCCT Teacher	Mr Scott
Nursery	Mrs C. Beattie; Mrs L. Barnett; Miss S. Fyfe; Miss D. Law; Mrs A. Mackie, Keira Hamilton
School and Pupil Support Assistants	Mrs S. Longmuir; Mrs R. Cheyne; Mrs J. Ferguson; Mrs J. Early; Mrs J. Glen; Mrs D. Ramsay; Mrs K. Mitchell; Mrs T. Baillie; Mrs G. Walker
Senior/Early Years Practitioners	Mrs D. Davidson; Mrs E. Francks
Office Staff	Mrs K. Hutcheon; Mrs L. Forbes

Current number of pupils on the school roll is **390 & 24** pre-school places (March 2024)

# The SCHOOL DAY AT MAISONDIEU

## Nursery Day

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our ELC class offers runs between 09:00 and 15:00, 5 days a week. Drop off is between 09.00 and 10.00 and pick-up between 13.36 and 15.00.

## Primary Pupils

	Primary 1	Primary 2-4	Primary 5-7
Morning session	09.00 – 12.20	09.00 – 10.20	09.00 – 10.20
Break		10.20 – 10.40*	10.45 – 11.05*
Morning session continues		10.40 – 12.20	11.05 – 12.20
Lunch time	12.20 – 13.20	12.20 – 13.20	12.20 – 13.20
Afternoon session	13.20 – 15.20	13.20 – 15.20	13.20 – 15.20

\* all pupils have break 10.30 – 10.50 on a Wednesday

## BREAKFAST CLUB

Our Breakfast Club runs daily in the Sky Room and can be accessed via the door beside the main entrance. After pupils have eaten, they will go outside to line up with their peers before going to class. **Please contact the school office in advance to ensure that there is a place available for your child.**

## SCHOOL UNIFORM

School policy is that a uniform should be worn by pupils and parents are asked to assist us with this.

The following items have been agreed for school wear:

- o black trousers, long shorts, skirt, pinafore
- o white polo shirt (P1-3), white shirt or polo shirt (P4-7)
- o school tie (optional P1-3, expected P4-7)
- o royal blue sweatshirt, cardigan or hoody (with school logo)
- o black shoes or trainers

**PLEASE LABEL  
ALL ITEMS OF  
CLOTHING**

On a day when your child's class has PE pupils should wear PE kit to school.

The following items are suitable to wear for PE:

- o t-shirt
- o shorts/tracksuit bottoms
- o hoodie/sweatshirt

**Please note: denim, of any colour, and clothing with any football related logo should not be worn**

**All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others. Thank you**



## VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Prospective parents are welcome to visit us in order to see around the school and meet some of our staff. Please contact the Head Teacher to arrange a visit.

Once your child has been allocated a place you will be invited along to find out more about the curriculum and to share information about your child.



There are opportunities for parents of new nursery and P1 parents to meet their child's class teacher and senior staff in the summer term.

Should you be wishing to enrol your child at another time e.g. due to moving home etc. please call to arrange an appointment with a member of the school leadership team who will be happy to show you around our school and answer any questions you may have.

Once your child has started school you are encouraged to visit and talk with your child's class teacher. If there is any matter you wish to discuss please contact the school. Parents are always welcome and it is only by school and home working together that we can help our children reach their full potential.

## PARENTAL CONCERNS

Parents should contact the school **immediately** if they have a cause for concern. It is our wish to deal with all matters as early as possible, preventing them from growing into significant concerns. Please contact your child's class teacher via Seesaw in the first instance. If you would prefer to discuss the issue with a member of the leadership team please phone the school office and arrange to speak to:

- Mrs Megan Watson                      Nursery, P1
- Mrs Natalie Buchan                    Primary 2, Primary 3, Primary4 & Additional Support Needs
- Mrs Kirstin Hoggins                   Primary 5, Primary 6, Primary 7
- Mrs Ruthanna Chalmers            Whole School

All staff will listen to your concern(s) and agree a way forward with you. They will endeavour to follow-up the initial conversation with a further telephone call to ensure all matters have been resolved satisfactorily.

A member of the school's senior management, or a class teacher (depending on the nature of the concern) will deal with your concern within 24 hours.

## THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

If parents have cause for complaint, they should contact the school and make an appointment to meet the Head Teacher, or member of the management team, where we can look together to resolve the issue in a respectful, calm and solution focussed manner.

## PARENTAL INVOLVEMENT

Maisondieu values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

### Supporting Learning at Home

- Parents are encouraged to be involved in homework. Homework tasks are often designed to encourage children to work with parents to complete the activities.
- Homework is issued on a regular basis by class teachers and shared via Seesaw or in a homework jotter. Tasks are designed to compliment the work taking place in class.
- Homework is an excellent opportunity to be involved in your child's learning in a meaningful and supportive way.
- Homework guidelines are issued at the start of the year and contain lots of advice on how parents can support learning at home.
- Workshops and parent drop-ins are held throughout the year to assist parents in supporting children with their learning.

### Improving Home-School Partnerships

- **Seesaw:** Seesaw is one of the ways in which teachers and parents can communicate. It can be used to send messages and also for staff to share information about what your child has been learning. It should not be used to notify any absence. This should be shared directly with the school office.
- **Learning Journeys:** a portfolio built up in each academic year, showcasing latest and best pieces of work which children share 3 times a year with their families.
- **Meet the Teacher:** in September, parents are invited to meet their child's teacher. Parents are shown around the classroom by their child.
- **3-way interviews:** in November and March, parents make a ten-minute appointment to speak with the class teacher and their child. Parents, their child and the teacher discuss learning progress and next steps, as well as exploring learning out of school. A written summary of progress is provided.
- **Family Learning:** there are opportunities throughout the year to attend parent-only or family learning sessions. These are intended to equip parents with the tools to better support their children's learning and to help parents get more involved in learning.
- **Share the Learning events:** throughout the year classes host these sessions to provide an opportunity for children to showcase their learning to families and the wider community. During these events, pupils take responsibility for sharing their learning. Adults visit their child's classroom and have the opportunity to give feedback and encouragement to pupils.

### Supporting Learning in School

At Maisondieu we welcome and greatly appreciate the help of parents / grandparents / carers. There are a number of ways to get involved in the life of the school.

Share your views on school improvement through:

- **Parent drop-ins:** 'Biscuits & Bletcher' meetings are an opportunity to meet informally with members of the Leadership Team each term.
- **Parent focus groups:** this is an opportunity for parents to be involved in evaluating and improving specific areas of development work for the school.
- **Parent Voice:** this is a group of teachers and parents whose primary concern is that of school improvement and raising funds for the school. All parents are welcome at Parent Voice meetings.

Helping in day to day school life:

- Helping with art/craft activities
- Supporting activities in science, maths, social subjects, health education (e.g. first aid)
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. *topic talk, history, science, health, World of Work*
- Listening to reading groups and playing reading/phonics games
- Running, or assisting to run, an extracurricular club
- Supporting educational visits/trips
- Walking groups to the Community Campus
- Road safety: supporting Bikeability sessions
- Helping in the school grounds to maintain the garden area
- Supporting focus weeks e.g. *health week, culture fortnight, STEM week, Maths Week, Scottish Book Week*
- Providing regular help in classrooms
- Making resources

If you would like to be involved in any of the above, or if you have a suggestion on how parents can be more involved in the life of the school, please contact the school office.

**If you wish to be a regular parent helper, please contact** Mrs Chalmers to take part in our Parent/Carer Induction and complete a PVG (Protecting Vulnerable Groups) form that is necessary to help within the school. The office staff can also support you with this.

## **Maisondieu Parent Voice (Maisondieu Parent Council):**

**Email:** [maisondieu@angusschools.com](mailto:maisondieu@angusschools.com)

**Facebook:** Maisondieu Parent Voice

**Chairperson:** Mrs Laura Duffy



Termly meetings are held at Brechin Community Campus. Meeting dates are shared via the Facebook pages and other communications from school.



## SCHOOL ETHOS

### 'HELPING EVERYONE ACHIEVE MORE THAN THEY EVER THOUGHT THEY COULD'

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

In line with the Scottish Government's commitment to the United Nations Rights of the Child (UNCRC) our school welcomes and encourages diversity and individuality. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for equal opportunities and racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Our aim is to work in partnership with pupils, staff, parents and our school community including other agencies to ensure that all pupils are **safe, healthy, active, nurtured, achieving, respected, responsible** and **included**. Our commitment to this is shown in our commitment to achieve Bronze RRSA (Rights Respecting Schools Award).

We value the voice of our pupils, parents, staff and partners and regularly ask for their opinion about Maisondieu as we know that by working together we can achieve more. The results of consultations are used to inform our school improvement plans. Our current focus is on 'Creating Texts' and 'Promoting Potential'.

## MAISONDIEU VALUES

Our school values are **courage, friendship, hope, kindness, peace, respect** and **responsibility** underpin all the work we do at Maisondieu. The values are spoken about in the classroom and playground and regularly in conversations with learners and parents.

Mason, our school mascot proudly displays our school values as well as showing our Maisondieu mindsets of **healthy, resilient, creative, connected** and **ambitious**.

We are currently in the process of consulting on the school values to ensure that they are still relevant to our pupils, parents, staff and school community. We would welcome any feedback you would like to share.



**Our school Rules are of a common-sense nature, bearing in mind the interest and safety of all concerned:**

- Be careful and safe at all times***
- Be polite and remember your manners***
- Be eco-friendly and follow the eco-code***
- Be a good listener and work as hard as you can***
- Be thoughtful and treat others as you would like to be treated***



## SCHOOL AND COMMUNITY LINKS

Maisondieu is an integral part of the community of Brechin. Children develop skills and learn to be better citizens as they engage with and support the work of the local community.

We have developed links with many of the businesses and organisations in Brechin, and work in partnership with them on initiatives throughout the year. Our pupils participate in community events and competitions organised by churches, community groups and local businesses as well as participating in local visits, sporting and cultural events.

## POSITIVE BEHAVIOUR MANAGEMENT

### [Angus Council Anti-Bullying Policy](#)

Regulated behaviour is essential to effective learning. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. We strive to be a stimulating and safe learning environment that is free from disruption, positive and inclusive. We aim to provide opportunities for pupils to be successful and develop skills that they can use in further education and employment in the future.

Our emotional literacy programme uses Emotion Works, Zones of Regulation and Decider Skills to teach pupils about the impact of their emotions on their ability to learn and maintain positive relationships. These visual frameworks support conversations about emotions and behaviour so that pupils can develop emotional competence and resilience.



We celebrate those pupils who consistently demonstrate behaviour that is 'Above & Beyond' and provide support to those pupils who may at times find this challenging.

At the heart of our school is a belief that we must nurture all learners to ensure they achieve their full potential. Some learners will require additional support to achieve the high standard we should expect of them. To support this, we have clear expectations and offer support where it is identified and required and will work in partnership with parents to provide support.

Individual classes may have their own positive behaviour system created by the class teacher and pupils.

Our Positive Behaviour policy is available from the school office.

## CELEBRATING ACHIEVEMENT

Children work hardest when they know their work will be appreciated. All staff encourage pupils at all times, and in all activities to give their best. Their effort may be rewarded verbally by praise of their achievements and identification of their next steps to further extend and develop learning, or non-verbally by written comments to this effect, a smiley face, certificate, prize or sticker.

**Learning Journeys:** each child has their own personal Learning Journey which showcases their latest and best achievements. The Learning Journeys are sent home 3 times a year for parents to look through and comment on.

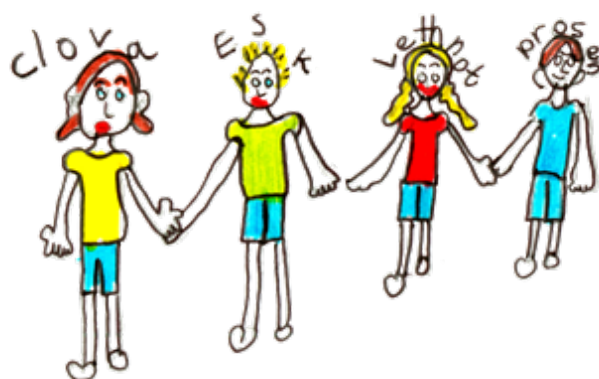
**Achievers' Assembly:** we know there is so much more to our pupils than what we see at school. We love to hear about their achievements out of school and share these successes at the Achievers' Assembly each term.

**We Love Learning Boards:** each class has a board that displays learning achievements both in school and outside school.

**Certificates:** at each Achievers' Assembly, children are awarded certificates for personal achievements and contributing to the life of the school etc.

**Wall of Fame:** the foyer displays a range of school and pupil achievements - certificates, trophies etc.

**House points:** all pupils are allocated to a house when they join Maisondieu (Prosen, Lethnot, Clova or Esk). Pupils can gain points for their house in a variety of ways, through good behaviour, academic and sporting achievements. The house with the greatest number of points at the end of the year is awarded the Doreen Cameron Well Done trophy.



## EXTRA-CURRICULAR ACTIVITIES

A variety of activities are available for children after school including:

- choir
- football
- netball
- athletics
- cross country
- maths challenge
- Rotary Quiz
- dancing
- yoga

Information on clubs will be shared with parents of the children they are open to. If your child is interested in attending, the form (this can be electronic or paper) should be completed by a responsible adult in the family home and returned to school.

## PUPIL LEADERSHIP

There is an active pupil voice at Maisondieu through the Leadership Groups that all P3-P7 pupils are involved in. These opportunities change annually giving pupils experience of different subjects. The pupils regularly update the whole school on their activities and progress towards their targets at assembly.

Participation in leadership groups supports pupils to:

- ✓ develop a range of skills
- ✓ improve our school community
- ✓ make positive contributions to the school environment
- ✓ listen to others and that they have a right to be heard
- ✓ develop self-confidence and social skills
- ✓ build self-esteem
- ✓ contribute to society and learn to be a responsible citizen



Our House Captains also work to gather and share the views of pupils on key areas of school life that affect them. Throughout the year they meet regularly with a member of the management team and with Parent Voice. They are involved in taking forward school improvement priorities and addressing emerging issues as they occur. They are also involved in deciding on school fundraising ideas.

### Our leadership groups this year are:

- FairTrade Group
- Sports Council
- Reading Council
- STEM Group
- Rights of the Child Group
- Travel Team
- Soup Group
- Outdoor Learning Group
- Language Leaders



*Leadership groups meet every two weeks.*

## THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people age 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

Our curriculum is organised into four Contexts for Learning:

- Ethos and Life of the School as a Community
- Personal Achievement
- Interdisciplinary Learning
- The Curriculum

Your child will learn in a variety of different contexts and groups. At all stages we use flexible groupings in literacy and numeracy to enhance support, pace and challenge within learning. Teachers teach in ways which motivate and engage children in their learning, presenting them with learning opportunities to work co-operatively and independently. Explanations are clear and open questioning is used well to involve children in and extend learning. Intended learning, differentiated success criteria, relevant Skills for Learning Work and Life and teacher expectations are shared in lessons so children are aware of what they are learning and how to be successful.

All staff engage in a variety of moderation activities including visiting other classes and schools. This provides opportunities to reflect on and share good practice, and encourage consistency of approaches.

### The curriculum is made up of 8 Curricular Areas

- **Sciences:** understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Languages:** – listening and talking, reading and writing in literacy and English and modern languages,
- **Numeracy:** including analysing information, solving problems and assessing risk
- **Expressive Arts:** including art and design, dance, drama and music
- **Social Studies:** understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies:** including computing science, food, textiles, craft, design, engineering, graphics and applied technologies
- **Health and Well-being:** mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- **Religious and Moral Education:** (denominational and non-denominational) learning about Christianity, other world religions, and developing values and beliefs

Additional important themes across the curriculum are creativity, enterprise and global citizenship. **We place emphasis on skills for learning, work and life.**

### Planning the learning

Personalisation and choice is one of the seven principles of curriculum design and children from pre-school - primary 7 work with their teachers to plan enjoyable projects. Children have choice in what they want to learn, how they will share their learning and who they will share their learning with. Staff work together to plan coherent learning experiences, taking the children's contributions into account, as well as looking for opportunities to include literacy, numeracy and health and well-being.

### How do pupils contribute to planning their learning?

- During 'Move up Day' (see transition between classes) pupils let their teachers know which projects they would like to study.
- Before teachers plan a topic they ask children to complete a mindmap, or a KWL grid (what we **K**now, what we **W**ant to find out and how we want to **L**earn) to show what they would like to do / learn. Teachers then plan the class project around the pupils' interests. Pupils often have choice in how they learn.

### How do parents get involved in planning?

- Pupils take their Learning Journey folders home to show parents their recent and best achievements 3 times a year.
- Parents are invited to contribute to the learning that takes place in school by providing interesting resources to enhance the learning or come in to school to share expertise / knowledge.
- Parents are encouraged to engage with project homework tasks with their children. It is often the case the parents can help their children plan their home learning tasks making them personal to the child.

Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents and parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk. Parents will be invited to share comments regarding the planned work for their child at various points throughout the year and are encouraged to feedback comments at anytime.

If you want to find out more about the curriculum at school, local and at national level there is a wealth of information available through the links at the back of the handbook.

Parents can also find out about the curriculum and teaching methodologies during:

- Meet the Teacher evening
- P1 Parents' Induction evening
- Homework support information
- Parent drop-in sessions

## LIAISON WITH SECONDARY SCHOOL

### For all pupils:

Maisondieu has close links with Brechin High School (*Tel. 01356 237100*) and other primary schools within the Angus area who work together to make transition as smooth as possible for our pupils. Over the last 2 years we have developed a transition programme for P7 pupils which includes opportunities to visit the Community Campus, meet pupils from other cluster schools (Andover, Edzell, Stracathro), meet Brechin High School staff and take part in lessons. The transition programme takes place throughout the whole of the P7 year and culminates with a 1 week visit where pupils follow their S1 timetable to mirror the secondary experience as much as possible. Primary 7 teachers support pupils as required during this time.

Throughout the year teachers share information with Brechin High School staff about each pupils, taking account of academic progress and support required, personal achievements, friendships etc. Pupils Care & Support (PCS) staff visit with S1 pupils to answer any questions or worries the P7 pupils have about starting secondary school.



### **For some pupils:**

An enhanced transition programme is available for children with ASN needs. These pupils have access to a programme, led by ASN staff, which aims to ensure their learning and emotional needs are met.

### **For a small number of pupils:**

For pupils who have an Individual Educational Programme (IEP) due to specific learning or social needs a transition meeting will be held to plan ahead for the move to secondary school. Parents/carers will be invited to attend a meeting with a member of the Senior Leadership Team at Maisondieu and Brechin High School staff. At this meeting we will plan how to support your child with their transition.

Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us, for different events during the year. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Pupils from across the cluster also have the opportunity to take part in a residential trip to Dalguise outdoor activity centre in June as part of the cluster transition programme.

## **EARLY LEARNING AND CHILDCARE**

In Scotland all three and four year olds, and some two year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Our ELC class offers sessions between 9am – 3pm, 5 days a week, during term time. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at [www.angus.gov.uk/earlyyears](http://www.angus.gov.uk/earlyyears).

### **Transition form ELC to Primary 1**

All incoming parents/carers and children are offered a tour of school. Our Primary 1 teachers work closely with staff from other nursery and pre-school settings. Primary 1 teachers visit local setting to meet children who will be joining us in Primary 1 in August to share relevant information. This sharing of information enables Primary 1 teachers to plan effectively and ensure a smooth start for our new pupils.

Induction information is shared with parents in Term 3 (Jan-March) which explains the settling in process and shares dates. Part of this induction is the P1 Induction Evening in June where parents have the opportunity to meet key members of staff, find out more about the transition process and what to expect in Primary 1.

Children starting Primary 1 will also have the opportunity to visit the Primary 1 environment with their pre-school setting in Term 4.



## **IMPROVING STANDARDS**

Maisondieu has built a learning culture to support learners make progress towards becoming assessment capable learners (learners who know the progress they have made, their next steps and how to achieve them). Holistic, formative and summative assessments are used effectively to gather evidence and identify next steps for all children in numeracy, literacy, Health and Wellbeing. Almost all teachers are using success criteria to allow children to identify their next steps in learning.

Early level practitioners and Primary 2 are using a play-based approach to learning, this is having a positive impact on progress and achievement in Primary 1.

Almost all children are challenging themselves in numeracy, literacy, health and wellbeing and they feel that their teachers set challenging goals for them, helping them to achieve their potential.

The Maisondieu Curriculum provides flexible curriculum pathways, which lead to raising attainment through meeting the needs and aspirations of all learners.





# STANDARDS & QUALITY REPORT 2023 SUMMARY



## School Improvement Priority 1:




**Imaginative Writing By June 2023, 100% of learners will have the skills to create quality imaginative texts at the talking and writing moderated level.**

 **Target Classes: Primary 2-7**

### 1. What does a year's progress look like in imaginative writing?


**Primary 2** The majority of learners in P2 are capable of independently writing an imaginative piece of writing. Assessment is showing that almost all children have grasped the technical skills of alliteration, list writing and adjectives to increase the quality of their writing.



 **Primary 3** The majority of learners in P3 can use varied sentence openers in their imaginative writing. Almost all learners can use varied sentence structures verbally in their imaginative spoken texts to add description and excitement. The majority of learners are beginning to use this independently when writing. Most learners are familiar with character, setting and dialogue expectations.


**Primary 4** Most learners are now capable of creating and writing an imaginative story that includes descriptive language and dialogue.



 **Primary 5** Most children are able to demonstrate an understanding of the structure of a story – use of paragraphs and the 5 parts (intro, build up, problem/ dilemma, resolution, ending). Almost all learners can incorporate dialogue within an imaginative text.

**Primary 6** All children can use and follow a story structure with a beginning, middle and end. All children are secure in the use of simple sentences, and many are writing simple sentences which are embellished. Many are secure in using compound and complex sentences. Many pupils are able to use a range of sentence starters, including expanded clauses and adverbial phrases. Almost all pupils have developed a wider range of vocabulary and a range of figurative techniques.



 **Primary 7** Almost all pupils use similes and metaphors in their imaginative writing. Almost all pupils can create a character description applying the focus learning from this year. Most pupils can apply their knowledge of descriptive language to create an effective setting. Almost all pupils can independently structure work using effective paragraphs. Most pupils are more confident when reviewing and editing their own work and other pieces of text.

### 2. How will pupil engagement in imaginative writing improve during the course of the year?

Across the school, teachers have shared that almost all children are engaged and keen to write their own texts. All children have improved in their writing stamina and can write independently for longer periods of time. This is evident when comparing the end of year writing with the start of the year. Almost all pupils found verbal story re-telling with dramatic actions fun and engaging. The evidence shows that this approach was highly effective in embedding story structure within the learners' working memories.



### 3. What will be the impact on imaginative writing of embedding phonics and Word Aware?

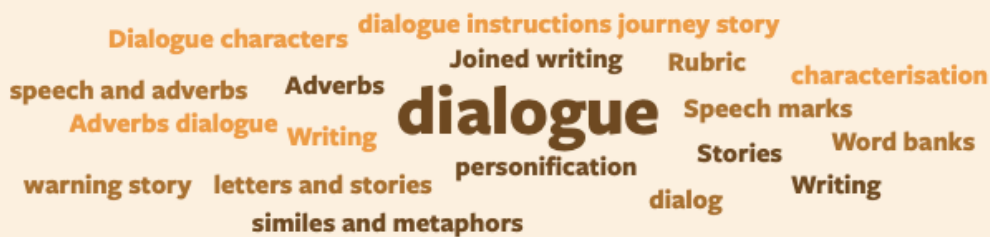
During session 2021/22 the school focused on improving children's vocabulary and spelling. Teachers were keen to see how vocabulary and spelling were applied in extended imaginative pieces.

**Findings:** Almost all children have developed a wider vocabulary and are beginning to apply this to their imaginative writing. In second level it has been noted by teachers that many pupils have embedded vocabulary from Word Aware in their imaginative writing. Most pupils are incorporating more interesting and sophisticated vocabulary.

#### Pupil Perceptions

Using a scale of 1-10, 74% of children felt somewhat confident to very confident writing imaginative stories.

When asked what imaginative writing strategies they had learned this year, children answered the following:



### School Improvement Priority 2:



By June 2023, 100% of learners receive access to the right support at the right time with the aim of reducing any deficits in their learning and wellbeing.

  Focus Group: All Children

This year, the school has increased its capacity to provide a variety of wellbeing and academic 'offers' to help children achieve the school's vision of "helping everyone achieve more than they thought they could". The school has focused on delivering Maths Recovery across First and Second Level as well as maintaining a range of literacy offers. Wellbeing offer has been improved with staff trained in Lego Therapy, on site Forest School provision and the Brechin Community Football Trust's offer of targeted support across P5-P7.



14 / 18

#### Pupil focus groups:

Out of the children asked from P3 - P7, 14 out of 18 children felt their confidence and ability in the area for improvement had increased. Almost all pupils said they know how to join back in with the learning once returning to the class after an intervention.

#### Quotes:

I like having the extra practice with Mrs C, so if I'm struggling in class with my work the extra time out is helpful. My confidence has grown because I'm getting more support.

I can manage to read harder books and I have been moved up a reading group in class.

I'm getting a little better with my reading. I'm in the same reading group but feel more confident reading the books I am given.

### Maths Recovery

27 children from P4 – P7 have accessed Numeracy support from August 22 – June 23 led by a teacher.

All children have made progress within the identified areas of focus for number – children are more confident with a positive attitude towards Numeracy.

5 SPSAs have been trained in using maths recovery teaching cards to support children with their next steps. The teacher has supported SPSAs and teachers in understanding next steps and best strategies to support small group teaching.

Resources have been created and bought to support the teaching of Numeracy within small groups out with the classroom



### Children's Views:



- I feel I am much better at counting up and back in tens now and I feel more able to do the number work in class.
- I can times bigger numbers and can divide more confidently with single numbers.
- I can multiply big numbers now

### Parent feedback about interventions

During discussions with parents at Parent Voice meetings and parent drop-ins, parents shared that they would like to know more about the interventions on offer. They would like to know the process for identifying children for interventions, progress made and updates as well as how they can help at home.



## School Improvement Priority 3:



**By June 2023, 85% of our 3-6yr olds will have met their speech, language and communication developmental milestones**

### Findings



**Target Group: 3-6yr Olds**

As well as professional learning, Primary 1 staff developed and shaped the Primary 1 spaces to ensure a culture and ethos were created within the early level department which provides the right environment to support speech, language and communication development. The environment indoors and outdoors now provides lots of opportunities to build children's vocabulary and conversational skills.

Early level staff are becoming more confident with age and stage speech development pathway and how to identify children who are not at developmentally appropriate levels. Early Level staff know what to do to promote speech and language development and implement intervention plans to target specific areas of speech and language development. Children in nursery have weekly/twice weekly direct teaching of vocabulary through Word Aware.

### Feedback from staff:

- When children have shown a keen interest in something through their play, I have tried to extend their vocabulary around this topic. This may be through discussion or by looking for a non-fiction text. Modelling correct sentence structure when talking to children and subtly correcting incorrect speech sounds.
- Observing children at play allows you to think of ways you could enhance their experiences, by helping children find materials, naming materials, helping children write labels for their creations. When children invite you to join you can question or make suggestions. We tend to repeat phrases back to children to improve understanding.





# SCHOOL IMPROVEMENT PLAN 2023/24

There are two school improvement priorities this session:

## School Improvement Plan (1) Creating Texts

**Focus:** By June 2024, 90% of learners will have the skills to create quality texts at the moderated level.

### A culture and ethos are created within the school community which support a love of reading and writing.

- Parents to have opportunities to attend Open Afternoons to build a better understanding of approaches and methodologies in teaching and learning of literacy. Open afternoons will include phonics / reading / spelling, handwriting, imaginative writing, non-fiction writing.
- Word Aware (improving children's vocabulary): involve families in opportunities to get excited about words and build on existing classroom level work.
- Class teachers to arrange termly visits to the Gilly Library and work with the class to improve their class reading areas.
- Reading for enjoyment: class books/novels to be read daily to class. Trial whole school 'drop and read' at end of day reading time in Term 1.
- Reimagine school library (Working Group) - mobile model developed. Class Teachers to set up class library areas. Pupils are taught how to select texts which match their reading skills and comprehension, - share this with parents.

### High quality learning and teaching in text creation results in improved engagement and attainment.

- A consistent approach to writing to be developed for whole school use - including writing cycles/yearly plans. First Level to trial new writing cycle and Second Level to map year ahead with Literacy Lead. Plans to show breadth within a level.
- P2-P7 teachers embed Pte Corbett's Imaginative Writing training through own professional learning or accessing optional CLPL.
- Whole staff completion of fluency & comprehension map - professional learning Term 3.
- Second level classes to implement an approach to morphology and etymology.
- Poetry is used as a vehicle to support short burst writing. Teachers to attend workshop.
- Teachers to implement the use of assistive technology to support pupils including, dictate on Chromebooks and iPads, Clicker 8 and other assistive technologies.
- Emotion Works: develop children's emotional literacy to support development of characterisation.

### Data is used effectively to measure and evaluate the impact of a whole school focus on text creation.

- Working group to use survey results to build action plan for reading for enjoyment.
- Post surveys to be completed to measure attitude towards reading for enjoyment and creating imaginative texts.
- Hot and cold tasks (pre and post work on a block of writing) to be used to allow pupils and teachers to reflect on their progress and next steps in text creation.
- Teachers to revisit peer, self and teacher feedback including pupils co-creating success criteria.
- Teachers use toolkits, rubrics (non-fiction), WAGOLLs (what a good one looks like - model texts) and bench-marks to plan and assess children's text creations.
- Moderate writing with another school.

**90%** **June 2024**

## School Improvement Plan (2) Promoting potential

**Focus:** By June 2024, 100% of learners receive access to the right support at the right time with the aim of reducing any deficits in their learning and wellbeing.

### A culture and ethos are created within the school community to get pupils the right opportunities at the right time.

- Staff, parents, carers, children to have a knowledge of the wellbeing indicators. **SHANARRI**
- Upper school to take part in some or all of the 'Connected and Compassionate Classroom'.
- Teachers and parents to have a better understanding of the offers and opportunities available and the process for selecting children and evaluating their progress.
- Sharing of training opportunities to be more frequent e.g. Dyslexia Sessions for parents, dyslexia group in school for pupils.
- Teachers to participate in a workshop explaining how dyslexia is identified and what they can do to support these pupils and the identification.
- Pupils who are identified with dyslexia to participate in a workshop explaining dyslexia and what it means for that child.
- Explore nurture principle 'Language is a vital means of communication'. How does this look at Maison Dieu?
- Implementation of 'Calm Kits' to classrooms. All staff to participate in CLPL. Link with Emotion Works.

### High quality offers and opportunities improve pupil confidence, wellbeing and attainment.

- All staff participate in workshop linked to IEP guidelines (IEP - Individual Learning Plan).
- IEPs to be reviewed and evaluated by staff, children and parents/carers.
- IEPs to become more like working documents - guiding the work and curriculum for children who have them.
- Teachers are confident to assess and plan for the learning which happens in offers and opportunities.
- Support and challenge to be right for all children.

### Data is used effectively to measure and evaluate the impact of offers and opportunities.

- IEPs will be moderated across the school to ensure their effectiveness and appropriateness.
- Support and challenge will be moderated throughout the school through professional learning.
- Offers and opportunities data to be analysed - focus groups, children's work, surveys.

**Helping everyone achieve more than they thought they could**

**100%** **June 2024**

## **PARENTZONE SCOTLAND**

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved and can be accessed at <https://education.gov.scot/parentzone/>  
Why not check out the website for ideas on how you can support your child's learning.

## **HEALTH CARE**

**You can contact your school health staff at: -**

School Nurse Team  
Links Health Centre  
Frank Wood Way  
Montrose  
Angus

(01674) 675115

## **DOGS IN SCHOOL GROUNDS**

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

So, please ensure dogs (except for assistance dogs) are not brought into school grounds.

If you are walking your dog to and from school, please remain at a reasonable distance from the school gate. This will enable children and adults to enter and exit safely. We would ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

## **PARKING IN SCHOOL GROUNDS**

We have very limited parking available for staff and for transport for pupils with additional support needs. To ensure pupil safety please do not park in the school car park unless you have a Disabled Blue Badge or have been given a Maisondieu Parking Pass from the school office.

## **SCHOOL FRIENDLY ZONE**

St. Andrew Street is a vehicle free zone between 8.30am – 9.15am and 14.45pm – 15.45pm. During this time only vehicles with authorized permits can use this road. We ask that you do not use this road during these times to ensure that the area around the school is safe for children to enter/exit the playground and be able to see adults who are collecting them.

## USEFUL LINKS AND CONTACT DETAILS

**Angus Council**  
**Angus House**  
**Orchardbank Business Park**  
**FORFAR**  
**DD8 1AN**  
**Tel: 03452 777 778**  
**Email: [ACCESSSchoolsLearnBSU@angus.gov.uk](mailto:ACCESSSchoolsLearnBSU@angus.gov.uk)**

## ANGUS COUNCIL WEBSITE

Visit [https://www.angus.gov.uk/schools\\_and\\_young\\_people](https://www.angus.gov.uk/schools_and_young_people) for information that applies to schools across Angus on topics including:

- *Holidays*
- *Meals*
- *School payments*
- *Attendance and absence*
- *Assessment and reporting*
- *Transport*
- *Drugs education*
- *Religious and moral education*
- *Transitions*
- *...and more*

## FINANCIAL ENTITLEMENT DIRECT LINKS

### **Free School Meals and Clothing Grant**

[https://www.angus.gov.uk/schools/free\\_school\\_meals\\_and\\_school\\_clothing\\_grants](https://www.angus.gov.uk/schools/free_school_meals_and_school_clothing_grants)

### **Welfare Rights/Benefit Calculator**

[https://www.angus.gov.uk/benefits\\_and\\_money\\_advice/help\\_with\\_benefits\\_andor\\_debts?item\\_id=21](https://www.angus.gov.uk/benefits_and_money_advice/help_with_benefits_andor_debts?item_id=21)

## OTHER WEBSITES

Find useful links to other websites at:

[https://www.angus.gov.uk/schools\\_and\\_young\\_people/parents/links\\_for\\_parents](https://www.angus.gov.uk/schools_and_young_people/parents/links_for_parents)