

## Standards and Quality Report 2022/23



Establishment Name: **Fishcross Primary School**

This report reflects progress made towards achieving our priorities, session 2022/23

### Section B1 - School Context

Fishcross Primary School is a small school set in the centre of the village community. Our school building has 4 classrooms, a gym hall and a dining room with servery which is also used as a multi-purpose room.

It has pleasant surroundings and there is a small garden/woodland area in the playground which was designed by Scottish Power. This provides some good opportunities for environmental education however the majority of the main playground surface area is uneven concrete. We are gradually improving this and the football pitch has been resurfaced. Also, a circular area in the grounds has been resurfaced with an impact absorbing wet pour material. The school is beside a large field area and there is easy access to the Devon Way walking/cycle path. The village is small and there is a Cat Protection shop/centre and a Pub and Pool hall as the only local amenities. The nearest shop is in the neighbouring town of Sauchie.

The school roll during session 2022/23 was 75. There were 3 classes (P1/2, P3/4/5 and P6/7). 35% of pupils attending Fishcross are placing requests. Our school is part of the Lornshill Cluster and most of our children transition to Lornshill Academy. Others choose to attend another high school, often in their own catchment secondary, or they make a placing request if that is their choice. We work closely with Sauchie ELC to support the transition of children to P1, however, our children transfer from a number of other settings and our transition programme is carefully planned to ensure all learners from all settings are fully supported at the point of transition.

The school improvement priorities were agreed following self-evaluations in May 2022.

## Section B2 – Performance Information

40% of pupils are currently on Staged Intervention  
13 % of our pupils are care experienced.  
12% of pupils at Fishcross receive free school meals (FSM)

A few pupils live in Deciles 1 & 2  
Most of our pupils live in Deciles 3-6  
A few pupils live in Decile 7-10

Year	Listening & Talking	Reading %	Writing %	Numeracy %
2017-18	85.3	81.3	65.6	66.3
2018-19	90.7	88.9	85.6	89.2
2019-2020	*	*	*	*
2020-2021	78.6	70.3	63.9	76.7
2021-2022	88.3	82.7	66.7	84.3
2022-2023	97.4	91.9	80.9	75.4

We do not break the figures into Early, First and Second Levels as our cohorts are small- this is in line with Scottish Government practice.

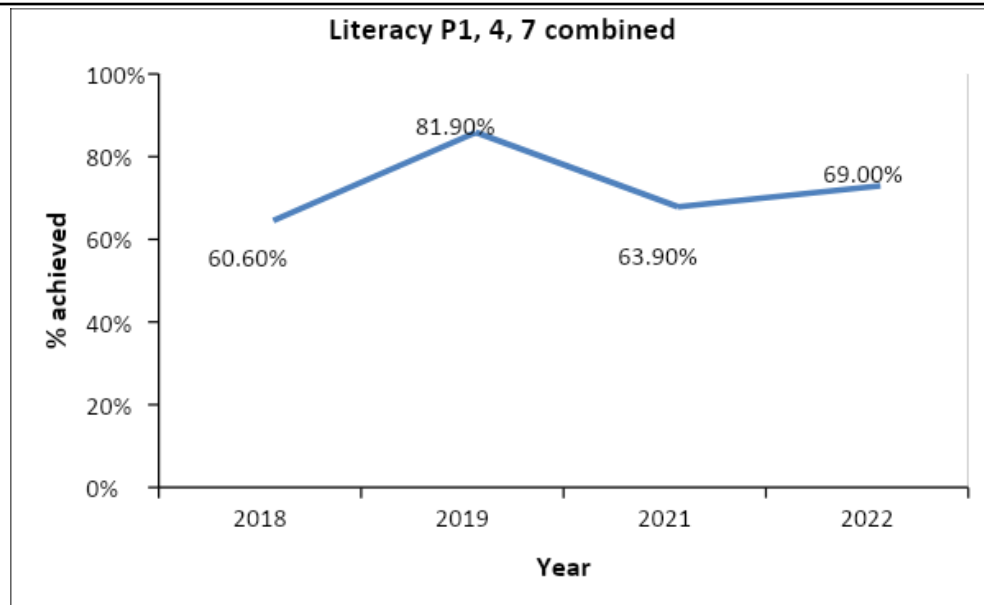
\*- no data recorded due to COVID

In 2022-23, our children's attainment rose in Listening & Talking, Reading and Writing.

A drop in numeracy at first level has been noted and this has been recognised as an area for improvement in our school improvement plan for session 2023-24.

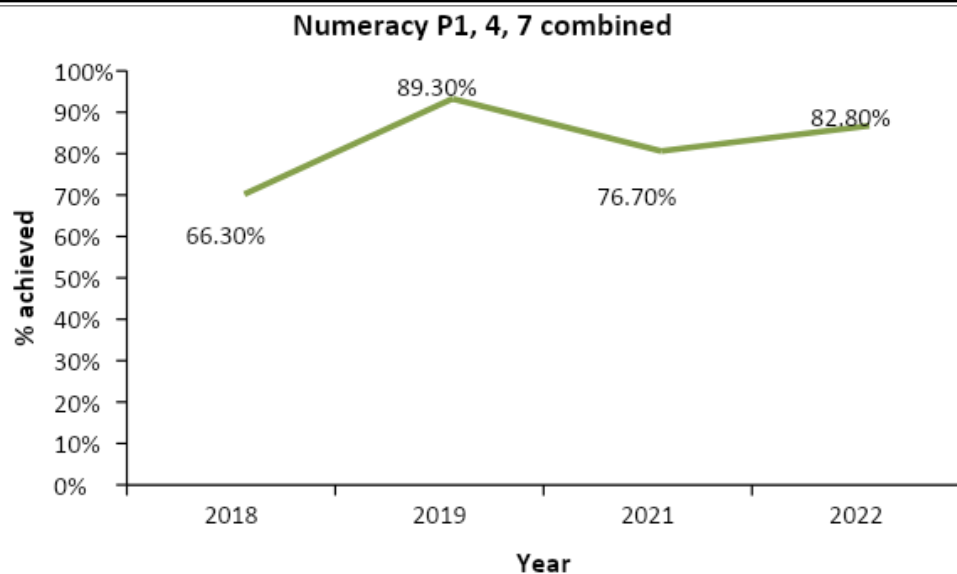
In 2023, despite falls in second level writing and second level combined literacy, reported figures are higher than the national average.

As the year groups in our school are so small, percentages are not always the best way to reflect the full picture. Year groups in school currently range in size from 6 to 13.



Literacy P1, 4, 7 combined			
2018	2019	2021	2022
60.6%	81.9%	63.9%	69.0%

Combined literacy for session 2022-23 is 80.6%



**Numeracy P1, 4, 7 combined**

2018	2019	2021	2022
66.3%	89.3%	76.7%	82.8%

Combined numeracy for session 2022-23 is 77.4%

**Attendance**

Our average attendance in session 2022-23 is 95.6% which is above the Authority stretch aim and 1.6pp increased on session 2021-22.

Section B2 - Review of Progress	
<p><b>NIF Priorities:</b> Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p><b>School Improvement Priority:</b></p> <p><u>Curriculum planning-</u> By June 2023, literacy, numeracy and IDL contexts will be carefully planned across the school, taking account of UNCRC Rights of the Child and the refreshed CfE narrative and with particular focus on use of digital technologies across the curriculum throughout all plans</p>
<p><b>NIF Drivers:</b> School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p><b>HGIOS4 QIs:</b> 1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• All classes use UNCRC Rights of the Child to inform their Class Charter.</li> <li>• Whole school assemblies were used to share the consistent message regarding our vision and values regularly throughout the session.</li> <li>• Parents were involved in a survey during the Progress Conversation evening in March regarding the relevance of our school values.</li> <li>• CfE Experiences and Outcomes were bundled and used when planning by every teacher throughout the session.</li> <li>• Staff at every stage analysed the benchmarks and agreed non-negotiables when assessing and identifying achievement of a level in literacy and numeracy.</li> <li>• Following summative assessments, all teachers analysed the results and identified gaps in learning.</li> <li>• When planning for writing, all teachers followed the agreed pedagogical approach.</li> </ul>	

- A non-fiction writing planner was devised by staff and there was an increased focus on this area across the school.
- Clicker 8 online programme was introduced to support the writing process for a target group in P6/7.
- Chromebooks were rolled out to P3-P7 learners to enhance their learning.

### Impact

- Most staff report that the clear expectations have led to more consistent behaviour across the school
- Majority of learners display the values consistently in their interactions around the school, resulting in respectful behaviour and increased engagement in learning. Majority of children know the values, the importance of 'living the values' and can also give examples of what this looks like in action around their school.
- Most staff agree that the new planning format offers them a consistent method of recording coverage and an ability to easily see areas requiring focus, ensuring a breadth of experiences for all learners.
- All teachers report an increase in confidence when assessing and identifying achievement of a level, resulting in a more consistent approach across the school when recording teacher professional judgement.
- All staff are planning more responsively and adapting planning to revisit or focus again on key concepts resulting in the majority of children achieving greater success with identified benchmarks.
- Most learners reported increased enjoyment in the writing process and increased enjoyment of the model texts and reading spine used to stimulate their interest
- All children in the target group report increased confidence when writing using Clicker 8 and can participate in writing lessons with greater independence
- Most learners report increased confidence when using Chromebooks
- Writing attainment in writing increased to 84.6% at Early level, 83.3% at First level and stayed the same at 75% at Second level

### Next steps:

- Planning IDL with colleagues from other small schools in Clacks collaboratively next session with a focus on the refreshed narrative
- Planning across the whole school, Early-Second level, using identified bundles of outcomes and experiences, ensuring appropriate progression of skills, depth of learning and coverage across the curriculum
- Clicker 8 to be used in all classes with older learners supporting younger learners to learn how to make best use of its features e.g, learning grids, word banks, spell check, spoken dictionary, read aloud, speech to text etc.

<ul style="list-style-type: none"> <li>Writing planning format to be followed with an increased focus on the non-fiction/functional writing toolkits and skills development</li> </ul>	
<p><b>NIF Priorities:</b></p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p><b>School Improvement Priority/Priorities:</b></p> <p><u>Relationships &amp; Environment</u> Relationships and Environment By June 2023, our school environment will enable all learners and staff to feel safe and supported and interactions between individuals will always be calm, respectful and restorative</p>
<p><b>NIF Driver:</b></p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p><b>HGIOS4 Qis:</b></p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
<p><b><u>Progress:</u></b></p> <ul style="list-style-type: none"> <li>All staff revisited Positive Relationships policy in August 2022 with a reminder of the consistent approach required, expectations of visual communication environment and scripts to follow when situations arose.</li> <li>HT shared details of the restorative approach with families in attendance at the Open Evening in September. Outline of approach included in September newsletter sharing key messages for families unable to attend the Open Evening.</li> <li>Staff engaged in online training linked to Readiness for Learning (R4L) on Clacks Academy throughout the year and all Learning Assistants completed every R4L module on Clacks Academy during strike days.</li> <li>All Learning Assistants participated in Resilient Rhythms training in February Inservice and completed a follow up session in school during a strike day to plan how best to use the strategies in school to support learners.</li> </ul>	

- Resilient Rhythms themed assemblies were planned and delivered to model possible approaches which could be used in classes by class teachers at different times throughout the day/week, as appropriate to help children regulate and manage emotions.
- A class teacher covered every class for 30 minutes each week throughout session 2022-23 and the children all benefited from mindfulness sessions to help them recognise emotions and identify strategies to help them self-regulate.
- Targeted support offered to learners and families following an evaluation of the work the teacher had done in class. Children were able to request additional support on a 1:1 basis and were then offered a block of sessions.
- All classes have a rich visual communication environment and make use of simple Makaton signs, as appropriate.
- Silver visual communication environment accreditation maintained and working towards Gold.
- All children are familiar with R4L strategies and have access to materials to support them, as required, to self-regulate

#### **IMPACT:**

- Most families reported that the forms of communication used by school to convey information was effective when consulted during the November Progress Conversation evening.
- Most staff reported an increased understanding of the behaviours and strategies to try in class to help address needs of pupils after completing specific R4L Clacks Academy modules online.
- Most children reported that strategies learned in mindfulness sessions were very useful and a few children listed examples of when they were able to use these out with school to control their emotions or to offer advice to friends in moments of pressure.
- The majority of staff report increased independence for almost all learners accessing learning in class due to visual environment timetables, class routine visuals, emotional check ins and the use of some Makaton signs
- Most children using R4L strategies report that the strategies are effective in helping them self-regulate
- Attainment in Listening and Talking increased to 92.3% at Early level and 100% at First and Second Level this session

#### **Next Steps:**

- Ongoing reminders for staff of the policy and expectations to ensure standards remain high and consistency of approach is evident across the school
- Continued use of R4L modules on Clacks Academy to highlight appropriate strategies and supports to meet the needs of different learners
- Emotional check-ins to be used in all classes, in a style appropriate to the needs of the learners, to ensure CTs are able to monitor and support effectively and learners are encouraged to self-reflect and act accordingly to address their own needs
- Reflect on 'The Promise' and the implications of that on the relatively high number of care experienced learners in our setting. Seek supports and ensure measures are in place to monitor their progress



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<p><b>NIF Priorities:</b></p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p><b>School Improvement Priority/Priorities:</b></p> <p><u>Play based Pedagogy</u></p> <p>By June 2024, staff will ensure appropriate learning spaces are created, learning experiences are facilitated and scaffolded by staff and pupils are co-creators in their learning</p>
<p><b>NIF Driver:</b></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children’s Progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	<p><b>HGIOS4 Qis:</b></p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children’s progress</p>
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• P1/2 class trialled a number of different options for their classroom environment throughout the year. Class teachers used the toolkit and audited the play spaces which resulted in adaptations and improvements as required.</li> <li>• Spaces were changed and class teachers, alongside learners, regularly evaluated the success of the layout and resources. This was then adapted and then evaluated and reviewed regularly to match the needs of the learners using the space.</li> </ul>	

- In P3/4/5 'no tech free time' was timetabled in the week to offer time for children to be creative, think differently and explore activities of their own choice. Some learners took some time to become comfortable with this choice initially but all learned to try new things and found new interests eventually
- In the P6/7 class, learners were challenged to design, create, plan, gather resources etc. in order to complete given challenges.
- P6/7 participated in learning about Social Enterprise and were then challenged to come up with their own business plans. They were empowered and enjoyed taking control and making decisions for themselves. They developed crucial life skills of planning, working as a team, negotiating, presenting and then organising events they had planned. Groups were recognised for their efforts in a 'Dragons' Den' event in Alloa Town Hall and then attended an awards event in Assembly Rooms, Edinburgh.
- Children led their own lunch clubs, starting with P6/7 children who showed an interest in badminton and volley ball. This sparked interest from others who then confidently asked to lead clubs on crochet, art, reading, coding, fantasy, debating etc. Children continue to offer to lead clubs and have the confidence to promote their idea, gather interest, plan the sessions and then run the clubs. This will continue into next session.

#### Impact

- P1/2 staff reported the positive effect on play experiences for the learners when environment had been adapted
- Most P6/7 children reported feeling more engaged with their learning when challenged to design and create in order to complete challenges. Most eagerly to continue working in their own time e.g. lunch breaks and home, in order to achieve their goals.
- Reading attainment increased to 92.3% at Early level, 100% at First level and 83.3% at Second level, Writing at Early level increased to 84.6%, 83.3% at First Level and 75% at Second Level. Listening and Talking increased to 92.3% at Early level and 100% at First and Second levels.

#### Next steps:

- P1/2 and P2/3 classes will continue to use the How good is your Play and Learning toolkit next session to plan, evaluate and adapt as required. Following a particular focus on environment and learning experiences this session, there will be a particular focus on interactions between educators and learners. There will be a new team in the P1/2 and P2/3 classrooms in session 2023-24 and therefore environment, experience and interactions will all be a focus for them.
- Lunch clubs will continue to be planned, organised and run by the learners themselves. They will be timetabled carefully to ensure all enthusiastic leaders as given the chance, at some point throughout the year, to take responsibility.

- Ongoing 'free play' and 'open ended challenges' to be offered as part of timetables in the P4/5 and P6/7 classes to encourage children to take responsibility for their own learning, explore their own interests and solve problems.

On reflection, this priority, although having highlighted good practice and had a positive effect on learner experiences this session, will not continue as a school improvement priority for session 2023-24. The good work carried out will continue and be evident in the form of best practice in classrooms going forward. Good practice will be reflected on when engaging in the collaborative planning sessions with staff from other small schools in session 2023-24. Next session, our priority will be to focus on providing enriched learning experiences for all children leading to improved attainment across the curriculum. Our work in this area in session 2022-23 will feed into this.

#### NIF Priorities:

Improvement in attainment, particularly in literacy and numeracy  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children  
Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver:

- Teacher/ staff professionalism
- School leadership
- School improvement
- Performance Information
- Parental engagement
- Assessment of Children's Progress

#### School Improvement Priority/Priorities:

##### Progress- Attainment Tracker (Cluster Priority)

Attainment across Literacy, Numeracy and Health & Wellbeing will be tracked consistently and accurately at all stages, with achievements and next steps recorded in the same format across all Cluster schools

#### HGIOS4 QIs:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising attainment and achievement

#### Progress

- All staff attended the Cluster events at Lornshill with colleagues from other schools. They worked collaboratively and were able to have professional discussions related to the data recorded on Progress
- Staff in school input information into the Progress system regularly and this was used to then analyse and look for patterns. As a Cluster, we were able to gather information each term regarding attainment across the Cluster and could look at attainment over time as we compared data from June 2022 and June 2023.
- Following analysis of the data recorded relating to second level across the Cluster, individuals were identified and invited to attend targeted group sessions at Lornshill in Term 4 with a focus on improving literacy and numeracy skills.

## Impact

- All staff reported feeling confident to use the platform.
- A few pupils benefited from additional sessions at Lornshill Academy, working with staff from the language and maths departments
- Attainment in literacy increased in all areas: Reading at Early level increased to 92.3%, 100% at First Level and 83.3% at Second Level. Writing at Early level increased to 84.6%, 83.3% at First Level and 75% at Second Level. Listening and Talking increased to 92.3% at Early level and 100% at First and Second levels.
- Numeracy attainment increased at Early and Second level to 84.6% and 75%

## Section B3- PEF update

### Progress and Impact

#### *Writing- improve writing attainment of targeted group by 4 percentage points by June 2023*

- Talk for Writing lessons were taught consistently across the school resulting in target group children building confidence when using strategies and toolkits
- Children in the target group received additional support from CT/LA during writing time to offer reassurance, clarity of expectations and pointers, as required
- Clicker 8 computer programme purchased and installed on all Chromebooks and iPads offering assistive technology for learners
- Target group learners were taught how to use the resource to make best use of the tools resulting in them being able to complete tasks more confidently independently
- Every child in the target group made progress in writing with particular improvements observed by teachers in use of vocabulary and punctuation
- Attainment in literacy increased in all areas: Reading at Early level increased to 92.3%, 100% at First Level and 83.3% at Second Level. Writing at Early level increased to 84.6%, 83.3% at First Level and 75% at Second Level. Listening and Talking increased to 92.3% at Early level and 100% at First and Second levels.

#### *Numeracy- improve numeracy attainment for our target group by 14 percentage points*

- Building blocks resource was used consistently throughout the session to support children in target group to build confidence when working with numbers. There was improvement in attainment for all learners observed through the Sandwell assessment results.

- Children in P6/7 in target group used the Power of 2 resource to regularly focus on basic numeracy skills. Confidence grew for all learners and improvement in attainment was evident. For one pupil, she moved from 1.3 achieved in June 2022 to working within 2.2 and being 'on track' to now achieve age and stage expectations.
- Plans to work closely with parents and offer family learning sessions in numeracy had to be postponed. This will be a focus in session 2023-24
- Numeracy attainment increased at Early and Second level to 84.6% and 75%. Our target group attainment improved by

**Learner Experiences-** *children will display increased engagement 75% of the time, as observed by class teacher and support staff, using regular Leuven Scale judgements*

- In session 2021-22, we had identified a pattern with our targeted group relating to engagement. The majority of pupils in our target group scored 3 or lower on the Leuven Scale and presented a neutral, disengaged appearance throughout the school day or signs that they were not at ease or were even anxious or distressed. We put measures in place to improve this in session 2022-23 and teachers reported that 40% of the target group showed a consistent improvement in engagement. Targeted, planned experiences for learners last session were varied and responsive to their interests. The experiences were real life, relevant tasks and involved hands on learning and engagement with people employed or volunteering in businesses and charities in the local area. 60% of the target group were rated as consistently scoring 4 or above on the Leuven scale by June 2023. They achieved greater success in their learning and showed increased levels of engagement in class.
- Very successful weekly group sessions with a focus on life skills with all target group pupils benefitting from hands-on, real-life experiences following their interests
- All children in the target group participated well with most showing increased motivation and enjoyment week on week.
- Children were able to listen well to visitors or experts they met and many would confidently ask questions and engage in opportunities to try out new activities
- Following the visit to Forth Valley College, many of the children were talking about their aspirations for the future and were able to see aspects of College courses which would be of interest and match their skills and areas of enjoyment e.g. joinery, cooking, beauty and hair.

**Section B4 - Evaluation of Quality Indicators**

<b>Quality Indicator</b>	<b>School Self-Evaluation (1-6)</b>	<b>Inspection Evaluation Date:</b>
1.1 Self Evaluation	3	
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Raising attainment and achievement	4	