

Information for Parents and Carers

Standards and Quality Report

2019-2020 Session



***Vision***

We are passionate about learning, achievement and enjoyment for all. We will work in partnership, challenging ourselves to improve and innovate to meet the individual needs of children and young people with complex and enduring needs, in an ever changing world.

***Values***

**Respect Integrity Empowerment Compassion**

***Aims***

In line with Getting It Right for Every Child and the Wellbeing indicators.

* To provide a bright, stimulating, communication friendly and nurturing environment which is welcoming and inclusive
* To work with an ethos which fosters shared values and mutual respect, recognising the importance of each individual
* To ensure children, young people and adults are safe and protected
* To provide opportunities for high quality and enjoyable learning to take place
* To be innovative and adventurous in our approach to the curriculum, always challenging ourselves to improve
* To support healthy lifestyles by promoting healthy eating, active lifestyles and positive mental well being
* To empower children and young people so that they develop curiosity, can make choices and become as resilient and independent as possible
* To champion pupil voice in all we do
* To encourage leadership at all levels
* To provide consistent and effective transitions into nursery, between classes and post school, which build on pupils’ experiences and learning
* To encourage and enable open communication and partnerships between staff, pupils, families and other agencies
* To be an integral part of the wider community and share good practice to promote inclusion
* To work in collaboration with others to be the best we can be

***Learning***

**Broad General Education:**

Curriculum for Excellence allows each young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The Curriculum is at Fairview is appropriate and individualised to meet the needs of every learner. We work closely with parents and partners to allow children and young people to be the best that they can be. Many of our learners work at a pre-early and early level of the curriculum with some learners working at first level. Children and young people progress at different rates and the individual needs and learning styles of each child are taken into account when planning the curriculum.

Children and young people have made very good progress in achieving their targets over this session. All children were set individualised targets to develop their social communication and life skills. In Primary and Secondary targets achieved within these areas averaged 88.8% over Terms 1 and 2.

ATTAINMENT IN THE SENIOR PHASE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Summary of SQA Qualifications | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Number of Modules Entered at Nat 1 | 62 | 118 | 116 | 96 |
| Number of Pupils Entered at Nat 1 | 19 | 13 | 15 | 15 |
| Number of Modules Entered at Nat 2 | **69** | **58** | 55 | 33 |
| Number of Pupils Entered at Nat 2 | 15 | 11 | 10 | 7 |

| **Summary of ASDAN awards** | **2016-17** | **2017-18** | **2018-19** | **2019-20** |
| --- | --- | --- | --- | --- |
| Towards Independence modules | 54 | 43 | 20 | 21 |
| Number of pupils entered | 20 | 9 | 4 | 3 |

|  |
| --- |
| *Other whole school achievements* |
| Dynamic Youth Awards |
| Dance Festival Edinburgh |
| Duke Of Edinburgh |
| Represented PKC in athletics competitions, dance festivals and swimming galas |
| Wild Challenge Bronze and Silver Awards |
| Eco School Green Flag |
| Registered for Rights Respecting Schools |
| Positive inspections |

|  |  |  |
| --- | --- | --- |
| Year | Number of Leavers | Number in Positive Destinations (at point of leaving): |
| 2016.7 | 11 | 100% |
| 2017.8 | 5 | 100% |
| 2018.9 | 4 | 100% |
| 2019.20 | 4 | 100% |

POSITIVE DESTINATIONS:

Positive destinations include: College, Kinnoull Day Opportunities, Gleneagles, Corbenic, Upper Springlands, Blairgowrie Day Opportuities, and Scottish Autism supported accommodation.

ATTENDANCE INFORMATION:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Possible Attendance | Total Absence | Authorised Absence | Unauthorised absence |
| 2016.7 | 100% | 7.45% | 5.49% | 1.96% |
| 2017.8 | 100% | 6.75% | 5.29% | 1.46% |
| 2018.9 | 100% | 6.81% | 5.73% | 1.08% |
| 2019.20 | 100% (until school closure) | 7.76% | 6.91% | 0.85% |

LEADERSHIP:

* Pupils encouraged to make choices about their learning through Choice groups and voting on the Fairview Dux Award and taking part in pupil council.
* High expectations on older pupils to model positive relationships and behaviour and help look after their school.
* Senior pupils lead the successful T42 café and run a range of charity events.
* Pupils led involved in projects related to promoting the library
* Parents fully involved in the life of the school through the Parent Council and a range of questionnaires and wellbeing opportunities
* Support staff have had a range of opportunities to develop their skills –CALM trainers, TAS5 roles, Moving and Handling Trainers, Unison reps…
* Continuing the SSCO role created through the use of PEF money after positive feedback from staff, parents and partners.
* The PSA committee has been involved in the implementation of a range of topics across the school including in COVID plans.
* All staff, pupils and parents are encouraged to become involved in the wider life of the school through committees, the parent coucnils to leading charity events.
* The TLC led on a range of areas related to the development of a new library space.

OVERALL

* Learners are given a wide range of learning experiences. They develop their individual skills and then are able to use these in real life learning experiences. Community based learning is an integral part of experiences – this includes use of local parks/amenities, shops, libraries, museums, leisure facilities as well as further education opportunities, residential and work experience placement for our senior pupils
* Learning is personalised for each child according to need, strengths, aptitudes and interests
* All children and young people have support strategies in place to enable their learning to be optimised
* Active and multi-sensory learning are key learning strategies for all learners 3-18
* ICT is a key ingredient of children’s and young peoples’ learning experiences. They learn through ICT – switch technologies, interactive plasma screens, toys and in the sensory studio as well as through using appropriate communication strategies which may include Augmentative and Alternative Communication Aids.
* Adults have high expectations of children and young people and they are enabled to be independent and take responsibility relevant to them
* Teaching and support staff work in close collaboration with Allied Health Professionals and other colleagues to ensure the best experiences for children and young people
* Children and young people demonstrate that they feel safe, respected and included and are happy to come to school
* Parents and carers are seen as partners in learning and are valued members of the school community
* All young people are encouraged to be as independent as possible and develop relevant skills for life, work and learning throughout their time at Fairview School.

**Consultation Process:**

In order to compile this report, we consulted with staff, learners, parents and local authority representatives throughout the school session. In addition, we analysed achievement and attainment data and drew on evidence from reviews and classroom visits.

**SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2019/20:**

**Staff and pupils health and wellbeing will be improved.**

**Increase family engagement in order to promote positive relationships, better learning and behaviour.**

**Development, and tracking, of curriculum pathways including the promotion of relevant numeracy and outdoor learning.**