

Information for Parents and Carers

Standards and Quality Report

2021-2022 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. Our overarching aim is to support children and young people to be the best they can be by developing skills for life, work and learning. We aim for our pupils to be included and have a voice in society, to be safe and healthy and go on to have a positive and successful post school destination

***Learning***

**Broad General Education:**

The Curriculum 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.

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| --- |
| ***Other whole school achievements*** |
| **Hi5** |
| **Duke Of Edinburgh** |
| **Youth Achievement Award** |
| **Wild Challenge Gold Awards** |
| **Eco School Green Flag  (5th)** |
| **Industrial Cadet award**  |
| **Registered for Rights Respecting Schools – Silver Award****Stem Grant bid successful (round 2)****Education Scotland Parent and Family Engagement Award****Huge number of funding opportunities secured to enhance our outdoor learning environment and learning experiences****Senior pupils taking part in Transition Work Skills Course** |
| **Increased number of work experience opportunities****Range of sporting achievements** |

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 87.6% over Terms 1 and 3 (this is down from 91.2% the previous year).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of SQA Qualifications** | **2017-18** | **2018-19** | 2019-20 | **2020-21** | **2021-22** |
| **Number of Modules Entered at Nat 1** | 118  | 116  | 96  | **80** | **58** |
| **Number of Pupils Entered at Nat 1** | 13  | 15  | 15  | **15** | **12** |
| **Number of Modules Entered at Nat 2** | **58**  | 55  | 33  | **26** | **15** |
| **Number of Pupils Entered at Nat 2** | **11** | 10 | **7** | **8** | **4** |

**Senior Phase Attainment Data**

 Positive Destination Data:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summary of ASDAN awards**  | **2018-19**  | **2019-20**  | **2020-21**  | **2021-22** |
| Towards Independence modules (These are verified in S6 only) | 20  | 21  | 18  | 21 |
| Number of pupils entered for an award in the current school year | 4  | 3  | 10  | 11 |

|  |  |  |
| --- | --- | --- |
| Year | Number of Leavers | Number in Positive Destinations (at point of leaving): |
| 2018.9 | 4 | 100% |
| 2019.20 | 4 | 100% |
| 2020.21 | 7 | 100% |
| 2021.22 | 5 | 100% |

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

ATTENDANCE INFORMATION:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Possible Attendance | Total Absence | Authorised Absence | Unauthorised absence |
| 2018.9 | 100% | 6.81% | 5.73% | 1.08% |
| 2019.20 | 100% (until school closure) | 7.76% | 6.91% | 0.85% |
| 2020.21 | 100% outwith school closure | 7.2% | 5.7% | 1.4% |
| 2021.22 | 100% | 13.24% | 12.06% | 1.18% |

LEADERSHIP:

* Pupils encouraged to make choices about their everyday learning and throughout their days relating to the UNCRC. The pupil council plays a role in decision making. Pupils involved in starting a petition to create a sensory based playpark for younger and older adullts supported by Lead PSAs
* High expectations on older pupils to model positive relationships and behaviour and for all pupils to help look after their school.
* Parents fully involved in the life of the school through the Parent Council and a range of questionnaires and wellbeing opportunities supported by CLW and SSCO
* Support staff have had a range of opportunities to develop their skills –CALM trainers, TAS5 roles, Moving and Handling Trainers, Makaton, developing IT skills relevant to our pupils
* Continuing the SSCO role created through the use of PEF money after positive feedback from staff, parents and partners.
* All staff, pupils and parents are encouraged to become involved in the wider life when safe to do so.
* The TLC led on a promoting a relevant curriculum.]
* Pupils and staff have raised money for other charities and groups.

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 and has been well supported by the DYW Coordinator
* 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
* 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
* We have worked closely with Peter Imray to ensure our curriculum is meeting all learners needs and have adapted timetables and planning accordingly.
* Families continue to be positive about the support they receive from the school.
* We secured funds to provide opportunities for parents to build networks with other families.

**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, classroom visits, observations (including with Peter Imray) including through SeeSaw and moderation and inset day events as well as discussions.

**SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2022/23:**

The Fairview Curriculum will be relevant, inclusive and meet the needs of all learners. All learners will be supported to be the best they can be through following individualised and relevant curricular outcomes which focus on skills for life, learning and work along with a focus on self-regulation to allow learning to take place when pupils are calm and ready to learn.

Parents are supported to be actively and meaningfully involved in their child’s learning and life at school.  Staff work with parents to reduce potential barriers to engagement.

 Staff will feel supported to develop their skills to support a relevant curriculum and focus on their wellbeing so are able to support pupils and each other.