**Fisherton Primary School**

**and Early Years Centre**



**Respectful**



**Safe**



**Hardworking**



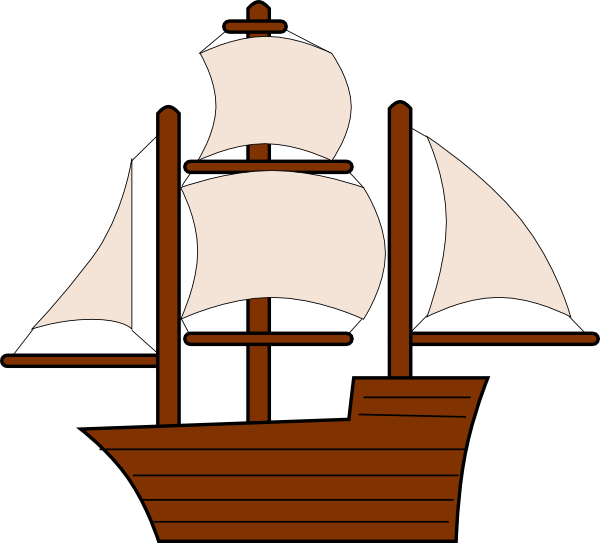
**Nurturing**



**Friendly**



**Joyful**





Standards and Quality Report 2016-2017

**Purpose**

The purpose of Fisherton Primary School’s Standards and Quality Report for 2016-2017 is to provide an answer to the question, ‘How good was our school in 2016-2017?’ This report tells you about the quality of education in the school and how children benefit from learning here. It reflects over the session, celebrating highlights and improvements made whilst also noting where development will secure continuous improvement.

**Introduction**

Fisherton Primary is a small rural primary school serving the community of Dunure and surrounding area. The school is situated 5 miles South of Ayr on the A719 road. The original school was built in 1872 and has been upgraded and kept in good repair. For 2016-17 the teaching complement was 3.1 full time equivalent, which includes 2 full time class teachers and an Acting Head Teacher, who was newly appointed in March 2017. At present the school has a roll of 31 pupils who are taught in 2 multi-composite classes P1-4 and P5-7and the nursery has 5 children attending on a morning only basis. The Nursery Class at Fisherton Primary has a capacity for 14 children, although we are at present capped at ten. Two 0.5 Early Years Practitioners staff the nursery. The Nursery Class has been embedded into the life of the school.

Within our full time equivalent staffing we have also have one full time school assistant, who supports pupils with their learning.

This year the school FME was 9.7% with 90.3% of pupils living in Decile 5, in accordance with the Scottish Index of Multiple Deprivation (SIMD). Fisherton Primary is part of the Carrick Cluster of schools. The school works very closely with other Cluster schools and has adopted a collaborative approach to delivering learning and teaching across the curriculum. This year as a Cluster we have been continuing to work together on Number Talks, Assessment and Moderation.

The school has an extremely supportive Parent Council, who play an active part in the life of the school. The school prides itself through working in partnership with parents and the local community.

**Vision, Values and Aims**

At Fisherton Primary, we endeavour to work in partnership with parents and the wider community, to equip our pupils to become responsible and confident individuals by providing a stimulating working environment wherein children feel valued and can reach their full potential through experiential learning. Our vision was revisited during the session 2014/15 with staff, parents and pupils.

The school has a clear set of values which are embraced by everyone at Fisherton Primary. The ethos of the school is one of warmth, friendliness and inclusion which provides an excellent environment for pupils to learn in. We promote positive behaviour, good manners, and respectful relationships, and endeavour to motivate pupils by delivering learning through a range of curricular, extra-curricular, community and global citizenship events. Following consultation with all stakeholders it was agreed that our values should be:

**hard working nurturing safe friendly respectful joyful.**

**What key outcomes have we achieved?**

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|  | **School Priority 1 : Raising Attainment In Literacy** | |
|  | **NIF Priority:**  **Improvement in attainment in literacy** | **Links to HGIOS 4 / HGIOELC**  **3.2 Raising attainment and achievement** |
| **Cluster Priority** | **Progress and Impact**  All cluster schools have implemented the South Ayrshire Listening and Talking Framework. Staff using the listening and talking assessment are now more aware of the skills required to become secure at a level.  Listening and Talking CfE Results - % achieving levels expected or higher than expected in listening and talking   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | P.7 | | 100% | 60% | - | 100% | 100% | 80% | 83% |   **Next Steps**  All staff to be involved in the creation and implementation of holistic assessment across literacy. | |
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| **School**  **Priority** | **Progress and Impact**  Word Aware principles have been adopted throughout the school, particularly in the P.5 – 7 class where children have been experimenting with more advanced vocabulary. Blooms questioning has been developed to promote higher order thinking skills during Book Club and children are confident in using the different types of questions to take on roles within Literacy Circles. The ReadingWise decoding programme has been timetabled and is used as an intervention strategy, to support individual pupils. Progression in reading age of 6 months has occurred in the past 3 months showing impact on reading ability and strategies used. GL Group Reading Tests were administered in January, however it is too early to re-assess to evaluate impact.  **Next Steps**  Implementation of the ReadingWise comprehension programme for targeted pupils. | |
| **School**  **Priority** | **Progress and Impact**  75% of Early Years Centre children met all 10 Literacy and English developmental milestones. Nursery children are participating in the Three Read Approach in the P.1 – 4 class. Blooms Book Bags and Blooms “Boats” have not been embedded into the Early Years Centre and this will be carried forward to next session.  **Next Steps**  Continue to implement and embed Blooms Questioning in the Early Years. | |

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|  | **School Priority 2 : Raising Attainment in Numeracy** | |
|  | **NIF Priority:**  **Improvement in attainment in numeracy** | **Links to HGIOS 4 / HGIOELC**  **3.2 Raising attainment and achievement** |
| **Cluster**  **Priority** | **Progress and Impact**  Number talks have been modelled and implemented across all stages within cluster schools with support from the Numeracy Development Team. Staff have been supported well by the Cluster Development Officer, resulting in increased confidence in the delivery of number talks.   |  |  |  |  | | --- | --- | --- | --- | |  | Early | First | Second | | Sept 2016 | - | 83.1% | 45.9% | | June 2017 | 51.1% | 75.4% | 71.9% |   Number Talks - % of calculations solved using mental strategies (using UWS Baseline assessment).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | P.3 | P.4 | P.5 | P.6 | P.7  % of pupils achieving scores in CEM Mental Arithmetic equal to or above the national average. 1/3 of all children in P.4 – 7 have an aged standardised score of 1 year or more higher than their actual age. | | - | 100% | 100% | 80% | 83% |   **Next Steps**  All staff to be involved in the creation and implementation of holistic assessment across numeracy. | |
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| **School**  **Priority** | **Progress and Impact**  GL Progress Tests in Maths were administered in January 2017 and it is too early to re-assess and evaluate impact. Some in school moderation has taken place with regard to maths and numeracy and staff are becoming more aware of effective moderation processes. Staff members have attended Assessment and Moderation Facilitator and Quality Assurance Moderation Support Officer training and the majority of staff feel confident in planning holistic assessments and the moderation process.  **Next Steps**  Work with Cluster schools to create holistic assessment pieces and quality assure them. | |
| **School**  **Priority** | **Progress and Impact**  75% of all Early Years Centre children met all 10 Maths and Numeracy developmental milestones. Number talks have been modelled in the early years setting and some staff have attended additional training.  **Next Steps**  Implement and embed Number Talks in the Early Years Centre. | |
|  | **School Priority 3 : Wellbeing, Quality & Inclusion** | |
|  | **NIF Priority:**  Improvement in children's and young people’s health and wellbeing | **Links to HGIOS 4 / HGIOELC**  **3.1 Ensuring wellbeing, equity and inclusion** |
| **Cluster**  **Priority** | **Progress and Impact**  GL PASS assessments have been completed by all pupils in Cluster and the data collected has informed targeted interventions. Knowing Me, Knowing You Icepack resource has been piloted in all schools and will continue to be embedded across the Cluster. Cluster schools continue to work towards their own RRS agendas. Some Cluster staff have attended CLPL Nurture training and by implementing nurturing approaches across schools, have seen a positive impact on some children. All SMT are engaging with the new pastoral notes procedures and Wellbeing Application. All staff are aware of statutory obligations including named person, LAC and child protection.  **Next Steps**  Fully implement Knowing Me, Knowing You Icepack across Cluster.  Cluster schools continue with RSS agenda at their level. | |
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| **School**  **Priority** | **Progress and Impact**  E-profiling being used throughout the school and Early Years Centre. Staff are confident in using the software. Parents engaging with the profiles with 100% of parents in the 2016-17 Parent Survey agreeing or strongly agreeing that “There are regular opportunities to share success with parents and carers”.  **Next Steps**  Continue to use 2Simple 2Build A Profile Software next session. | |
| **School**  **Priority** | **Progress and Impact**  Thematic approach to IDL undertaken with, following evaluation, some pupil led planning. Floorbooks implemented in classes to record learning.  **Next Steps**  Continue with curriculum themes approach balancing pupil led planning with ensuring breadth and depth of outcomes. | |
| **School**  **Priority** | **Progress and Impact**  New playground equipment has been purchased but has not been installed. The school has obtained quotes for the installation, however at the moment it is very costly. Further options are being analysed. Outdoor learning toolkit has not been fully developed nor has Outdoor learning been embedded within the curriculum. Programme has been put in place to develop this next session.  **Next Steps**  Continue to seek options / solutions for the installation of the playground equipment and embed regular outdoor learning into planning next session. | |

**Evaluation Summary**

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| Quality Indicator | School Self Evaluation |
| 1.3 Leadership of change | **Developing a shared vision, values and aims**  Values and aims were reviewed by all stakeholders last session (November 2015) and are becoming embedded in our school ethos. Our values ship was created to reflect our setting and the local community, where there are there are strong links with school. Our Curriculum Rationale, which was developed with staff, pupils and parents reflects Curriculum for Excellence and supports our current vision for Fisherton Primary School.  **Strategic planning for continuous improvement**  Throughout this session our school, cluster and the authority have been engaging in professional dialogue with regard to assessment and moderation. All teaching staff have participated in the creation of holistic assessments and moderation activities. This has resulted in further leadership roles and CLPL opportunities across the cluster and authority in which all teaching staff in the school are participating. Teachers are more confident in their professional judgements and are committed to using a wide range of evidence to inform their practice and meet our learner’s needs. A quality improvement programme is in place to ensure rigorous self-evaluation occurs on a regular basis. All staff, all pupils and some parents take on leadership roles within the school. Consultation with pupils on committees and councils and planed monthly committee times  **Implementing improvements and change**  Throughout this session all teaching staff have implemented Number Talks within their classes, encouraging pupils to develop a range of mental agility strategies. We have bundled experiences and outcomes to ensure a more holistic approach to planning takes place. We have adopted thematic interdisciplinary learning, allowing more pupil led learning. Our pupil support assistant has undertaken CLPL to facilitate meeting the needs of pupils who require additional support. Data from CEM, assessments and intervention programmes are allowing the school to monitor and evaluate the impact.  Overall in terms of leadership of change we have made good progress. |
| 2.3 Learning and teaching | **Learning and engagement**  All children in the school are involved in committees and masterclass electives. Through monitoring and professional dialogue, consistency in planning and assessment are being developed in both classes. Outdoor learning has been implemented throughout the school and will continue to be embedded next session. CEM data supports CfE levels with almost all children achieving expected levels or beyond in literacy and numeracy. 100% of pupils agree or strongly agree that they are getting on well with their school work.  **Quality of teaching**  Teaching staff have high expectations in their classes. 100% of pupils agree or strongly agree that staff encourage them to do their best. All teaching staff have undertaking CLPL and professional reading with regard to initiatives being implemented within the school. E.g. Number Talks and Word Aware. Both classes are using Blooms Taxonomy and higher order questioning. Digital technology is integrated into our school life with blogging and e-profiles being used to record and share learning and experiences for all children. 100% of pupils agree or strongly agree that staff talk to them regularly about how to improve their learning and we will continue to provide quality feedback to learners.  **Effective Use of Assessment**  All members of teaching staff have been involved in the creation of holistic assessments, bundling outcomes and linking to benchmarks. Cluster and authority moderation events have been attended by all teaching staff providing a shared expectation of achievement. The current acting Head Teacher has assumed the role of QAMSO this session and a class teacher the role of AMF resulting in a good knowledge base within the school in respect of assessment and moderation. A range of AiFL approaches are used throughout the school and are being used to inform next steps in order to meet children’s needs.  **Planning, Tracking and Monitoring**  Our thematic approach to IDL ensures pupils are involved in the planning process. Planning tools will be used consistently be teaching staff next session. Teaching staff know their pupils very well due to the multi-composite setting allowing them to track and monitor progress effectively over an entire level. A triangulation of data is used to inform teaching practice and next steps for learning. Tracking of skills and experiences and outcomes in relation to the benchmarks have begun to take place and this will continue and be incorporated into our planning next session. Additional support needs are quickly identified and intervention strategies implemented, which are then monitored and evaluated for impact.  Overall in terms of learning and teaching we have made good progress. |
| 3.1 Ensuring wellbeing, equity and inclusion | **Wellbeing**  All members of staff are involved in promoting wellbeing within the school. Our pupil support assistant is actively involved in providing wellbeing support to children through our HWB Boost Groups. PASS assessments have been carried out to identify children who require additional nurture interventions and these have been put in place through the use of the Knowing Me Knowing You Ice Pack. All children agreed or strongly agreed with all nurture statements on the pupil survey. We are on our journey to become a Rights Respecting School and continuing our agenda is on our school improvement plan for next session.  **Fulfilment of statutory duties**  All staff are registered with the appropriate bodies and aware of the requirements for continued registration with them. i.e. SSSC and GTCS and have a shared understanding of child protection, wellbeing and children’s rights. GIRFEC Care plans are in place for every child in the early years centre and are reviewed regularly. Additional Support Needs paperwork is current and reviewed regularly with appropriate information being shared and recorded through AYRshare, the Wellbeing Application and Pastoral Notes.  **Inclusion and equality**  Individual support plans are in place for pupils identified with additional support needs and these are evaluated and reviewed by all involved stakeholders on a regular basis. The classroom assistant is timetabled and used effectively to provide support both within and out with the classroom. A range of programmes, strategies and resources are used to promote equity in learning. The school works with multiple agencies, when appropriate, to ensure and promote inclusion and equality for all learners.  Overall in terms of ensuring wellbeing, equity and inclusion we have made good progress. |
| 3.2 Raising attainment and achievement | **Attainment in literacy and numeracy**  A triangulation of data is used to establish levels of attainment in literacy and numeracy and track improvements therein. Based on a wide range of data, the majority of pupils are attaining or exceeding expected levels in literacy and numeracy. Those children who are not reaching expected levels have been identified and appropriate interventions have been put in place to support them and improve progress in the appropriate curricular area. Evaluation of the impact of each intervention is constantly reviewed and used to inform next steps.  **Attainment over time**  A wide range of data is used to track attainment of all curricular areas over time. Following the implementation of Number Talks this session, CEM data identifies that there has been a general improvement in mental maths ability for Primaries 4 and 5 and generally a dip in primaries 6 and 7. Analysis of the data from the UWS baseline and re-test assessments, shows a 26% increase in the use of mental calculations with  88.9% of calculations being answered correctly in Second Level, demonstrating an increase in the use of mental strategies.  **Overall quality of learner’s achievements**  Achievements both within and out with school are celebrated on a weekly basis through assembly, our achievement board and shared through the school blog and pupil profiles. This session, all Primary 6s and the majority of Primary 7 participated in a residential experience and have obtained their John Muir Award. The majority of Primary 7s his session have taken part and achieved their Award of Ambition. Both Dolphin House and John Muir are now using the pupil’s residential record of learning short film at their training events. 92% of parents agreed or strongly agreed that staff are “interested in my child’s learning experiences outside of school”.  **Equity for all learners**  Almost all children in the school reside in Decile 5 in the SIMD. Due to the context of the school and small role, the school is able to identify barriers to learning quickly and in partnership, if appropriate, develops appropriate strategies and interventions to provide equity for the learner. 38.7% of our pupils receive interventions or support in respect of literacy, numeracy and health and wellbeing. The impact of this being all pupils are able to access their learning in a way appropriate to their individual learning needs.  Overall in terms of raising attainment and achievement we have made good progress. |

**What are the key priorities for improvement in 2017 / 18 ?**

Our key priorities for improvement next sessions are:

* To develop the use of holistic assessment to build on approaches to support effective planning, tracking, assessment & moderation
* To progress our agendas in respect of Rights Respecting Schools and Dyslexia Friendly Schools accreditation
* To continue to embed Number Talks throughout the school
* To embed outdoor learning (including community projects) planning
* Introduce individualised planning within the Early Years Centre

**What is the capacity for improvement?**

The newly appointed Acting Head Teacher will be in post throughout the forthcoming session allowing consistency in leadership when implementing priorities for improvement. Staff are enthusiastic and motivated to continue to improve the learning experiences of all our learners. Participative leadership is encouraged and all teaching and support staff will take on leadership roles and responsibilities. There is a dedicated and hardworking team within the school who support one another and work collegiately for the benefit of our pupils. Pupils are confident and contribute well to our journey of improvement. Cluster partnership working is strong and we will continue to work with our cluster primary colleagues to support professional dialogue and the implementation of cluster priorities.

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| Maintenance Agenda 2017/18 | | | | |
| Learning & Teaching | CfE / Raising Attainment | Assessment & Achievement | Self-Evaluation | Cluster |
| MVT  Blooms Taxonomy  Number Talks  Word Aware  GLOW  AiFL  ASN  Thematic IDL Planning | Curricular Frameworks  STEM  Eco Schools  DFS  RRS  Ice Pack | Assessment & Moderation  CEM / PIPS  SEEMIS Tracking & Monitoring  Celebrating Success  Committee Time  Blogging/ Profiles | Engage with National Improvement Hub  Ongoing SIP Evaluations  Staff Reflections  Pupil / Parent Views  PDR | Assessment & Moderation  Science Frameworks  Number Talks |
| All staff will have responsibility for contributing towards the maintenance agenda and school improvement prioirites | | | | |