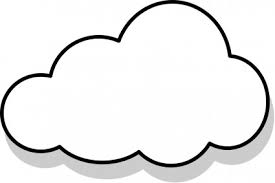
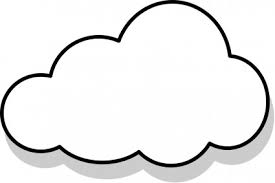
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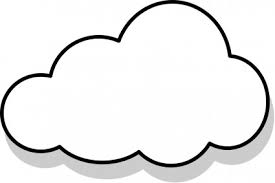
**and Early Years Centre**



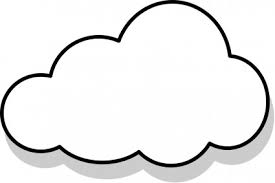
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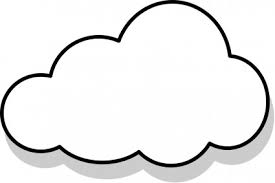
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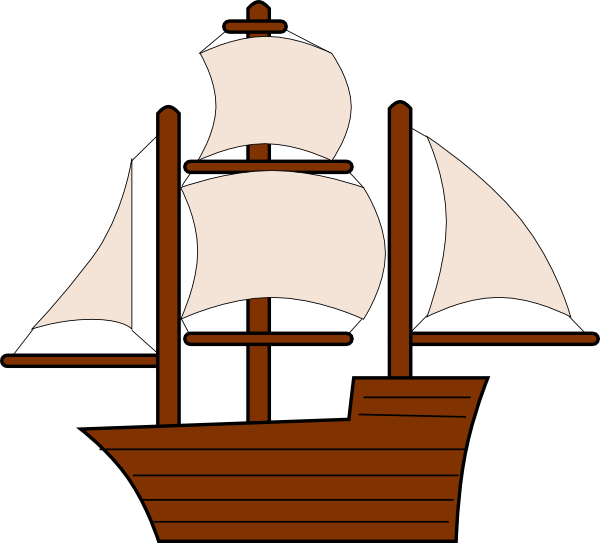
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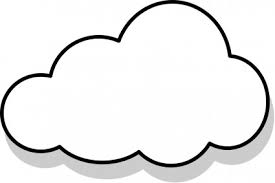


**Tenacious**



**Helpful**





**Kind**



Standards and Quality Report 2019-2020

**Purpose**

The purpose of Fisherton Primary School’s Standards and Quality Report for 2018-2019 is to provide an answer to the question,

‘How good was our school in 2019-20?’ 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 situated 5 miles South of Ayr on the A719 road and is a small rural primary school serving the community of Dunure and surrounding area. The original school was built in 1872 and has been upgraded and kept in good repair. Building work began in July 2019 to erect a small extension at the main entrance, which will house the school office and HT Office. The Early Years Centre has now gained a door which provides direct access to the outdoor area.

At present the school has a roll of 20 pupils who are taught in 2 multi-composite classes P1 - 3 and P4 – 7. Within our full time equivalent staffing we also have one full time school assistant, who supports pupils with their learning. The Early Years Centre (EYC) has 5 children attending on a full day basis. The center operates from 9am until 3pm with the option for parents to purchase wrap around care from 8.30am until 9am and 3.00pm until 4.00pm. Currently Two 1FTE Early Years Practitioners (EYPs) staff the nursery. The Early Years Centre has been embedded into the life of the school.

This year the school FSM was 33% with 89.0% 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 enjoys close working relationships with the other schools in the Cluster, which include Maidens, Cairn, Gardenrose, Crosshill, Minishant, Straiton, Kirkmichael and Carrick Academy. Senior leadership team, and all other staff work together at regular intervals it improve the quality of learning, teaching and assessment across the cluster.

HMIe and the Care Inspectorate inspected Fisherton Primary School and Early Years Centre in April 2018 with the full published report was released in June 2019. The reports are available to view in school and also via the Education Scotland website at <https://education.gov.scot/inspection-reports/south-ayrshire/8233225>

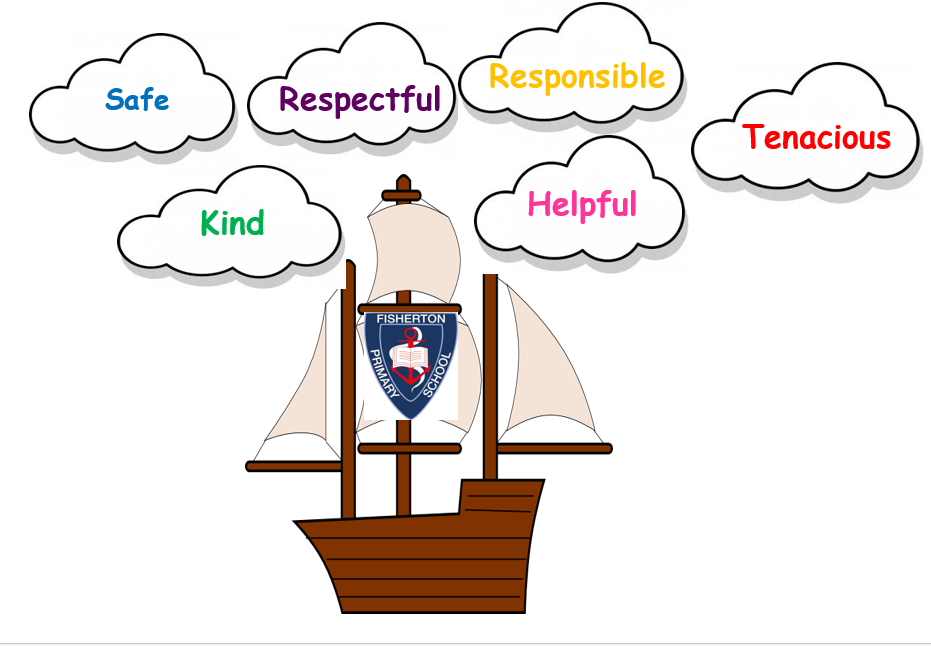
The school has an extremely supportive Parent Council, who play an active part in the life of the school. The school takes pride in its partnership with parents and the local community, as reflected in our vision and noted as a strength of the school in the HMIe report.

COVID 19

On the 20th March 2020 our school closed as a result of COVID 19 and pupils were supported with their learning from home. At that point our attendance figures were an average of 93% and we had no exclusions. All children were issued with a learning pack before leaving the school, along with a sheet of dedicated online learning platforms and their associated passwords. Pupils were shown how to access Teams and Glow etc prior to lockdown. Staff supported pupils by emailing assignments to their parents on a weekly basis. This information was also posted on the school website. Classes had weekly ‘break time’ video calls via Teams. There was a dedicated a dedicated school Facebook page created which was used as a platform by parents and staff to share learning and stay connected. Food parcels were delivered to the doorsteps for families. Staff made home visits to pupils and encouraged them to engage in home learning. A box was placed within the school porch for parents to collect additional writing materials, jotters and books. Parents were able to access the school on a weekly basis to exchange library books and collect any additional support materials. The majority of our pupils engaged in family learning activities throughout the process and teachers were able to track the progress of some pupils through online learning platforms. Twitter was used as an additional platform for sharing learning opportunities with a parent.

**Vision**

At Fisherton Primary School and Early Years Centre we believe that with **tenacity** we can all experience success and achieve our potential.



**F**riendly and **kind** people help fill our school with happiness.

**I**nspired by the world around us we welcome pupils to join us on a journey of discovery.

**S**uccess is experienced across the curriculum and beyond with

**Helpful** staff and families working together for our young people.

**E**veryone has a voice in our learning community and we strive to model

**Respectful**, **responsible** and **safe** approaches in all that we do.

**T**enacious attitudes and motivation encourage our pupils to strive to give their best.

**O**pportunities to develop skills are welcomed and

**N**urturing approaches help our children grow and learn together.

**Values**

**Safe, Kind, Helpful, Responsible, Respectful, Tenacious**

**“R**eachfor the **S**ta**R**s**, K**eep **T**ryingand **H**ave fun**”**

**What key outcomes have we achieved?**

|  |  |  |
| --- | --- | --- |
|  | **School Priority 1 : Raising Attainment In Literacy** | |
|  | **NIF Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children. | **Links to HGIOS 4 / HGIOELC**  **2.2, 2.3, 2.4, 3.1, 3.2** |
| **Cluster Priority** | **Progress and Impact**  Work intended to improve the technical skill in writing has been limited due to the early closure of schools in March 2020 due to the Coronavirus pandemic.   * FPS and MPS collaboratively to look at writing assessment tool (Write to the Top). All staff agreed the benefits of using this and baseline assessments were administered Oct 2019. Writing was moderated by SMT. Due to COVID 19, we were unable to evidence whether technical writing skills had improved as further assessments did not take place. | |
|  | | |
| **School**  **Priority** | **Progress and Impact**   * All staff trained in Accelerated Reader with 100% of pupils from P4-7 participating in the programme * Reading time allocated in class each day which has resulted in an increase in pupil engagement in reading * Dedicated time allocated for pupils to use Reading Wise & Nessy to support reading skills * Pupil support teacher provided training for staff on targeted interventions * Celebrated WBD & pupils participated in cross class buddy reading * Staff are using SAC Literacy Skills Framework to support planning and assessing ensuring children meet the benchmarks for their expected level * Staff agreed on the assessments to be used to benchmark & measure children’s progress * Staff have been made aware of the SAC Literacy Strategy but have not fully implemented the pedagogy * Ecological assessment used to identify barriers to Literacy. * Individual screening carried out with pupils who were displaying signs of Dyslexia & Dyscalculia. * Staff have undertaken a variety of CLPL to support literacy development. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **School Priority 2 : Raising Attainment in Numeracy** | | | |
|  | NIF Priority:  - Improvement in attainment, particularly in literacy and numeracy  - Closing the attainment gap between the most and least disadvantaged children. | | **Links to HGIOS 4 / HGIOELC**  **2.2, 2.3, 2.4, 3.1, 3.2** | |
| **Cluster**  **Priority** | **Progress and Impact**   * Level 2 Study Pack referred for planning and in line with framework to identify key skills to be covered * Staff CLPL took place and all staff have engaged with Study Pack & Framework to ensure consistency of approach across Cluster | | | |
|  | | | | |
| **School**  **Priority** | **Progress and Impact**   * HeadStart assessments were used in September, November and March. The last assessment was due to take place in June which would have allowed us to compare data from Test A (September/June). * Opportunities were provided to work collaboratively within the cluster to create a holistic assessment. * Training in Bar Modelling increased staff members’ confidence in teaching new approaches and strategies in maths. * The parent workshop on Number Talks provided parents with the knowledge and understanding of the different strategies which are taught in class. | | | |
|  | **School Priority 3 : Wellbeing, Equality & Inclusion for All** | | | |
|  | **NIF Priority:**  -Improvement in attainment, particularly in literacy and numeracy  -Closing the attainment gap between the most and least disadvantaged children  - Improvement in children and young people's health and wellbeing | | **Links to HGIOS 4 / HGIOELC**  **2.1, 2.4, 2.5, 3.1, 3.2** | |
| **Cluster**  **Priority** | **Progress and Impact**  This work was due to take place during the second half of session 2019/20. Due to displacement during emergency building works and the Covid-19 pandemic we were unable to complete the work to meet this priority. | | | |
|  |  | | | |
| **School**  **Priority** | **Progress and Impact**   * A number of after school clubs provided pupils with opportunities to engage in wider achievements * Nurture/LIAM groups established and adapted to suit pupil needs as the session progressed * Class HWB check ins carried out on a daily basis * MTV strategies carried out throughout teaching practice with a particular strategy being the focus of each month. Pupils were able to express their thoughts, feelings and opinions clearly * Regular Mindfulness sessions carried out at weekly whole school assembly * Pupils enjoyed being members of their committee groups and had a say in making decisions which would have an impact on their time at school * Twitter page updated regularly to show learning activities and school events. * Homework grids were updated termly with a range of relevant activities for each stage | | | |
|  | **School Priority 4 : Curriculum Planning** | | | |
| **School**  **Priority** | **Progress and Impact**   * Holistic assessment / moderation cluster meeting provided opportunities to work collaboratively with teachers within the cluster to create a range of assessments. The aim was to benchmark and measure appropriately children’s progress in Numeracy in an outdoor learning context. * Staff peer observations provided opportunities to observe and share good practice. * Collaboration across the schools allowed planning for meaningful outdoor learning experiences. * Laptops, desktops, i-pads and active panels were updated to ensure plenty of availability to all and to support learning and teaching. * Digital technology training was provided to all teaching staff. * Digital portfolios used for parental communication and assessment purposes. Seesaw and Teams were then used as a platform for learning from home during school closures. | | | |
|  | **School Priority 5: Policy and Procedures** | | | |
| **School**  **Priority** | **Progress and Impact**   * Pupils, parents & staff were consulted when revising the school values and aims and helped decide which were the most relevant to the school community. * The homework and behaviour policies were updated to reflect the current setting and needs of all pupils. | | | |
| **Evaluation Summary** | | | |
|  | |  | |
| Quality Indicator | | School Self Evaluation (Supported by Education Scotland Report) | |
| 1.3 Leadership of change  School Self-evaluation: Good | | **Developing a shared vision, values and aims**  The school vision, values and aims were created collegiately by all stakeholders in session 2019 / 2020 and are now embedded in our school ethos and our rights respecting teachings.  Our values ship continues to reflect our setting and the local community, where there are strong links with the school. Staff team, teaching and support, have detailed knowledge of individual children and their families and are highly committed to achieving success for all children. The staff are very knowledgeable about the rural context of the area that the school serves and the opportunities and challenges that this can bring for families. The very positive and caring approach taken by all staff ensures an inclusive ethos for all children. The school is very well supported by the local community and partnership working is at the heart of our ethos.  **Strategic planning for continuous improvement**  The school places high priority on supporting and nurturing all children. Staff actively promote an ethos of high standards and ambition for children, staff, parents and partners. We work together with our staff, parents, pupils and community to identify school priorities and areas for improvement and use a wide range of data to identify and evaluate our development needs. Our staff are reflective practitioners and contribute willingly to school improvement. Teachers and support staff each have responsibility for leading aspects of the curriculum and of school life. The staff have a clear vision to continue to make the most of the partnership between Fisherton and Maidens primary schools. Staff worked well together this session to provide monthly planned outdoor learning experiences where they collaborated and shared learning, in order to capitalise on the skills and talents in both settings. Staff appreciate the many and relevant opportunities to engage in training and professional learning, with a few staff undertaking additional leadership training.  **Implementing improvement and change**  The school has made improvements to the way that staff use their collective knowledge of children, alongside the range of available data they have, to pinpoint priorities for future improvement. The priorities within the improvement plan focus appropriately on continuing to raise attainment in literacy and numeracy and in introducing new approaches to the teaching of Numeracy and Maths. A rigorous approach to tracking children’s attainment and achievement has been introduced.  As a result, staff are increasingly able to make accurate judgements about the standards of children’s learning and about the overall quality of provision and outcomes for learners. Teachers use How Good is Our School? (4th edition) to reflect on their work. Improvement priorities are distributed with clear targets being set and appointed personnel managing change and measuring and evaluating impact. School improvement evaluations and updates are discussed during team meetings, enabling a collaborative understanding of progress being made on our improvement priorities. All children have regular opportunities to make decisions about and influence aspects of their school experiences, for example through the pupil council and various committees. | |
| 2.3 Learning and teaching  School Self-evaluation: Good | | **Learning and Engagement**  At Fisherton Primary, we pride ourselves in meeting learner’s needs. Our learners are engaged and all contribute widely to the life and ethos of the school. We have achieved our RRSA Bronze and Silver awards and we have worked hard to embed children’s rights throughout the school curriculum. At all stages of the school, children demonstrate great independence and responsibility. Older children often act as role models and share their learning with younger ones. Increasingly, children are becoming aware of their strengths as learners, as they help to negotiate and review personal targets. We will continue to develop the best way for children across the school to take responsibility for identifying their own strengths and next steps in learning. Learners experience a good range of teaching approaches. Play based learning has been introduced in P1/2 and is having a positive impact on children’s engagement in their learning. This will be embedded further next session.  **Quality of teaching**  Staff are reflective of their practice and have high expectations of their pupils. Overall, learning tasks are carefully differentiated to ensure all children are challenged and supported in their learning. The quality of teaching observed across the school is overall very good. Staff make very effective use of questioning to encourage children to think and to explain their learning. Children are developing high-order thinking skills, as well as skills for learning, life and work. Pupils and parents are happy with the quality of teaching at the school. Children have regular opportunities to use digital technology. Interactive whiteboards are used effectively as a teaching tool to enhance learning and teaching. Laptops and tablets are used well by children for varied learning activities, accessing a wide range of software.  Through participation in class and whole-school ‘masterclass’ activities, children have worthwhile opportunities to apply and extend their literacy, numeracy and digital skills, as they contribute to the life of the school and the wider community.    Outdoor learning is an important feature of children’s experiences. Staff make good use of the school grounds, local community and nearby beach to provide children with exciting contexts to learn across the curriculum. Very well planned and relevant activities outdoors result in all children being motivated and fully engaged in their learning.    **Effective use of assessment**  A wide variety of assessment tools and strategies are being used in our classes. Staff are working together to continually develop shared and agreed expectations for learning and teaching across the school, such as for the use of formative assessment. This is helping to ensure that all children can experience activities that are varied and differentiated to provide appropriate levels of support and challenge. Teachers provide verbal and written feedback to children on their learning. All teachers have been involved and are confident in the creation and moderation of holistic assessments. Moderation activities, including high quality professional dialogue, have taken place at school, cluster, authority and national level and expectations on achievement of a level are consistent. The school is successfully leading a new, whole-school approach to assessment that is rigorous and based on accurate professional judgement. Staff are making good progress in developing their approaches to assessment, to align more closely to Curriculum for Excellence standards and expectations. They are developing confidence in scrutinising and analysing assessment and attainment information.  **Planning tracking and monitoring**  Across the school, children can describe the tasks they are engaged in, and for some aspects, the skills they are developing. Children are involved in evaluating and assessing their own work, as well as the work of their peers. Our tracking processes are strong, with tools, dialogue and data all being used to monitor and evaluate progress through a level and improve outcomes for learners.  Staff are encouraged to use and discuss data individually and as a whole staff team and regular attainment tracking meetings allow for dialogue around addressing learner’s needs and barriers to learning. This is helping staff to gain confidence in interpreting and responding to the assessment information available to them. | |
| 3.1 Ensuring wellbeing, equality and inclusion  School Self-evaluation: Very Good | | **Wellbeing**  Very positive relationships throughout the school create a nurturing ethos in which children feel safe and well cared for. The wellbeing of all children and families underpins the life of the school. The calm, welcoming and purposeful environment in classes, play areas and around the school helps to ensure that children enjoy learning and socialising together in a family atmosphere. In a recent survey, all children felt safe and almost all felt they were treated fairly and with respect; were being helped to become more confident and enjoyed being at school. Children have a very good awareness of the wellbeing indicators. Staff provide children with regular opportunities to reflect on and to evaluate their own wellbeing, including how well they feel they are doing at home and at school. This embedded and supportive culture is helping children to gain confidence to talk about issues affecting them and, with the support of staff and partners, to take action to address any concerns they have. A number of Active Schools clubs were offered throughout the session to pupils of all ages. Sporting activities included archery, netball, skiing, multi-sports and football training. As a direct result of Rural Deprivation funding, transport was organised to take children from the Early Years Centre to a 10-week block of swimming lessons. Feedback from staff and parents/carers confirmed that all aspects of water confidence had improved with those children who had attended.  **Fulfilment of Statutory Duties**  The staff are aware of their roles and responsibilities related to statutory duties. The school monitors carefully the support and interventions that are put in place to support children. As a result, children with additional support needs, or other barriers to learning, are well included and engaged in their learning. Children who may have emotional needs are very well supported. The school works with a range of partners to ensure that the needs of children requiring additional support and their families are met. Children who require a Child’s Plan or individual learning plan have one in place. These plans are appropriate, and reviewed regularly with parents and partners. The school monitors attendance and punctuality regularly and is proactive in dealing with and monitoring any issues that may arise.  The early years staff are aware and fulfil their statutory duties by ensuring that Care plans are in place for every child and timescales for creation and review are adhered to.  All children in the school receive two hours of PE per week. All teaching staff are registered with the General Teaching Council for Scotland and our Early Years Practitioners and Pupil Support Assistant are registered with the Scottish Social Services Council. All staff participated in child protection awareness at the start of the session.  **Inclusion and equality**  Staff work together very well to provide an inclusive environment for learning in which children, parents and partners feel that their opinions and views are valued. All children are included, engaged and fully involved in the life of their school. Children recognise that their contributions matter and that they can bring about change, for example through improving their playground and through their eco work. Individual support plans are used to address barriers to learning and ensure children have the opportunity to reach their potential. Plans are created and reviewed in collaboration with pupils and parents, and where appropriate external agencies, to collaboratively improve outcomes for children. Partners support the school’s arrangements for children at points of transition very well. Tailored and enhanced approaches ensure that all children who require some additional help feel very well supported in making a smooth start in the early years centre, making the transition to P1, and for older children, moving on to secondary school. Through participation in the Rights Respecting School and gaining a silver award, children at all stages are learning about equality, inclusion and fairness. Overall, across the school, teachers make meaningful links in the course of learning to children’s rights and aspects of equality. | |
| 3.2 Raising attainment and achievement  School Self-evaluation: Good | | **Raising attainment and achievement**  We use reliable evidence, including teacher’s professional judgement, to track attainment and achievement. Overall, children are making good progress in English and literacy and Resources and programmes are helping to ensure that, at the early and first level, children are developing their phonological skills in a progressive and effective way. Overall, children are making good progress in numeracy and mathematics. Staff have worked together to introduce new approaches for teaching numeracy and mathematics. This is having a positive impact on how children, at all stages, can identify and use different strategies to complete calculations and solve problems.  Children have access to a range of helpful resources, including learning wall displays and toolkits that support their learning in numeracy well. Teachers are skilled in creating meaningful contexts for children to develop, consolidate and apply their numeracy and mathematical skills. We are committed to regular staff team tracking meetings on attainment which will assist us in identifying the support or challenge needs of individuals.  SMT meet regularly with Early Years staff to monitor and track pupil achievement of developmental milestones, tracking report and % achievement data collated for SAC in October and March.  **Attainment over time**  We use a variety of data to rigorously track attainment throughout each learner’s journey, ensuring that a consistent pace of progress is being made by pupils. Analysis of this data suggests that, overall, the school is making good progress in closing the gap in attainment between different groups of children. Staff in the school appreciate that small numbers of pupils in individual year groups make it difficult to continuously evidence improvements over time. Therefore Summative assessment data is used together with soft data, including teacher’s professional judgment, to effectively track progress and identify gaps in knowledge, understanding or skills. Any barriers to learning are therefore quickly identified and acted upon. Session 19-20 was cut short due to the COVID 19 pandemic therefore attainment data is unavailable for this period due to the fact that term four assessments were unable to be carried out. % Secure or Above at the Relevant Stage (P1, 4 and 7): Literacy  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School** | **2016-17** | | | **2017-18** | | | **2018-19** | | | | **Reading** | **Writing** | **Listening and Talking** | **Reading** | **Writing** | **Listening and Talking** | **Reading** | **Writing** | **Listening and Talking** | | Fisherton PS | 85 | 69 | 92 | 88 | 88 | 88 | 64 | 55 | 64 | |  |  |  |  |  |  |  |  |  |  | | **Authority** | **83** | **78** | **88** | **86** | **80** | **89** | **85** | **81** | **88** |  % Secure or Above at the Relevant Stage (P1, 4 and 7): Overall Maths  |  |  |  |  | | --- | --- | --- | --- | | **School** | **2016/17** | **2017/18** | **2018/19** | | Fisherton PS | 92 | 88 | 73 | |  |  |  |  | | **Authority** | **85** | **85** | **84** |   **Overall quality of learners’ achievements**  Overall, children benefit from an impressive range of worthwhile opportunities that are helping them to develop confidence and self-esteem; learn new skills; experience competition and to develop their personal interests further. Residential experiences for older children supports them well in making choices and decisions for themselves.  High priority is given to pupil voice across the school, with involvement in a range of opportunities. A number of children take on leadership roles such as the pupil council and leading lunchtime clubs. Children at all stages contribute very well to the life of the school and to their wider community. They take on considerable responsibility for one another. Older children care for younger ones. Children are rightly very proud of their commendable efforts in raising funds for local and national charities. Children’s personal achievements are recognised and celebrated in school. Children are beginning to identify the skills for learning, life and work that they are developing.  **Equity for all learners**  Staff know all children and families very well. They are vigilant in identifying any children who may be affected by disadvantage and who are not yet achieving their full potential. We have an open and honest ethos throughout the school and due to small numbers and deep knowledge of the pupils, barriers to learning and adverse childhood events are identified quickly and addressed.  As a cluster, we have helped tackle rural deprivation by addressing the lack of sporting facilities and opportunities in our villages by securing funding for transport costs to allow pupils to attend sporting events.  This year we received £6000 pupil equity funding. An Accelerated reader subscription was purchased for the school and all Primary 3-7 pupils have benefitted from this and have shown to be more motivated in their reading.  The Early years Centre attended a ten-week block of swimming lessons and every child showed an increase in water confidence through this and parents felt more confident to take their child swimming in their own time. Primary seven pupils were provided with transport to access the Carrick Academy Youth Club for fifteen weeks. This was an excellent transition opportunity and the pupils greatly benefited from meeting some of their new peers as they were able to form friendship groups. Transport was purchased to provide monthly outdoor learning and off campus physical education experiences and this took place in conjunction with Maidens Primary School. All pupils from the Early Years Centre and School benefitted from this. | |

**What are the key priorities for improvement in 20120/ 21?**

Our key priorities for improvement and recovery next sessions are:

* To provide further staff training on a variety of ways to support and develop writing skills across all the curriculum.
* To increase staff familiarity with SAC Literacy Strategy and use this to plan appropriately differentiated learning experiences.
* To monitor and track Accelerated Reader progress on a monthly basis and use the results to ensure pupils are appropriately engaged and challenged.
* To achieve Mental Health & Wellbeing Charter mark.
* To improve resilience and support and safeguard the emotional well-being of all pupils during the recovery phase post-lockdown.
* Staff will use ‘Count on Us’ boards and resources following training and collaborate on ways to develop classroom strategies.
* Staff to engage with the numeracy professional learning resources developed by Education Scotland in order to continue to develop classroom strategies based around concrete, pictorial & abstract approach.
* Participate in ‘Maths Week’ (Week Beg 28th September).
* To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new National guidance, to best meet the needs of learners.
* To Schedule opportunities for Maidens Primary School and Early Years Centre and Fisherton Primary School and Early Years Centre to collaborate and improve experiences for learners and staff team through utilising shared pedagogy, skills and knowledge base.
* Staff to implement Seesaw within all classes to promote home school links, share learning and build positive relationships.
* Staff will use Ice Pack: Knowing Me Knowing You 2 to reconnect, reflect and rebuild to support COVID recovery.
* Promote the use of Mindfulness within each class in order to give pupils strategies that they can use independently to maintain positive mental health.
* Staff across both schools have consistently used SAC curriculum pathways, next session there will be more emphasis around expanding the use of ICT & Technologies and building staff confidence in the use of these.
* The school curriculum rationale will be updated. An assessment policy will be developed.

**What is the capacity for improvement?**

In line with the guidance from Scottish government and public health various steps have been taken to reopen in August 2020. Central to this is the need to continue to observe public health guidance and prioritise the safety and wellbeing of children, parents and staff. This means that our service is slightly different to how we operated before. Various risk assessments, procedures and routines are in place and we have a contingency plan for blended home learning if the need should arrive.

Our Self Evaluation processes provide us with areas for development within the school and early year’s centre, with data and evidence gathered during this highlighting, informing and confirming our development needs. Collaboration between the two sister schools will increase capacity for taking forward initiatives and any joint school improvement priorities. The capacity for improvement within the school building will be improved this session with the addition of our small extension, this work is hoped be completed by the end of October 2020.

Staff are enthusiastic and motivated to continue to improve the learning experiences of all our learners. Within Fisherton, leadership is viewed as a shared responsibility of all staff – teaching and non-teaching. Staff are valued and their skills are used to full potential to benefit the learners in the school. 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 successful, confident and responsible in contributing 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.

We are well placed to continue to take forward our agenda for improvement and recovery in session 2020-21, however this will be impacted upon due to the restrictions surrounding COVID 19 and our priority will be to focus on the recovery element for pupils. There is a shared vision, sense of purpose and direction, which is ambitious and challenging. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Fisherton Primary School and beyond.

We appreciate greatly the support we receive from parents/carers and the wider community in helping us deliver our vision. This supports us in creating a positive learning environment where our pupils feel special, valued, and included both within the school and within the community in which the children live, play and grow up in.

Thank you for your continued support.

Leeanne Campbell

Leeanne Campbell

Head Teacher