**Fisherton Primary School**

**and**

**Early Years Centre**



**Safe**



**Respectful**



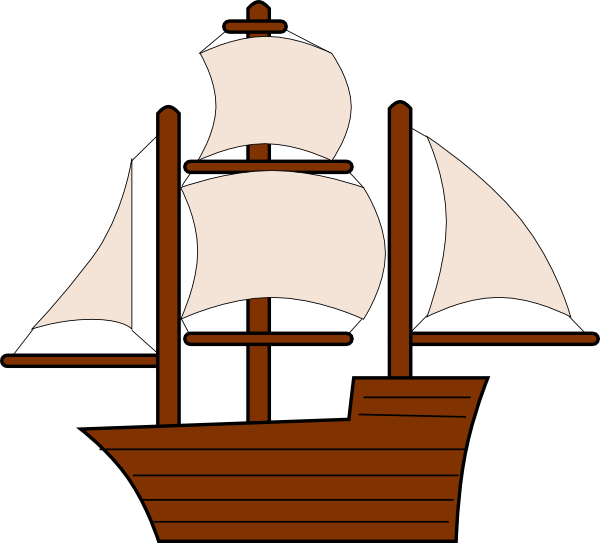
**Responsible**



**Tenacious**



**Helpful**





**Kind**



Standards and Quality Report 2020-2021

**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 2020-21?’ 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. This now comprises of 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 26 pupils who are taught in 2 multi-composite classes P1 - 3 and P4 – 6. Within our full-time equivalent staffing we also have one full time school assistant, who supports pupils with their learning and a further school assistant, who supports a child with additional support needs within the Early Years Centre (EYC). The EYC has 9 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 23.1% the local authority average is 21.9%, this has increased by 25% over last session. We have 82.9% 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 to 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 being 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>

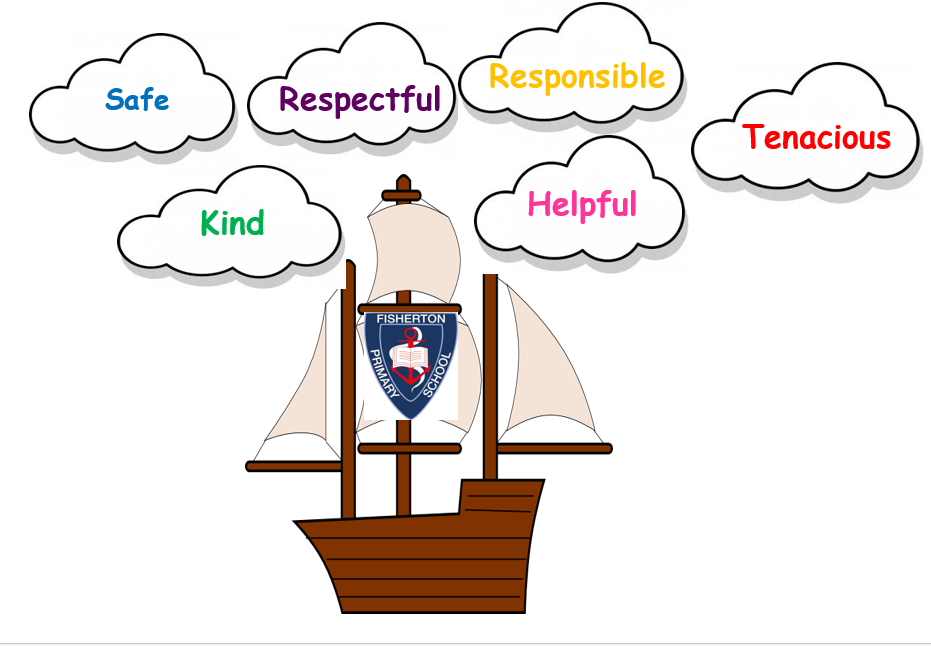
The school is a very important part of the village and surrounding area and we all work together in creating a culture of support and trust. Parents and friends of the school are welcome to visit at any time. We all strive together to place the children at the heart of Fisherton Primary, and to place Fisherton Primary at the heart of the community. 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

In line with government guidance the school building closed to the majority of pupils following the Christmas break in January 2021. However key worker children and identified children accessed childcare within the school on a daily basis. Remote learning was established with an emphasis on daily Check Ins and live lessons, where children and families were encouraged to attend and engage, to ensure progress and achievement of educational milestones. Pupils used Microsoft Teams for Check Ins and daily live lessons. Lesson plans, assignments, resources, interactive literacy and numeracy games and web links were shared through the Seesaw platform. Almost all of our pupils engaged in family learning throughout the process and teachers were able to track attendance and the progress of pupils through the online learning platforms. Children have achieved a range of skills and attributes through a wide range of projects and activities during home learning. The RSPB Big Garden bird watch was undertaken and the Gold RSPB Wild Award was successfully achieved. Fair Trade and Weather/science projects provided opportunities to develop confidence and responsibility and achieve success.

**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?**

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| **School Priority 1 : Raising Attainment In Literacy** | | |
| **School**  **Priority** | **Progress and Impact**   * All staff trained in Accelerated Reader with 100% of pupils from P3-6 participating in the programme. 47% of pupils in   P4-7 achieving age appropriate reading level. 71% of children who received Targeted support made more than a one-year gain in reading age within a six month time period.   * Reading time allocated in class each day which has resulted in an increase in pupil engagement in reading and a positive reading culture where children are rewarded with books as they achieve their targets. * Free Friday Writing provided the children with freedom of choice to choose writing genre and topics. Children embraced creativity and produced higher quality pieces of work. Children displayed a more positive attitude towards writing with an enthusiastic approach. Children enjoyed working independently and with a partner. * Dedicated time allocated for pupils to use 5 Minute Box & Nessy to support reading skills * 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. * Targeted support given in a variety of ways. * Staff have undertaken a variety of CLPL to support literacy development. * EYC staff were trained to implement a targeted intervention approach using Early Talk Boost. Results demonstrated that all targeted children had improved speech, language and communication development with increased listening skills. * Makaton and Hanen training provided opportunities for staff to fully support an ASN child’s Social, Language and Literacy development. * Home-link Literacy bags and Child and Parent Early Reading bags were issued. Parental feedback suggested that physical Home-link bags (in contrast to online ideas/activities during COVID restrictions) engaged both parents and children in a more positive manner. * EYC used Floor books to develop early reading, writing skills, and listening and talking. The younger children maintained their reading development within the play-based classroom with focused reading group times, utilising class created stories via Talk for Writing activities and using the outdoor environment as a place to read. * Non- fiction reading developing through home tasks, topical news discussions and topical research. * World book day celebrated through various activities during remote learning. * Digital technologies being used across the curriculum through a variety of applications. Access to current affairs is used weekly in P4,5,6 and has become a huge part of their comprehension development. * Sharing the learning with parents was achieved using a variety of methods – Parent Phone call in October & May, Digital Platform Seesaw to share class info, and June reports all assisted in parent communication and school partnerships. Staged Interventions were emailed to parents of pupils receiving support in both December & April. | |

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| **School**  **Priority** | **Progress and Impact**   * HeadStart assessments were used in August 2020 and April 2021. Results showed that 64% of pupils in P4-7 were secure or above in maths. * COVID 19 restrictions meant that opportunities could not be provided to work collaboratively within the cluster to create a holistic assessment. * Staff trained in Bar Modelling techniques continue to grow in confidence in teaching new approaches and strategies in maths. Pupils found the bar modelling techniques challenging to begin with, but could see the benefits, particularly as a problem-solving technique. | | |
|  | **School Priority 3 : Wellbeing, Equality & Inclusion for All** | | |
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| **School**  **Priority** | **Progress and Impact**   * When restrictions eased in the last term an after-school club provided pupils with opportunities to engage in wider achievements – outdoor fitness and games. The children enjoyed the opportunity to mix with their peers and participate in physical activity to enhance their fitness. * Class HWB check-ins carried out on a daily basis and children became more proficient about using emotional literacy to verbalise their feelings. This also meant that teachers could be proactive in their response. * Due to COVID 19 restrictions regarding mixing of class bubbles, we were unable to host whole school assemblies and therefore the regular Mindfulness sessions that pupils had participated in as a whole school were carried out in classes. Pupils became familiar with a number of strategies they could use if they were feeling overwhelmed or of low mood because of the Pandemic. * Due to COVID 19 restrictions, pupils were unable to be part of committee groups however, they were given opportunities to have their say on a number of school issues using online platforms such as Seesaw and through consultation with their class teacher via Microsoft TEAMS. * MTV strategies carried out throughout teaching practice. Pupils were able to express their thoughts, feelings and opinions clearly | | |
|  | **School Priority 4 : Raising attainment in the Early Years Centre**  To implement SAC progression pathways to ensure consistency of approach across literacy.  To provide collaborative learning opportunities with Maidens Primary and improve opportunities for pupil interaction with a range of digital technologies.  Home Link provision to be extended to meet the needs of current children. | | |
| **School Priority** | **Progress and Impact**   * Developmental Milestone data collated in May showed 60% of children achieved all milestones in literacy with 40% achieving all milestones in numeracy. This is an increase from the last time the milestones were recorded. * Staff continue to implement Early Talk Boost screening with all children and subsequently employ strategies with identified children, with audio evidence in E-profiles. * Monthly outdoor learning days proved very successful, although due to COVID restrictions, collaborative outings have been prohibited. However, staff continue to share good practice across Early Years Centres remotely using a variety of online platforms. * Children have been regularly using a range of digital technologies including I-pads, computers and the interactive board which has increased their confidence in this area. * CAPER initiative successfully introduced and books quarantined for the recommended time period on their return and covers sanitised prior to being reissued.   Due to COVID 19 restrictions Intergenerational learning opportunities have been put on hold with a view to continue in future when safe to do so. | | |
| **Evaluation Summary** | | |

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| Quality Indicator | School Self Evaluation |
| 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 continued partnership working is at the heart of our ethos. School website was upgraded to allow the platform to be more accessible for uses and to share relevant and accurate information. Staff and children have been motivated and inspired to sustain collective commitment to the shared school vision with their involvement in delivering Harvest hampers within the community.  **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 make the most of the partnership between Fisherton and Maidens primary schools.  Plans are in place for teachers, staff and children across both schools to collaborate and share learning, in order to capitalise on the skills and talents in both settings. As a result of COVID restrictions, this session staff have done this to the best of their ability using online platforms, however pupil collaboration has not been possible.  Staff appreciated the many and relevant opportunities to engage in training and professional learning, albeit via online formats this session with many staff using periods of lockdown to undertake CLPL activities. In addition, many staff adapted to the demands of remote learning by upskilling particularly in IT in order to be able to deliver effective teaching and learning and maintain effective communication with pupils and their parents and carers via Seesaw & Microsoft TEAMS.  **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. Staff work effectively as a team and there is a strong ethos of sharing practice, and of peer support. Children have adopted lead roles in aspects of school improvements although due to COVID restrictions, their contributions to school improvement through their memberships of committees such as the Pupil Council, Rights Respecting Schools (RRS), Junior Roads Safety Officers (JRSO) have been limited this session but consultations have taken place via Seesaw & Microsoft TEAMs. JRSO’s began exploring campaign methods to create a safer school environment with a 20mph zone. |
| 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. Out with COVID restrictions, the 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 P1/2/3 and is having a positive impact on children’s engagement in their learning. This will be embedded further next session. The Talk for Writing Approach is being developed throughout the school. Children are developing confidence in their writing skills and have benefited from their own writing processes being explored through supportive talk. During periods of remote learning, pupil engagement was high. Most pupils joined daily live lessons with their class teachers, submitted assigned tasks and many uploaded photographic and video evidence of their learning to Seesaw. Feedback for pupils and parents was very positive with respect to the quality of teaching and learning during school closures, with many parents commending teaching staff on their professionalism and their commitment during this difficult time.  **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.  Due to periods of remote learning, many children have become more adept at using technology to access online learning being delivered by their class teachers and therefore enhanced their ICT skills.  Outdoor learning is an important feature of children’s experiences. Staff make good use of the school grounds, local community and nearby beach area 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. Early Years staff and P123 teacher planned and delivered weekly outdoor learning days, utilised the local beach and woodland environment as the setting for high quality learning experiences. Early Years staff and P123 teacher also delivered remote learning experiences and uploaded activities for early years children, particularly in literacy and numeracy. Staff posted videos on a daily basis which could then be replayed many times at home.  **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. 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.  We plan well for children who require additional support, ensuring their needs are met. On pupil’s return to the classroom, class teachers carried out assessments to ascertain pupil progress during lockdown, this data was then used to inform planning for targeted support.  **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. On pupil’s return to school after Easter, attainment tracking data highlighted those pupils who will require both support and challenge and therefore support staff and relevant interventions were put in place based on this evidence. |
| 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, almost all children felt safe and all felt they were treated fairly and with respect. 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. Check Ins have been embedded within daily routines and Morning Blethers are being established for the purpose of tracking HWB. This 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 variety of resources are being used to teach Emotional Literacy to develop self-confidence, boost self-esteem, social and emotional development, and encourage emotional self-management over impulsive reactions.  This session, all staff completed Nurture Training with our aim to implement a whole school approach to Nurture next session. During periods of remote learning, class teachers uploaded Mindfulness activities and videos on a daily basis and directed pupils to further websites in order that they could access various resources if they wished. Parents/carers were also regularly advised of a number of child-friendly websites that provided activities for children that would support their emotional wellbeing.  Unfortunately, due to school closures and COVID restrictions, after school provision was extremely limited however we were able to offer an after-school sports session and established a successful Breakfast Club in Term 4. Bikeability sessions provided opportunities to develop practical cycling skills and understanding of how to cycle safely on today's roads. Big Strum guitar lessons engaged children and developed a sense of positive well-being and achievement.  Staff in our keyworker childcare sessions were vigilant regarding signs of emotional distress in children attending and supported them both emotionally and academically during these periods.   * Weekly Outdoor learning experiences within the local environment for EYC and P123 children provided opportunities to enhance mental and spiritual health and sensory and aesthetic awareness, increase physical health and develop personal and social communication skills. * The design and construction of a school garden by the children encouraged improved physical fitness, health, mood and cognition. * The outdoor environment was used effectively to promote positive relationships and wellbeing. Staff took account of research linking benefits of outdoor learning and green space with wellbeing. Children were credited with Blue Peter Green badges earned through a climate heroes project. * In the EYC Developmental Milestone data collated in May showed that 25% of children achieved 70% HWB milestones and 75% achieved 100%.   **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. Children designed and created an inclusive environment where a school garden was established to be enjoyed by all. 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. Armistice Day is commemorated during the Remembrance Service where creative skills are recognised, articulated and valued by practitioners and learners. Overall, across the school, teachers make meaningful links in the course of learning to children’s rights and aspects of equality.  Where restriction prohibited people gathering, virtual celebrations were hosted using online forums, social media used to share successes and individual videos sent to parents/carers of pupil graduation ceremonies, award presentations etc. |
| 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 continue to work together to develop 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. Children engaged in competitions and activities during Maths week from 28th September where equity of success and achievement were promoted.  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 May this session.  In the EYC, Developmental Milestone data collated in May showed that 25% of children achieved 80%, 25% achieved 90% and 50 % achieved 100%. Overall achievement in Literacy was 92.5%. Additional targeted support was made available to meet needs of the children. In Numeracy; Developmental Milestone data collated in May showed that 25% of children achieved 40%, 25% achieved 80%, 25% achieved 90% and 25% achieved 100%. With an overall Numeracy at 77.5%.  **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. Following the implementation of our free breakfast club in term 4, we have seen a notable reduction in the number of late comings for some of our pupils. % 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** | | **School** | **2020-21** | | | | **Reading** | **Writing** | **Listening and Talking** | | Fisherton PS | 100 | 100 | 100 | |  |  |  |  | | **Authority** |  |  |  |  % Secure or Above at the Relevant Stage (P1, 4 and 7): Overall Maths  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **School** | **2016/17** | **2017/18** | **2018/19** | **2020/21** | | Fisherton PS | 92 | 88 | 73 | 100 | |  |  |  |  |  | | **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 support them well in making choices and decisions for themselves and it was unfortunate that our planned visit to Dolphin House was cancelled due to the restrictions.  High priority is given to pupil voice across the school, with involvement in a range of opportunities. Out with COVID restrictions, children would normally take on leadership roles such as the Pupil Council, JRSO and RRSA committee members. 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. Children have achieved a range of skills and attributes through a wide range of projects and activities during home learning. The RSPB Big Garden bird watch was undertaken and the Gold RSPB Wild Award was successfully achieved. Fair Trade and Weather/science projects provided opportunities to develop confidence and responsibility and achieve success.  **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.  During the school closure pupils were provided with a range of learning formats to ensure equity in remote learning. Identified families were issued with i-pads and laptops.  Children are fully engaged in their learning and participated in decision-making, planning and created a Christmas Digital Show that was shared and celebrated within the school community.  This year we received £9398 pupil equity funding. We used some of the money to create a well-stocked, comfortable and inviting library where students are motivated and encourage to read and borrow books from and also to reward the pupils with a book as a motivational target for the end of the year. A school assistant was employed to work individually on reading with targeted pupils for 15 mins per day. In term 4 a breakfast club was established and provided free for pupils to attend. We had planned to take the whole school for a ten-week block of swimming lessons but this was not possible due to COVID. So instead the remaining money was used to purchase an outdoor classroom and a polytunnel as they would provide |
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**What are the key priorities for improvement in 2021/ 22?**

Our key priorities for improvement and recovery next sessions are:

1. Raising children’s attainment and achievement in Literacy, with a focus on COVID recovery.

* To improve children’s literacy skills within the Early Years Centre.
* To ensure there is a continued focus on children’s reading skills within Maidens and Fisherton Primary Schools in order to raise attainment and inspire young writers.
* To ensure high quality teaching and learning through a progressive spelling programme.
* To improve children’s writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers.
* COVID Recovery -To identify and work with pupils who have lost ground during periods of remote learning.

2. Raising children’s attainment and achievement in Maths, with a focus on COVID recovery.

* To improve children’s numeracy skills within the Early Years Centre.
* To ensure all children benefit from high quality learning and teaching in order to raise attainment.
* To ensure robust assessment in numeracy in order to support and challenge children and to raise attainment.
* To regularly provide opportunities for numeracy learning in the outdoors in order to motivate and engage learners.
* COVID Recovery-To continue to effectively use interventions to raise attainment in numeracy.

# Meet children’s needs by further implementing the GIRFEC agenda.

* To ensure children are safe, happy and settled at school.
* Ensure continued development of children’s rights and pupil voice.
* To develop the use of the outdoor environment and outdoor learning to enhance the health & wellbeing of all pupils.
* Pupils are motivated and re-engaged in their learning through high quality learning and teaching opportunities within a nurturing classroom environment.
* To support children, staff and parents/carers wellbeing through the continual changes as a result of the COVID 19 pandemic.

**What is the capacity for improvement?**

There is capacity to make further improvements and the school has a clear vision for moving forward with Covid Recovery. The over-riding focus will be on the recovery of literacy and numeracy learning and ensuring our young people are safe, happy and supported to rebuild relationships with peers and school staff.

There is an effective and supportive monitoring process in place with a self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching. The staff are enthusiastic and motivated and through self-evaluation, collegiate working, moderation opportunities and ensuring high expectations, our pupils will continue to receive an excellent education and be encouraged to ‘Reach for the Stars!’ 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. 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. 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