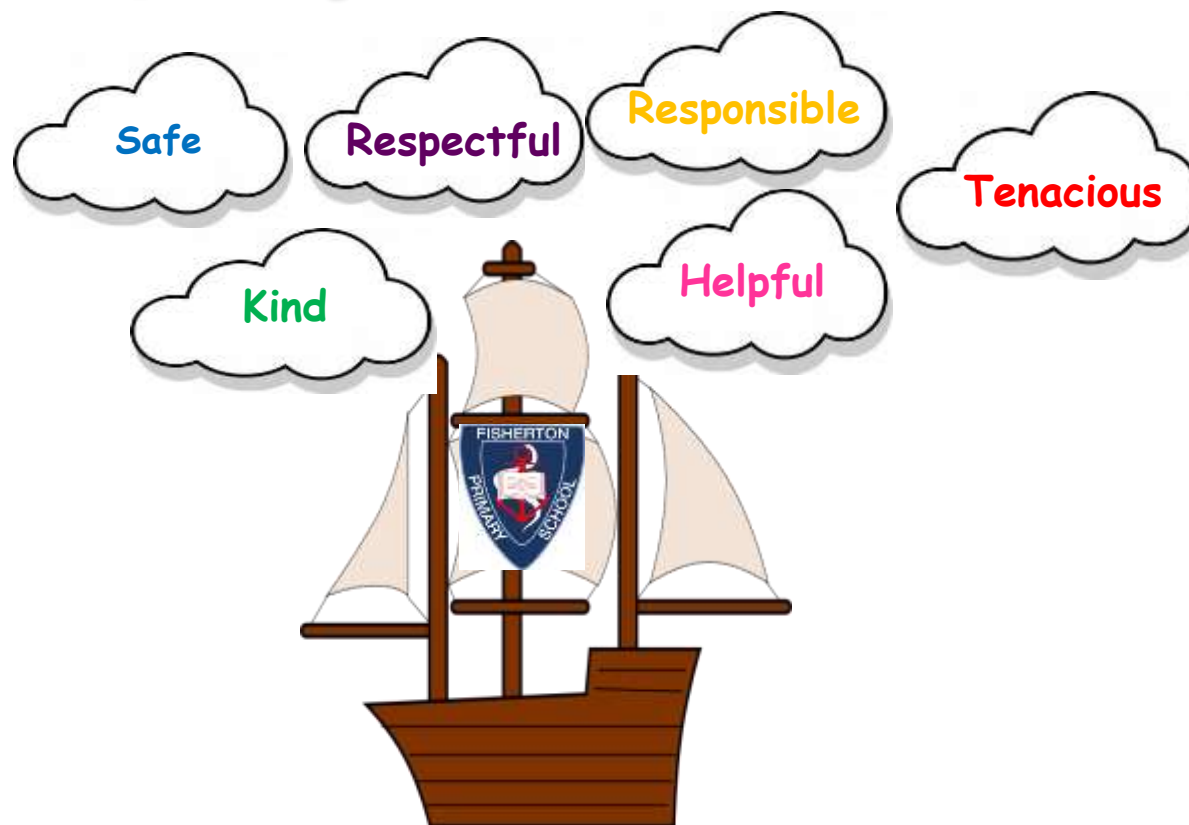


Fisherton Primary School and Early Years Centre



Standards and Quality Report 2021-2022

‘How good was our school in 2021-22?’ 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 36 pupils who are taught in 2 multi-composite classes P1 - 4 and P5 – 7. Within our full-time equivalent staffing we also have one full time school assistant, who supports pupils with their learning and a further part time school assistant. The EYC has 7 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% which has increased by 12%. Over half our pupils were on Staged Intervention this session. All pupils in P1-4 are entitled to a free school meal each day. The majority of the pupils within the school live in decile 5.

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 HMle report.

COVID 19

During the Coronavirus Pandemic, the staff, children and parents/carers pulled together and worked diligently to keep in contact and take our learners forward in their academic journey at a level suitable to their needs, with the wellbeing of everyone at the core of every decision. Staff worked creatively to engage with all learners. Learning packs were created for all pupils to keep at home to use when required during isolation periods. Teachers kept in touch through the use of Seesaw and pupils joined in some lessons via Teams. We had previously eliminated all digital deprivation by issuing laptops and tablets, as well as offering internet dongles to improve connectivity to those families with no access. However, feedback showed that some families preferred to use paper-based resources therefore the packs supported this.

Vision

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

Friendly and **kind** people help fill our school with happiness.

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

Success is experienced across the curriculum and beyond with

Helpful staff and families working together for our young people.

Everyone has a voice in our learning community and we strive to model

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

Tenacious attitudes and motivation encourage our pupils to strive to give their best.

Opportunities to develop skills are welcomed and

Nurturing approaches help our children grow and learn together.



Values

Safe, Kind, Helpful, Responsible, Respectful, Tenacious

“Reach for the StaRs, Keep Trying and Have fun”

What key outcomes have we achieved?

School Priority 1 : Raising Attainment In Literacy

To raise attainment in literacy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Carrick Cluster.

NIF Priority: 1 & 2

Links to HGIOS 4 / HGIOELC:
1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

- Relevant staff undertook the Building Blocks of Literacy Training which was most relevant for teaching and learning strategies using a more play-based approach in Primary One stage. The courses were well structured and allowed a platform of a supportive community where lots of resources were shared and readily available through the Teams page.
- Within the Early Years Centre Developmental milestones were tracked termly and pupils who exceeded the milestones were given Literacy Home Link packs to extend the learning. Milestone data along with staff judgement informed the planning of reinforcement activities within the early years centre.
- The CAPER initiative continued to encourage a love of 'reading'. Regular trips to the mobile library gave children further choices of texts to enhance literary exposure.
- The Early Talk Boost programme was delivered to identified children with 100% showing improved scores after completion.
- EYC staff are quick to report concerns around achievements of milestones and difficulties with speech and language. Effective communication with support agencies helped children get access to the right supports quickly and when needed.
- Pupils participated in the First Ministers Reading Challenge and the reading buddies groups have had a positive impact.
- Star Assessment data was tracked with successes celebrated at assembly. World Book Day was celebrated and it has been evident that pupils now have an increased enthusiasm for reading.
- Staff have attended training and undertaken team-teaching sessions in order to progress and develop skills in teaching Talk for Writing. Resources were selected to suit pupil abilities and interests and to allow bundling of IDL outcomes.
- Learning intentions and success criteria continue to be developed, further ensuring they are appropriate to learning and shared with children. The quality of feedback to children can still be improved and also become less onerous on staff; frequent highlighting of progress and agreed next steps in learning through learner conversations will help children to become more confident in identifying their strengths and areas for development.
- Children benefit from direct teaching as well as independent exploration, P1-4 have introduced a play-based pedagogy which will begin to have a greater impact as pupil and staff confidence increases with the process; CLPL and awareness raising with parents will support this further.
- Pockets of collegiate working has built staff capacity and leadership opportunities; further collegiate opportunities and clearer links between PRD, CLPL activities and the school improvement plan will further enhance and develop literacy provision at all stages as staff implement improvements.
- Ecological Assessment used to identify barriers to literacy.

- Clear progress was noted from targeted interventions at Early, First and Second level that included Reading Wise', Nessy, 5minute box, Stareway to Spelling, Hornet Literacy Primer and Word Wasp.
- SMT has monitored progress and attainment at tracking meetings discussing termly assessments, interventions and class assessments.

School Priority 2 : Raising Attainment In Numeracy

To raise attainment in numeracy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Carrick Cluster.

NIF Priority: 1 & 2

Links to HGIOS 4 / HGIOELC:
1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

- Children are applying consistent numeracy skills and across the cluster they are taught agreed skills which results in a reduction in gaps in learning at the point of transition
- Staff utilised the online lessons prepared by Scott Morrow numeracy development officer, however use was limited as teachers felt the lesson content did not meet the needs of all learners due to the wide spread of abilities within the class
- Pupils in upper stages have been involved in setting their own targets as part of learning conversations with class teachers.
- Teachers used TJ Maths end of unit/level assessments to monitor progress, as the time between GL Assessment was too long and Headstart was not used this session due to South Ayrshire issuing the use of GL Assessments
- GL results in May 22 showed that 63% of pupils in P2-7 are average or above in maths.
- All pupils have had weekly opportunities to experience maths in the outdoors and costing have been explored for playground markings such as 100squares to enhance our immediate environment
- School Assistants effectively targeted individuals and small groups – 5 Minute Box, Numicon group etc.
- Daily support sessions are given to identified pupils by both a class teacher and a school assistant. The 5 Min Box intervention has had a very positive impact on pupils' numeracy skills, in particular, children lacking confidence in their maths and children with additional support needs.
- Numeracy approaches, including the introduction of a concrete pictorial abstract approach, are supporting learners to have greater confidence and skills in numeracy and are encouraging them to engage in rich and challenging conversations to explain their thinking.
- Staff trained in Bar Modelling techniques continue to grow in confidence in teaching new approaches and strategies in maths. Pupils initially found the bar modelling techniques challenging to begin with, but could see the benefits, particularly as a problem-solving technique.
- Effective management of resources has supported new developments in line with authority and school priorities including the investment in new maths resources.
- All stages continue to develop the implementation of Number Talks and Mental Maths strategies.
- Staff engage in tracking and attainment meetings where they discuss attainment of pupils in their class as well as sharing strategies which they feel can reflect on and transfer to their own practice in order to bring about improvements.
- Staff in the EYC continue to develop the use of Number Talks and Milestone data along with staff judgement informed the planning of reinforcement activities within the early years centre.

School Priority 3 : Wellbeing, inclusion and equality for all

Meet children's needs by further implementing the GIRFEC agenda

NIF Priority: 1 & 2**Links to HGIOS 4 / HGIOELC**

1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

Progress and Impact

- Breakfast club set-up and staffed, with it being targeted at eligible pupils, late comers in the first instance but open to everyone. Participation levels were low and did not reach targeted pupils therefore this will not be continued for next session.
- A number of after school clubs were provided. This gave opportunities to engage in wider achievements. The children enjoyed the opportunity to mix with their peers and participate in physical activity to enhance their fitness.
- Daily class check ins have become a valuable part of the day with various formats being used across the school for different stages. Children became more proficient about using emotional literacy to verbalise their feelings. This also meant that teachers could be proactive in their response
- A whole school Nurture approach is being developed. All staff have attended Nurture training courses delivered by Ed Psych and nurturing approaches are being implemented across the school.
- Nurture group sessions have taken place weekly and pupils voice indicates that they thoroughly enjoy the groups. Teachers would like group to reduce to once a week next session with an afternoon slot in order to maximise in class lesson time and reduce any chance of missed learning. Sessions will be timetabled for a Friday afternoon.
 - Groups are taken to nurture room for 'check-in' or programme of work. Pupils involved improved their ability to express themselves and share feelings.
 - The children all increased in confidence and showed greater understanding of their and other's situations.
- Class points system introduced for issuing house points is working well. Next session the end of term reward dates need to be scheduled in for the year.
- Masterclasses took place following pupil consultation with positive feedback. Sessions were reduced due to staff absence. Committee time was greatly impacted.
- Covid Recovery Teacher was used to minimise impact of staff absences on classes.
- All staff aware of statutory obligations including named person, LAC and child protection.
- There is strong multi-agency working with a range of partners and specialist services e.g. Social Services, ASD Outreach, OT, Children and Adolescent Mental Health Service providing universal and targeted supports.
- Staff received CLPL on effective use of SMART targets to make Staged Intervention Action plans more specific to individual learner needs.

School Priority 4 : Raising attainment in the Early Years Centre**NIF Priority:** 2,4,5 & 6**Links to HGIOS 4 / HGIOELC**
1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2**Progress and Impact**

- Developmental Milestone data collated in May showed 100% of pupils achieved all 10 milestones in HWB, 100% achieved 8 or more milestones in Communication & Language and 100% of pupils achieved all milestones in Maths & Numeracy. Overall, achievement levels have increased.
- Staff trained in Early Talk boost and KS1; 9 week block carried out and all children made significant progress. Attention and listening has increased from 30% to 75%
- Language and understanding words and phrases 55% up to 85%
- Language: speaking 45% up to 65%
- Communication personal social and emotional skills 50% up to 65% this was based on the 3-3.5yr assessment.
- Staff have undertaken Makaton and Hanen training for supporting Communication in ASN Children, created Boardmaker signs to support learners
- Science, literacy, numeracy, Developmental milestones, CAPER and story bags have been developed and Implemented. Although due to Covid outbreak after Christmas we stopped using until restrictions eased. These are issued on a weekly rotation. Evaluation forms are included in the packs for the children to complete with parents. These are used to make changes/ inform staff what is working and what isn't.
- Weekly French lessons with basic phrases were enhanced once Camembear was received. Staff will continue to embed the use of French greetings, numbers and colours.
- PEEP sessions took place outdoors and then moved to indoors when restrictions allowed.
- Four pupils participated in Play on Pedals with one pupil progressing to a pedal bike.

Evaluation Summary

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p> <p>School Self-evaluation: Good</p>	<p>Developing a shared vision, values and aims</p> <p>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.</p> <p>Strategic planning for continuous improvement</p> <p>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</p>

	<p>restrictions, this session staff have done this to the best of their ability, partially using online platforms, however pupil collaboration has been limited to term four.</p> <p>Implementing improvement and change</p> <p>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 developing children's thinking skills. School improvement is discussed during team meetings enabling a collaborative understanding of progress being made on our improvement priorities. Staff are reflective of their own practice and show a commitment to professional dialogue, accessing additional CLPL, collegiate learning and self-evaluation. A vision for continuous improvement and achieving high standards is being developed in the practice of all staff. Pupils have many opportunities to help shape learning and the masterclass sessions offer an excellent opportunity to explore new experiences and develop new interests. children's contributions to school improvement also take place through their memberships of committees such as the Pupil Council, Rights Respecting Schools (RRS) and Junior Roads Safety Officers (JRSO).</p>
<p>2.3 Learning and teaching</p> <p>School Self-evaluation: Good</p>	<p>Learning and Engagement</p> <p>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. 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 P1-4 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.</p>

Children are developing confidence in their writing skills and have benefited from their own writing processes being explored through supportive talk.

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. 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. 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 P1-4 teacher planned and delivered weekly outdoor learning days, utilised the local beach and woodland environment as the setting for high quality learning experiences.

Effective use of assessment

We use a variety of assessment approaches to allow our learners to demonstrate their knowledge and understanding and skills across the curriculum. Teachers use a range of formative and summative assessments strategies to evaluate children's learning. 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. These along with the use of the National Benchmarks have enabled us to develop an understanding of national standards and arrive at reliable professional judgements. We plan and assess using experiences and outcome across all eight curricular areas supported by SAC progression pathways. We plan well for children who require additional support,

	<p>ensuring their needs are met. Teachers have sometimes used holistic assessment tasks to provide a more robust evidence base and increase the validity of assessment data.</p> <p>Planning tracking and monitoring</p> <p>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 and is enabling support for each individual to be carefully planned.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>School Self-evaluation: Good</p>	<p>Wellbeing</p> <p>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. LIAM sessions are delivered to identified individuals.</p> <p>This session, all staff completed Nurture Training with our aim to implement a whole school approach to Nurture.</p>

We have a variety of after school clubs on offer which are well attended. Our rights respecting journey continues to increase pupil's awareness of their rights and responsibilities and to enable them to become more responsible citizens. 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.

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. In the EYC Developmental Milestone data collated in May showed that 100% of children achieved 100% HWB milestones.

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.

	<p>Inclusion and equality</p> <p>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.</p>
<p>3.2 Raising attainment and achievement</p> <p>School Self-evaluation: Satisfactory</p>	<p>Raising attainment and achievement</p> <p>The school data shows that most children at early level P1 are secure at the appropriate levels of attainment in reading, listening and talking, writing and numeracy. At first level in P4 all our pupils are secure in listening and talking and reading and the majority are secure in writing. At second level, the majority of children are achieving appropriate CfE levels. Children with additional support needs are making very good progress towards their targets.</p> <p>Children have opportunities for a range of wider achievements across the school. We are committed to regular staff team tracking meetings on attainment which will assist us in identifying the support or challenge needs of individuals.</p> <p>SMT meet regularly with Early Years staff to monitor and track pupil achievement of developmental milestones. Developmental Milestone data collated in May showed 100% of pupils achieved all 10</p>

milestones in HWB, 100% achieved 8 or more milestones in Communication & Language and 100% of pupils achieved all milestones in Maths & Numeracy. Overall, achievement levels have increased.

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. This session we used GL Assessments in Literacy and Maths to track attainment from P2- P7. The school results from May in Literacy showed the following: P2 all pupils are average or above; P3 majority are average or above; P4 all are average or above; P5 most are average or above; P6 most are average or above; P7 majority are average or above. The school results for numeracy in May showed the following: P2 all average or above; P3 almost all below average; P4 most average or above; P5 most average or above; P6 most average or above; P7 majority average or above. Monitoring and tracking of attainment indicates that majority of children are making progress in levels of attainment in literacy and Maths. 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.

1. % 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			2021 -22					

	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
Fisherton PS	100	100	100	69	50	75
Authority		Authority				

2. % Secure or Above at the Relevant Stage (P1, 4 and 7): Overall Maths

School	2016/17	2017/18	2018/19	2020/21	2021/22
Fisherton PS	92	88	73	100	81
Authority	85	85	84		

Overall quality of learners' achievements

Children appreciate the many opportunities they have to succeed in community events, sports and a wide variety of lunch and after school clubs. Children are given the opportunity to experience a wide range of different activities and learning opportunities which improve skills for future learning and the world of work.

There are opportunities within the school for children to develop the four capacities and to participate in the wider life of the school including, assemblies, house captains, JRSO and Right Respecting Schools. Achievements are celebrated at assembly, displayed within classes and corridors and shared on Twitter.

Children regularly get opportunities to develop their skills in being responsible citizens through the various pupil voice groups and charity work. High priority is given to pupil voice across the school, with involvement in a range of opportunities.

We track the wider achievements of different cohorts of children and the experiences they have in school and in their community. Residential experiences for older children support them well in making choices and decisions for themselves. This session they greatly benefited from the Dolphin House Residential experience.

	<p>Equity for all learners</p> <p>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.</p> <p>The school has received pupil equity funding (PEF) and is targeting the use of this money as identified by the Scottish Government to support in closing the poverty related attainment gap. While there are clear plans for using the Pupil Equity Fund based on accurate data, better tracking systems are required around the success of interventions and pupil wider achievements.</p>

What are the key priorities for improvement in 2022/ 23?

Our key priorities for improvement and recovery next sessions are:

1. Raising children's attainment and achievement in Literacy, with a focus on improving handwriting and spelling.

- 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 literacy programme.
- To improve children's writing skills within Maidens and Fisherton Primary Schools in order to raise attainment and become creative and purposeful writers.
- To improve legibility of pupil handwriting and overall presentation of writing.
-

2. Raising children's attainment and achievement in Science.

- Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff.
- Children and young people's skills development, knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff.

- Children and young people's science enquiry and understanding in science subjects is enhanced due to staff confidence in applying TAPS focussed assessment.
- Children will experience coherent and progressive learning and teaching in science across and through the Carrick cluster.

3. 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.

4. Enhancing pupil experiences in outdoor environments and through music

- To continue to improve our use of the school grounds as an inter-disciplinary learning resource in the context of CfE.
- To develop relevant, challenging outdoor learning experiences within our villages and within the wider Ayrshire community.
- To enhance our school grounds with garden development.
- To ensure that all pupils within the school receive dedicated weekly music lessons based upon the CfE.

5. Early Years Centre Improvement Priorities

- Provision of opportunities within the Early Years Centre which maximises pupil successes and achievements within Literacy, Numeracy and Health and Well Being.
- Identification and effective early intervention to support children with delayed language development.
- Further development of effective Home Link Resources
- Introduce teaching & learning in ML +1 (French)
- Re-establish parental engagement
- Introduce programme to improve/encourage pupil balance, confidence on wheels.
- Policy Update
- Improving N-P1 Transition programme

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. This has been difficult to maintain due to staffing issues, however the implementation of the Improvement Co-ordinator role this session will support the monitoring process and ensure that pupil progress is tracked and ultimately help us improve outcomes for all our learners. 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 has lapsed over the Pandemic but we will re-establish relationships in order 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