

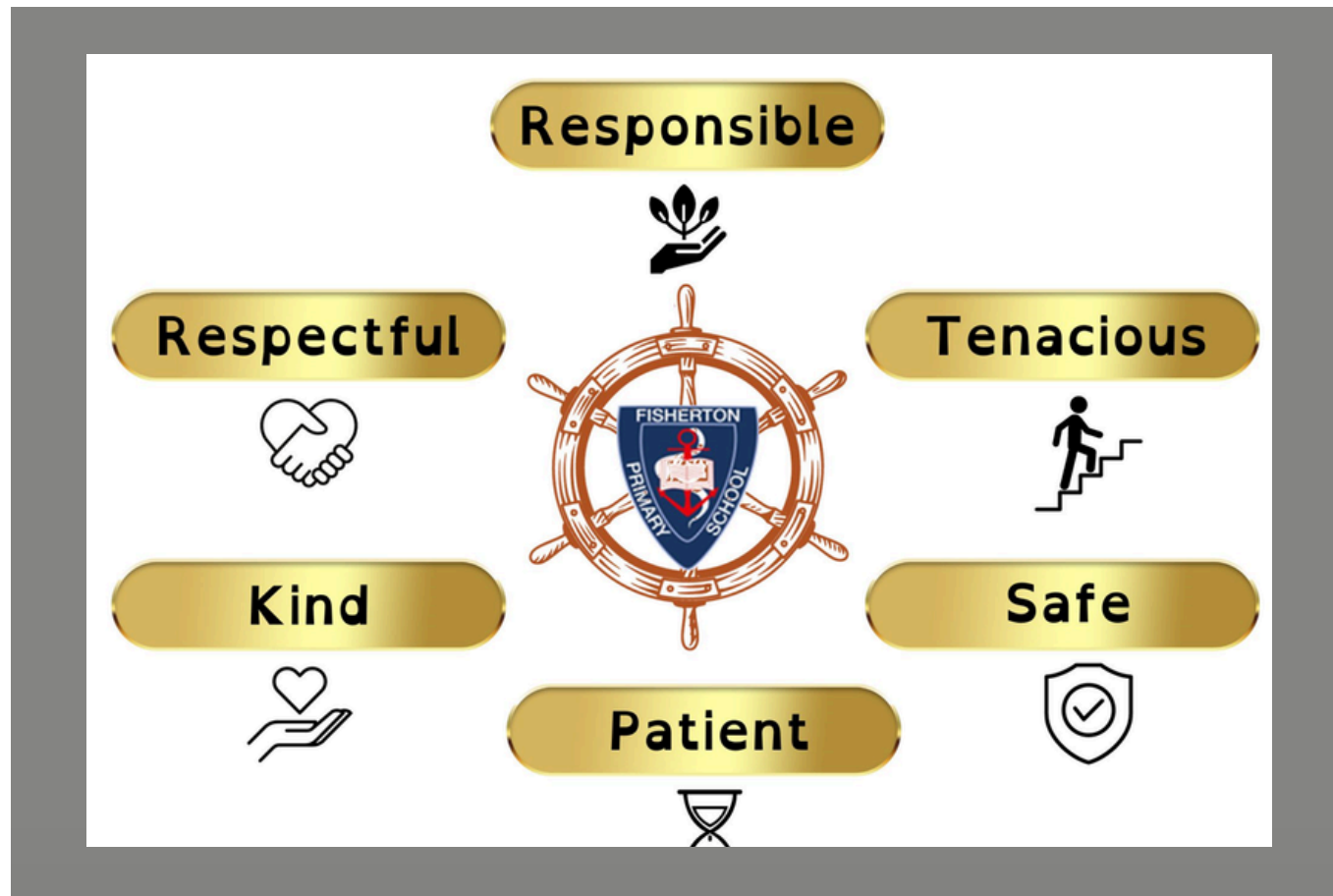
Standards and quality report 2023-2024

FISHERTON PRIMARY SCHOOL AND EARLY YEARS CENTRE

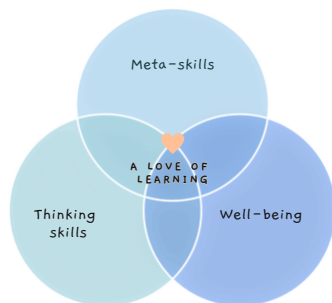


unicef
UNITED KINGDOM

Article 6: All children should be supported to live and grow.



Article 24: All children have the right to be both mentally and physically fulfilled.



FISHERTON PRIMARY



Fisherton 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, patient approaches help our children grow and learn together.



Values

Safe, Kind, Patient, Responsible, Respectful, Tenacious

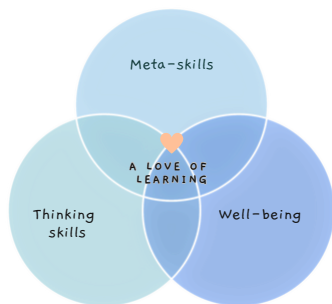


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“Reach for the Stars. Keep Trying and have Pride”

Agreed by all pupils, parents and staff (September 2019) Revisited/revised October 2023





Introduction and context



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 the surrounding area. The picturesque village has a very interesting history, dating as far back as the 13th century. The castle ruins which are a focal point of the village, were once the home of the Kennedy family. Dunure became a fishing village in the 19th century when improvements were made to the harbor and fishing is still an important part of the community to this day. Within the village we are fortunate to have access to 2 separate beaches as well as Kennedy Park.

At June 2024 the role is 35 pupils in school and 8 early years pupils, arranged in 3 classes from Early Years through to Primary 7. The current structure is - Early Years, P1/2/3 and P4/5/6/7. Our free meals entitlement is 24%. All pupils in P1-5 are entitled to a free school meal each day. The majority of the pupils within the school live in either quintile 3 with 2% of pupils living in quintile 1. 64% of our pupils have one or more ASN. 24% percent of pupils live outwith the catchment area. Current attendance is 94.45% (local authority average is 92.84%) with 0 exclusions.

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. As part of the building work the Early Years Centre gained a door which provides direct access to the outdoor area. As we are a rural school, we are surrounded by working farmland and have a small outdoor area which is mainly tarmacked. However, our staff, pupils and community have worked together to make vast improvements to our outdoor area creating engaging learning environments.

The school operates a Cashless Catering school meal payment system with the pupils choosing their menu in class each morning. School meals are supplied by Doonfoot Primary kitchen and served in our Dining Hall. The Early Years Centre 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. The Early Years Centre is very much embedded into the life of the school.

Our staff members pull together to form a highly effective team who work tirelessly for the children. Fisherton enjoys close working relationships with the other schools in the cluster, which include, Minishant, Maidens, Crosshill, Kirkmichael, Straiton and Culzean. Carrick Academy is our associated secondary school.

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. The school has an extremely supportive Parent Council, who play an active part in the life of the school. This session they have supported us to create our 'Nature Nook'. Parents and friends of the school are welcome to visit at any time. The school takes pride in its partnerships with parents and the local community, as reflected in our vision and noted as a strength of the school in the HMIE report.





Our Vision and Aims



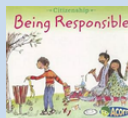
Successful Learners

- To empower teachers to engage in inspiring local activities with a skills focus.
- To create a positive learning environment that fosters broad, meaningful experiences, enabling all individuals to become successful learners who fully engage in all opportunities, both in and out of school.
- To develop an interest in the world of work, both on a local and world basis and to set pupils on a path towards lifelong learning.



Confident Individuals

- To provide active, challenging and stimulating learning opportunities and promote positive relationships within a safe, nurturing environment.
- To encourage pupils to believe that anything is possible through hard work, effort and determination.
- To celebrate and nurture success and provide a solid, secure emotional foundation which promotes self-belief.
- To enable learners' voices to be central to decision making.



Responsible Citizens

- To provide flexible learning experiences which offer personalisation and choice through a progressive and broad curriculum.
- To encourage pupils to become responsible citizens, through being proud of their community, caring for others and helping to protect the environment.
- To take responsibility for their own learning, behaviour and respect shown to everyone in the school community.
- Promote an effective partnership that links home, school and community.



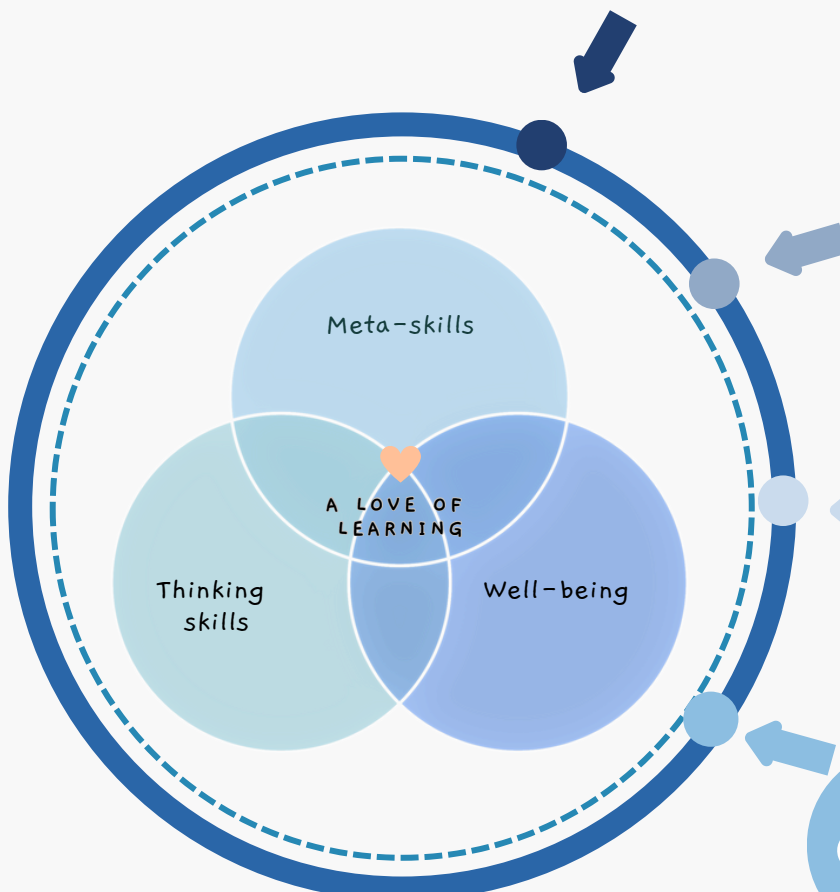
Effective Contributors

- To recognise and celebrate the achievements of all learners within and beyond school.
- To support and develop a team approach to improve learning.
- Promote an effective partnership that links home, school and community.
- To foster a clear love of learning and highlight the wider skills being learned whilst completing activities.
- To promote positive behaviour, good manners, and respectful relationships through a rights respecting approach.



Our Children are at the heart of everything!

- The school values of Safe, Kind, Patient, Responsible, Respectful and Tenacious are embraced by everyone
- The ethos of the school is one of warmth, friendliness and inclusion
- We set high standards with the view to giving our young people the best possible start in life
- We value community in its truest sense
- We continually strive to improve the standard of achievement and attainment within the school



Raising attainment in Literacy



Health and Wellbeing

- Positive Psychology lessons were delivered in upper classes in conjunction with Educational psychologist. 50% of wellbeing scores improved as a result.
- Barnardo's PATHS programme sourced and implemented in the EYC.
- Raised awareness of and removed stigma around poverty by supporting families and bringing people together within our community through promotion of entitlements and financial supports to parents.
- All staff trained in Boxhall Profiles. Nurture Group sessions delivered weekly to identified pupils. SAC Outreach Nurture information circulated to staff, parents/carers.
- Children's rights remain a high and visible priority throughout the school and EYC. Rights Respecting School newsletter issued on a termly basis.
- Masterclasses and committee groups established. Pupils were given a voice in deciding Masterclasses and submit their preferences for which committee they would like to be a part of.
- In the EYC Home Link bags were issued on a fortnightly basis to support academic, emotional and/or developmental needs. Challenge Maths bags issued to support more able learners. PEEP sessions and Stay & Play continued throughout the session.

What Key Outcomes have we Achieved?

Summary of school improvement priorities progress.

Improving learning outcomes through consistent high-quality learning and teaching

- 0.2 Teacher supporting tracking and monitoring carried out core Literacy and Numeracy assessments and collated and shared data.
- Agreed standardised assessment evidence procedures in place across both schools to demonstrate pupils' learning journey.
- Shared expectations of what high quality learning and teaching looks like through tracking and monitoring procedures, classroom observations and environmental checklist.
- Continuous play provision has continued to be embedded in the infant class.
- Staff have implemented play and active learning approaches where possible across all stages.
- EYC has utilised the digital lending library to increase opportunities for digital technologies in the centre.
- All staff have engaged in science of reading training with South Ayrshire Reads.
- Improving three year trend in Literacy and Numeracy and significantly above pre-pandemic levels.

Consistency in practice in Learning and Teaching through MTV routines

- Staff attended CLPL sessions delivered by MTV ambassadors
- Children's learning experiences are enhanced by the use of MTV routines
- Thinking routines are embedded into classroom practice

Enhance learning and teaching in science

- Cluster science steering group lead has accessed CLPL directly from SSERC and shared with staff.
- Staff from Early Years and Primary have engaged in online collaborative science training led by mentors with external support available from SSERC.
- The cluster science group leads have showcased practice during in-service day sessions.
- Staff have implemented more STEM based activities in classrooms and more varied approaches to learning and teaching.
- Science mentors have introduced the TAPS focussed assessment within each school.
- We now have well established primary and secondary school links who have created a programme of study to ensure seamless transition of skills, knowledge and understanding within science enquiry.

Attainment over time

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

Overall Maths

School	2021/22	2022/23	2023/24
Fisherton PS	81	92	94
Authority	80	83	83

% Secure or Above at the Relevant Stage (P1, 4 and 7): Literacy

School	Reading			Writing			Listening and Talking		
	Reading 21-22	Reading 22-23	Reading 23-24	Writing 21-22	Writing 22-23	Writing 23-24	L & T 21-22	L & T 22-23	L & T 23-24
Fisherton PS	69	67	88	50	67	82	75	92	100
Authority	73	83	83	73	86	77	78	89	89

Improve the quality and consistency of learning, teaching and assessment across the school

- To raise attainment and close the poverty-related attainment gap.
- To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.
- To increase teacher confidence in embedding the 5 key formative assessment strategies into ongoing everyday practice to ensure measurable improvement for learners.



Raise attainment and achievement in Literacy and Numeracy

- To develop confident and skilled readers with a lifelong love of reading and the confidence to access all aspects of education, culture and society
- To support staff to implement best practice through a culture of shared knowledge, collaboration and enquiry
- Increased attainment in literacy and numeracy for all children and therefore close the attainment gap.

Health & Wellbeing and Children's Rights

- Children and young people will experience a progressive social and emotional learning programme that teaches pro-social skills, emotion understanding, social problem-solving and self-control.
- Ensure children are safe, happy and settled at school with improved outcomes for all learners by focusing on wellbeing and removing barriers to learning, allowing our children and young people to reach their learning potential.
- Ensure continued development of children's rights and pupil voice.



Transition

- Children will experience progressive learning and teaching approaches in all schools across the Carrick cluster because of the development of curriculum transition plans and aims.
- Children will benefit from well planned transition activities that will lead to increased confidence and reduce anxiety across P6-S1 transition.



Improvement priorities for session 2024_2025



Developing a culture of Thinking

- Continue to embed the use of the TAPS resource to develop skills within Science and to plan exciting Interdisciplinary Topics.
- Continue to use a variety of Digital Technologies to enhance learning and teaching.
- Continue to embed CPA approaches across the whole school.
- Continue to provide contextualized learning experiences to prepare children for the world of work.



Good



1.3 LEADERSHIP OF CHANGE

Staff, pupils, and parents work together collegially to drive forward changes and improvements within the school. This collaborative effort ensures that our school remains responsive to the evolving needs of our community and continues to uphold the shared vision, values, and aims that unite us.

Staff, pupils and parents have worked hard to create a natural space within the school grounds creating a calming, relaxed environment where social, emotional and physical wellbeing is being supported. The Nature Nook provides an alternative learning space where children can build on self-esteem, self-confidence, can work cooperatively and foster a positive attitude to learning.

Staff are encouraged and empowered to lead innovative change within the school and EYC, all staff lead a committee group which drives change through pupil voice

Almost all parents reported that the school was well led and managed in May 2024 Parent Survey.

Good



2.3 LEARNING AND TEACHING

Our learners are engaged and all contribute widely to the life and ethos of the school. Our school values are used to promote positive behaviour and encouragement of learning. A range of whole school events have provided a vehicle for the 4 contexts for learning.

Almost all parents said that staff know their child well, that activities are appropriately challenging and that their child receives the help they need to do well.

Staff have engaged in a range of quality CLPL experiences to positively impact Learning and Teaching pedagogy across the curriculum.

Children with additional support needs receive bespoke interventions to ensure their needs are met. Use of GL Assessment data has promoted dialogue to support teachers in their judgement across a level.

Children are tracked termly across the four levels of progress through attainment meetings using a variety of data and professional judgment.

Good



3.1 ENSURING WELLBEING, EQUITY AND INCLUSION

The wellbeing of all children and families underpins the life of the school. Our pupil's wellbeing is the responsibility of all. We provide a nurturing environment in which children are respected and listened to. Pupils are empowered to advocate for themselves through Pupil Voice groups and assembly.

Most parents stated that their child feels safe at school and that children are encouraged to be healthy and take regular exercise.

Almost all pupils are respectful and maintain positive relationships with their peers and adults and come to school ready to learn and are engaged and focused.

Systems are in place to support children experiencing dysregulation including risk assessments, personal relationships protocols, visual supports and strategic staffing allocation. We engage well with our parents and partners to support this.

Good



3.2 RAISING ATTAINMENT AND ACHIEVEMENT

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. Our overall % secure is above the authority average in all areas this session with clear improvement shown.

Most pupils in Primary 1 and Primary 7 are achieving the expected level in Listening and Talking.

Majority of pupils in Primary 1 and all Primary 7 pupils are achieving expected levels in reading.

Majority of pupils in Primary 1 and all Primary 7 pupils are achieving expected levels in writing.

All pupils in Primary 1, most in Primary 4 and all Primary 7 are achieving expected levels in Numeracy.

The combined P1,4 & 7 results show an Improving three year trend in Literacy and Numeracy and significantly above pre-pandemic levels.

In the EYC 100% achieved 8 or more milestones in HWB. 100% achieved 8 or more milestones in Communication & Language. 100% of pupils achieved 8 or more milestones in Maths & Numeracy



OVERALL EVALUATIONS SCHOOL - GOOD EYC - GOOD

Progress over time is closely monitored and tracked . Support is allocated flexibly to support pupil need. Positive trends are shown in P2, P6 and P7 in terms of cohorts progressing well over time.

Attendance level is 94% which is above the SA average. Children have opportunities for a range of wider achievements across the school. We work hard to provide an inclusive environment for all our learners. Through participation in the Rights Respecting School, children at all stages are learning about equality, inclusion and fairness.

We comply and actively engage with all statutory requirements and codes of practice such as GTC registration, ASN legislation and Health and Safety. All children in the school receive 2 hours of quality physical education.

Almost all parents stated that they are satisfied with the school in May 24.

Capacity for Improvement



The school/EYC is in a very good position with definite capacity to make further improvements and we have a clear strategic vision for moving forward. Leadership of change is well managed and at an appropriate but challenging pace.

We will continue to build our strong, positive relationships with children, families and partners, based on approachability, trust and a nurturing ethos. Our Parent Council is very active and committed to contributing to school improvement.

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There is an effective and supportive monitoring process in place with a self-evaluation calendar ensuring regular opportunities to evaluate learning and teaching.

We will continue to work collegiately to ensure our school community remains vibrant, engaging and responds effectively to the needs of children and families in our community.

The over-riding focus will continue to be on closing the gap and ensuring our young people are safe, happy and supported in their wellbeing. Pupils will experience a varied and active curriculum and have a range of opportunities to succeed.

We have rigorous processes in place to track pupil progress and our data has shown that pupils have made good progress and have had a range of opportunities to succeed.

In May 2024 All parents felt that their child was making progress in school and that they would recommend the school to others.

Collaboration between the two sister schools will increase capacity for taking forward initiatives and any joint school improvement priorities with high expectations as we move forward together.

1.3 Leadership of change

2.3 Learning and Teaching

3.1 Ensuring Wellbeing Equity and Inclusion

3.2 Raising Attainment & Achievement



The National Context

In developing this plan, we have undertaken robust self-evaluation to identify the strengths in our current provision and areas where further improvement is required. There are many national and local strategies, plans, frameworks and legislation that associate, inform and align with this Standards and Quality report.

Including:



The National Improvement Framework and Improvement Plan

Vision

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.



Six Drivers of Improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent and carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

