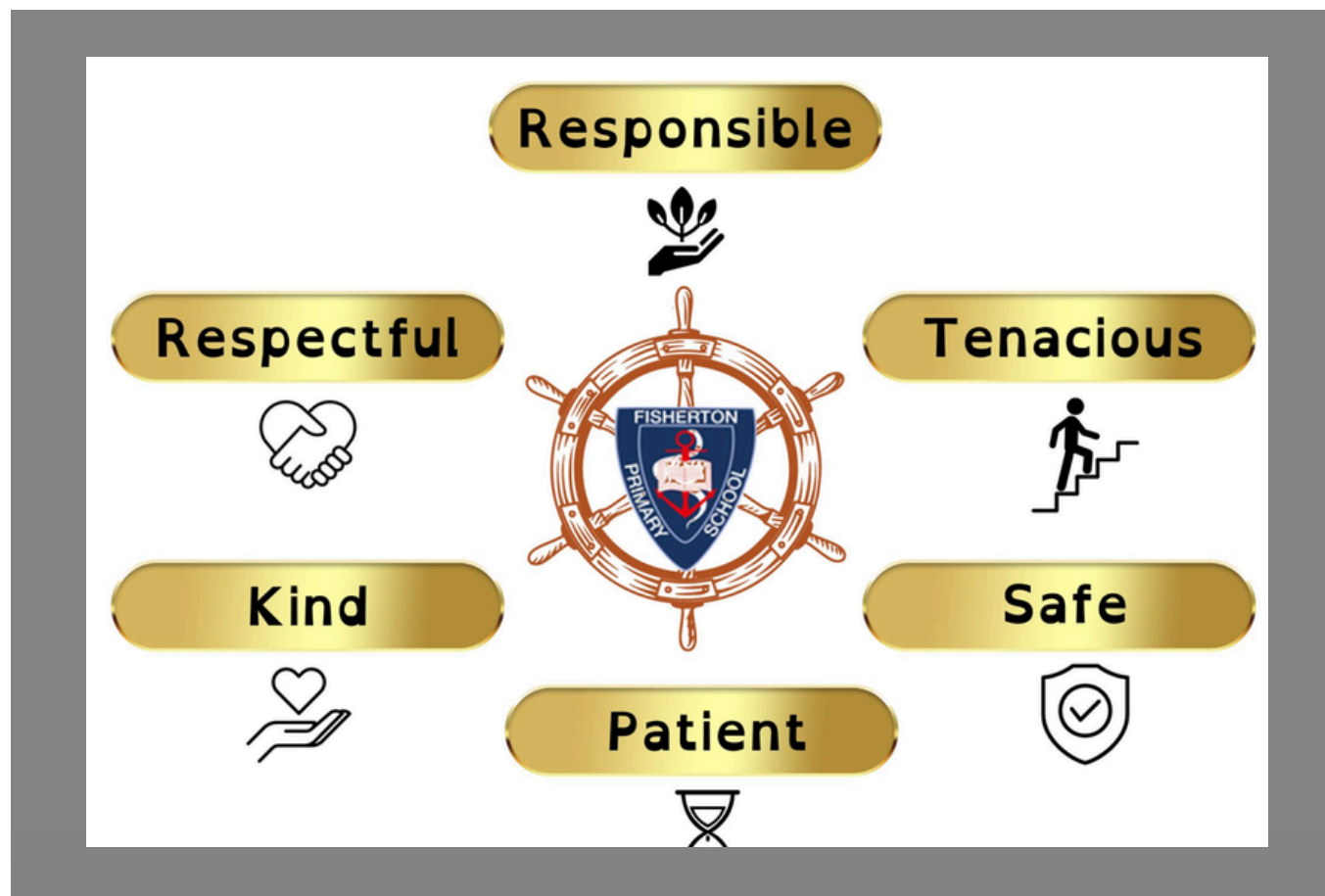


Standards and quality report 2024-2025

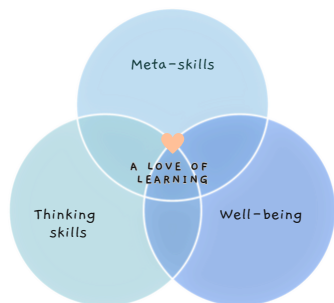
FISHERTON PRIMARY SCHOOL AND EARLY YEARS CENTRE



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

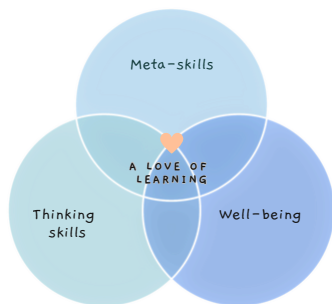


3

“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.





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





Our Vision and Aims



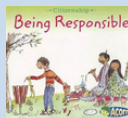
Successful Learners

- 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.



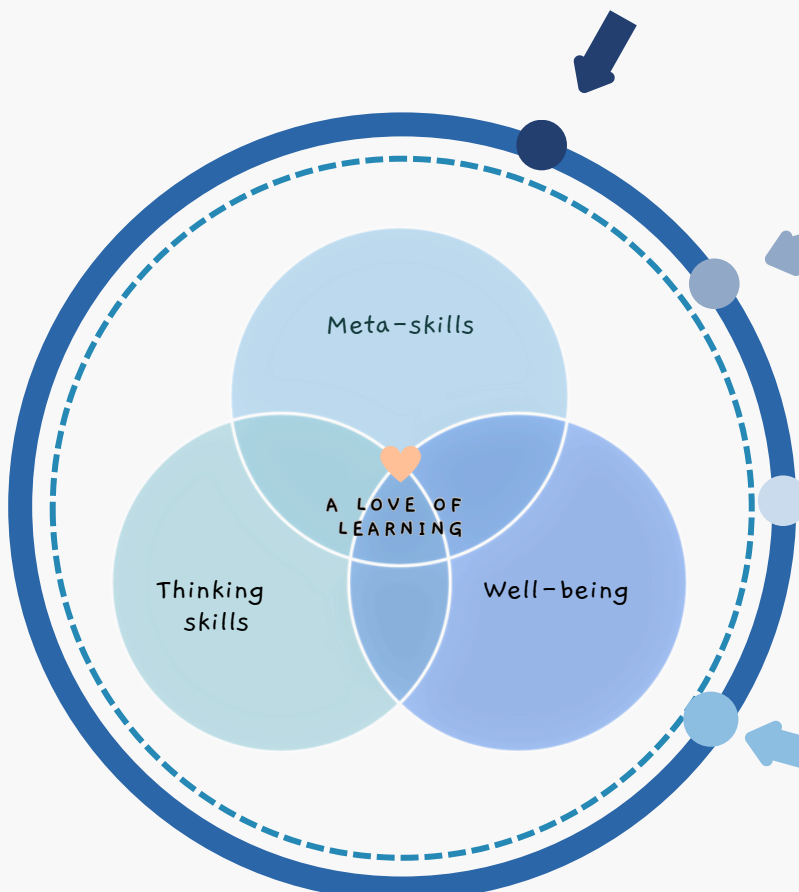
Effective Contributors

- 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 and Numeracy

- At Maidens P1,4 & 7 literacy combined is 91.7% and Fisherton is 80% meaning both are above the above SAC which is 79.1%. Literacy combined is 80% Although the reading accreditation has not yet been achieved, there have been notable improvements in teaching practice and both schools are working towards reading accreditation at core level.
- Targeted career-long professional learning (CLPL) in literacy has resulted in a more consistent and effective approach to teaching, which is contributing to improved outcomes for pupils.
- Both schools have continued to embed a growth mindset and CPA (Concrete, Pictorial, Abstract) strategies, supported by high-quality CLPL delivered by the Principal Teacher. This has ensured a consistent pedagogical approach to numeracy across both schools.
- Digital planning systems using OneNote are now in place and used consistently. This ensured a streamlined approach to planning and creates a central hub of information for both schools and allows collaboration which enhances staff practice and models the sharing of good practice in planning across the establishments.
- In the Early Years Centres at Fisherton and Maidens, communication with families continues to be a strength. Regular updates are provided through a monthly newsletter, daily parent interactions, and individual learning journals. These are used effectively to share learning and discuss progress during termly meetings.
- Early literacy and communication continue to be a focus, with well-resourced and engaging reading areas both indoors and outdoors. Opportunities for mark-making and early writing are available daily across all areas. Visual supports such as timetables and Makaton are used consistently, and storytelling is enhanced through the use of props and puppets. To foster a love of reading, both settings have made good use of library visits, including weekly access to the library bus in Maidens and visits to Alloway Library at Fisherton
- Speech and language support has been accessed for small group interventions where required. Talkboost screeners were not needed this year in Fisherton; however, one block was completed in Maidens. Milestone data indicates strong attainment in early literacy, with 95% of learners achieving expected milestones in Fisherton and 92% in Maidens.
- Digital technologies are well integrated into learning, with regular use of iPads, interactive whiteboards, and QR codes in the Early Years Centres.



*What Key Outcomes
have we Achieved?*

Summary of School
Improvement Priorities
Progress.



What Key Outcomes

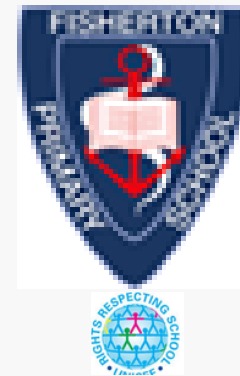
have we Achieved?

Summary of School
Improvement Priorities
Progress.

- All teaching staff across Fisherton and Maidens Schools fully engaged in the Improving Pedagogy and Equity (IPE) Programme. This professional learning experience was highly valued and had a clear impact on staff development and classroom practice. As part of the programme, staff participated in professional reading, notably the work of Dylan William, which deepened their understanding of effective feedback and its role in moving learning forward.
- As a result, there has been a marked increase in staff knowledge and confidence in using a variety of formative assessment strategies. Classroom practices have shifted to include more consistent and purposeful feedback approaches. Teachers are now more reflective about the “flow” of learning in their classrooms, ensuring that teaching strategies are better tailored to meet the needs and preferences of their learners. This includes actively seeking feedback from pupils about what helps them stay engaged and on task.
- The programme also fostered increased professional dialogue among staff, encouraging collaboration and shared learning. Teacher-learner dialogue has also improved, with staff more regularly consulting pupils on assessment strategies and involving them in evaluating their own progress. This has led to greater learner involvement, with children participating in the co-construction of success criteria and using tools such as “Be the Detective” to assess their own work. These changes have contributed to improved learner motivation and engagement, as children better understand the purpose of their learning and how to improve it.
- Classroom observations have shown a noticeable increase in the use of formative assessment strategies. The updated Feedback Policy now reflects the professional learning undertaken as part of the IPE project. Staff feedback, collected through pre- and post-programme questionnaires, was overwhelmingly positive. All staff involved strongly agreed that the IPE course positively impacted their practice and supported the development of their pedagogy. Comments highlighted the value of discussing feedback strategies, scaffolding techniques, and peer collaboration ideas that can be embedded in day-to-day teaching.
- Pupils were exposed to a diverse range of assessment methods which empowered them to voice their preferred assessment approaches, which aligned with their personal learning style.

Enhancing Pupil Experiences in Health & Wellbeing & Children's Rights

- Tree of Knowledge Resource was used across both schools to support health and wellbeing lessons. Staff accessed materials for inspiration and targeted pupil support using the Glasgow Motivation and Wellbeing Profile. Pupils benefited from targeted emotional and motivational support, leading to improved self-awareness, resilience, and engagement in learning
- Health & Wellbeing Planning - A coherent and progressive HWB curriculum was developed. Daily emotional check-ins and soft starts were embedded across all stages. Pupils experienced a consistent and nurturing start to each day, fostering emotional regulation, readiness to learn, and stronger relationships with staff
- Nurture Principles - Evident in all classrooms. A Nurture Group was established in Maidens, with Boxall Profiles used to identify pupils and measure impact. EYC care plans reflected wellbeing targets from home and nursery. Pupils with social, emotional, or behavioural needs received tailored support, resulting in improved emotional wellbeing, classroom engagement, and peer relationships
- PATHS Programme - Implementation supported through staff dialogue and RAG rating. Further data analysis is required to assess impact. Pupils began developing emotional literacy, conflict resolution skills, and positive behaviour strategies. Staff collaboration ensured consistent delivery and early identification of areas for improvement
- Children's Rights - Embedded through assemblies, monthly focuses, and working parties. Both schools achieved Silver RRSA accreditation and are progressing towards Gold. Pupils demonstrated increased awareness of their rights and responsibilities, contributing to a respectful, inclusive school ethos. Pupil-led initiatives empowered children to advocate for themselves and others
- Pupil Voice & Masterclasses - Masterclasses successfully implemented in both schools, with pupils selecting areas of interest. EYC pupils in Fisherton began participating, enhancing inclusion and engagement. Pupils felt valued and included, with increased motivation and ownership of learning. The inclusion of younger pupils promoted early engagement and equity
- Outdoor Learning Programme - A whole-school policy was developed, incorporating the Meta Skills Framework. Termly outdoor learning sessions were held across both schools, improving physical health, wellbeing, and connection to nature. Pupils experienced enhanced physical health, emotional wellbeing, and a deeper connection to nature. Outdoor learning fostered creativity, teamwork, and problem-solving
- Play on Pedals - Successfully completed in Fisherton, with all pupils confidently riding pedal bikes. In Maidens, sessions were limited due to staffing and ASN ratios. Pupils gained physical confidence, coordination, and independence. The programme supported gross motor development and promoted active lifestyles



*What Key Outcomes
have we Achieved?*

Summary of School
Improvement Priorities
Progress.

Attainment over time

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

School	2021/22	22/23	23/24	24/25
Fisherton PS	81	92	94	90
Authority	80	83	85	85

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

School	Reading				Writing				Listening and Talking			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
Fisherton PS	69	67	88	80	50	67	88	80	75	83	100	80
Authority	79	82	85	85	73	78	80	80	86	89	91	91

Fisherton Primary School has consistently performed above the South Ayrshire Council average in Numeracy over the past three academic years. From 2022/23 to 2024/25, the percentage of pupils achieving Secure or Above at the relevant stages (P1, P4, and P7) ranged from 92% to 94%, compared to the SAC average of 85%. This sustained high performance reflects strong teaching and learning practices in Numeracy and a commitment to maintaining high standards of attainment.

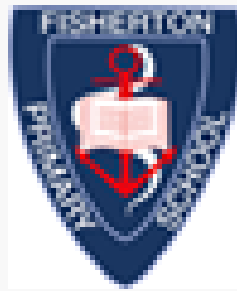
It should be noted that, due to the school's small pupil roll, percentage changes can appear more significant year on year. However, the overall trend confirms consistently strong performance in Numeracy.

Fisherton Primary School has made significant progress in Literacy, with attainment in Reading, Writing, and Listening & Talking now consistently meeting or exceeding South Ayrshire Council averages. In 2023/24, the school achieved 88% Secure or Above across all three Literacy areas, outperforming SAC averages of 85% in Reading, 80% in Writing, and 91% in Listening & Talking. Although there was a slight dip in 2024/25, performance remained broadly in line with authority benchmarks.

As with Numeracy, the small number of pupils can lead to noticeable fluctuations in percentage data. Nevertheless, the overall Literacy trend is positive and reflects the school's focused efforts to raise attainment and close the gap with SAC performance.

Implementing Communication Friendly Environments

- Inclusive spaces supporting speech, language, and communication
- Staff training and visual supports embedded across settings



Raise attainment in Literacy

- Through South Ayrshire Reads strategy and Reading Leader development
- High-quality CLPL and collaborative practice
- Whole-school reading culture
- Pupil and staff leadership in reading
- Inclusive reading environments and family engagement
- Achieving Reading Schools Core Award



Embedding Consistent Pedagogy Across Early Level Classrooms

- Shared understanding of effective pedagogy
- Coherent planning and delivery
- Enhanced learner engagement and wellbeing



Improvement priorities for session 2025_2026

Achieving Digital Schools Award

- Embedding digital learning across the curriculum
- Staff and pupil digital leadership
- Equitable access to digital tools.



Early Years Centre Priorities

- Quality of Care, Play and Learning
- Communication Friendly Indoor & Outdoor Environments
- Excellence in Early Years Practice through Inspiring Spaces and Meaningful Experiences



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 March 2025 Parent Survey.

Good



2.3 LEARNING AND TEACHING

Most learners are actively engaged and show high levels of motivation, confidence, and responsibility. Strong relationships and targeted questioning help develop thinking and independence.

All parents said that staff know their child well as an individual and that their child receives the help they need to do well. Almost all feel that their child finds the learning activities hard enough.

Children with additional support needs receive bespoke interventions to ensure their needs are met.

Staff have engaged in a Improving Pedagogy and equity CLPL.

Feedback is used in most classrooms, though pupils are not always clear on how it helps them improve. Planning does not always link explicitly to assessment data, and greater learner involvement in leading learning and understanding next steps should be prioritised.

Majority of pupils said they feel motivated to learn and that they are taught in a variety of ways.

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.

All parents feel the school supports their child's emotional wellbeing. All 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 relationship 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 numeracy this session.

Majority of pupils in Primary 1, Most pupils in Primary 4 and all in Primary 7 are achieving the expected level in Listening and Talking, writing and Reading.

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

Overall, the combined results for P1, P4, and P7 reflect high levels of attainment and accelerated progress.

It is important to note that these results are based on a small number of pupils, which can lead to greater fluctuations in percentage outcomes year-on-year. Nonetheless, the upward trend suggests there is a meaningful impact on learners' progress and achievement.

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 - SATISFACTORY
Attendance level is 95% which is above the SA average.

All parents stated that they are satisfied with the school in March 25.

In the Early Years Centre, we are committed to providing a caring, nurturing environment where children feel safe, valued, and supported. Staff know children and families well and work hard to build strong relationships. We continue to develop our play spaces and learning experiences, and we are focused on improving how we plan, evaluate, and communicate children's progress. We are proud of our warm, welcoming setting and are working together to make it even better for every child.

Capacity for Improvement

The school demonstrates a strong capacity for continuous improvement, underpinned by stable leadership, consistent staffing, and a deeply embedded culture of collaboration and wellbeing. High levels of parental confidence, robust systems for support, and strong attainment data(despite small cohorts) position the school well to sustain and build upon current successes.



Celebrating Success in 2024-25

What have we achieved?

Achieved our Silver Rights Respecting Award.

P5 children took part in SAC swimming lessons.

VE film competition 1st place winner!

P4-7 contributed to the Alloway Tunnel Project.

Supporting charities: Cash for Kids, Night Before Christmas Campaign.

Participated in Carrick Beat the Streets competition.

P5/6/7 took part in Active Schools Junior Coaching Award and Spirit of Sport award.

Teaching staff took part in Improving Pedagogy and Equity professional learning.

Joint School Show 'School Daze' with Maidens Primary.

P4-7 presented Wizard of Oz performance.

Promoting pupil voice with all P1-7 pupils part of a committee group.

Continued growth of our Nature Nook.

Promoting parental partnerships through masterclasses.

P7s attended SAC Burns Supper