



STANDARDS & QUALITY REPORT

FOR

FISHERMOSS SCHOOL



LAST UPDATED: September 2016

“Education & Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire.

E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



1. Context of the School

- Values and vision of the school

Our vision, values and aims were revised in session 15-16 and a motto was created for the school. This involved all pupils, parents and staff.

‘Being the best we can be’

Our Vision: Together we aspire to be a community where everyone feels valued and safe, achievements are recognized and celebrated and we learn together and develop as individuals. In Fishermoss School everyone is encouraged to be the best they can be.

Our Values: Respect–Honesty–Responsibility–Kindness–Hardworking

Our Aims-Together at Fishermoss we aspire to:

Successful Learners

- Succeed in our learning, fulfil our potential and celebrate achievement
- Be open to new ideas, resources and technology effectively to support independent thinking and learning
- Develop independent learning as an individual or as part of a group
- Develop creative thinking

Responsible Citizens

- Promote tolerance and sensitivity to others’ beliefs and cultures
- Be good representatives of the school and community
- Make informed choices and decisions
- Respect the buildings and belongings of our school and community
- Develop an understanding of our changing environment

Confident Individuals

- Ask lots of questions and offer opinions
- Develop respect and awareness of self and others
- Strive to achieve personal goals
- Be able to make healthy choices
- Develop independence

Effective Contributors

- Solve problems
- Develop a keen sense of team work and demonstrate initiative
- Work closely with parents/carers and staff to succeed in learning
- Work well with local and international groups

- Ethos of the school and wider learning community

Portlethen is a coastal town located approximately 7 miles south of Aberdeen along the North Sea coast. It is located in the historic county of Kincardineshire. Much of modern-day Portlethen has been built over the Portlethen Moss Nature Reserve. Groups such as the Portlethen Moss Conservation Group were created specifically to maintain the area for the use of future generations. The population according to the 2011 census was 7,130 making it the seventh most populous settlement within Aberdeenshire. To the east of Portlethen lie three fishing villages: Findon, Downies and Portlethen Village (now often referred to as *Old Portlethen*). Although Portlethen has been granted official town status, it resembles a residential suburb without a clear 'town centre' or focal point. Portlethen has a business park, number of retail park, variety of shops, takeaways and restaurants. Portlethen has tennis courts, a range of all-weather pitches, numerous play parks, a bowling green, swimming pool and a golf club. There is an integrated community library and community centre located within Portlethen Academy. The town is well served with a church, medical practice, dentists, police station, vets, social work offices and a number of oil and gas related companies.

Fishermoss School serves the south side of the town of Portlethen. The school is a member of the Portlethen Community Network and pupils transfer to Portlethen Academy. Present roll 354 pupils, which includes 58 in the Nursery classes. The Nursery has 2 fulltime extended provision places. In addition to the morning and afternoon nursery classes, pupils are organised in 12 classes from P1-P7 which includes 4 composite classes. There are 11 fulltime and 5 part time teachers, an Early Years Lead Practitioner and 2 fulltime and 3 part time Early Years Practitioners, a teaching Depute Head and non-teaching Head Teacher. Staffing is enhanced by the provision of 1 fulltime and 1 part time support for learning teacher and 2 cluster principle teachers, one for early years. The school is also supported by 1 school administrator, 1 clerical/receptionist, 6 pupil support assistants, 2 cleaners and a supervisory janitor. Pupils also benefit from visiting specialist teachers in PE, French and Art and instrumental tutors for violin, piano, cello & double bass.

We regularly work alongside other schools in the area and staff from agencies such as the Health Service, Police and Social Work. We are also supported by the Educational Psychology services, Sensory Support and EAL.

The school has an active and supportive Parent Council and also a Parent Staff Association (PSA) and encourages involvement of parents in the work of the school. The PSA provides strong financial support for pupils, organising events and supporting the provision of school resources and educational outings. The school makes use of community facilities such as the Library, Parish Church, Academy, Moss, Community Woodland, Swimming Pool and Bourtree Park. Parents provide significant support to develop the football skills of pupils of the school. Nearly 50% of pupils regularly attend training sessions. Parents also support with Bikeability, library, class trips and Friday toast. Through the Active Schools programme children are able to attend a range of sporting activities either taster sessions during the school day or After School Clubs. The majority of our parents work and commute to Aberdeen, with some working locally.

- SIMD

Fishermoss has no pupils in the more disadvantaged deciles 1-4. The majority of our pupils are at the least disadvantaged end of the scale with 89% in deciles 8, 9 and 10, with 50% of these pupils in decile 10. 5% of pupils are 'unmatched' and this is due to new builds.

- Overall strengths of the school

At Fishermoss School as we continue on our journey to 'being the best we can be', the following are our key strengths:

- Strong leadership which provides clear direction and strategic vision
- Values, vision and aims which shape the work and life of the school
- Strong parent partnership which supports learning
- Wide range of opportunities for wider achievement
- Collegiate ethos which supports school development work
- Caring and dedicated staff focused on improving outcomes for learners
- Well-structured systems to support self-evaluation which gathers the views and opinions of others
- Well-mannered and well-behaved pupils who value learning

2. How good is our

How good is our leadership and approach to improvement? 1.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
Strengths
<ul style="list-style-type: none">• Self-evaluation with staff draws on a range of evidence including attainment data, pupil needs analysis, questionnaires, Pupil and Parent Council feedback, class observations, work sampling. The systems in place are effective and thorough and provide direction as we continuously strive to raise our attainment levels.• We use a range of approaches to engage with pupils, parents, staff and external agencies to evaluate our work e.g. questionnaires, workshop evaluations, comment slips. Results are used to inform future action and to bring about improvements.• Work on curriculum mapping and a focus on curriculum rationale has involved all stakeholders in reviewing and updating our vision, values, aims and creating a school motto promoting ownership. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.• Staff have effective guidelines to ensure agreed standards, expectations and consistency across the school. Staff work collaboratively for the purpose of planning, assessment and regularly engage in moderation activities. Planning, monitoring and tracking systems are manageable and relevant.• At all staff meetings, teaching and non-teaching, the professional dialogue provides a focus for regular reflection and discussion on progress made, bringing about improvements, sharing good practice and ensuring high quality experiences for all our learners.• Staff have formal individual Learning & Teaching meetings with a member of the SLT to focus on a range of evidence e.g. teacher assessments and planned next steps, standardised assessment data, work sampling, class observations, with written and/or oral feedback, to bring about improvements for learners and to support staff development.• Effective tracking systems are in place and target setting ensures that we continue to develop our work on our pace and challenge. Our tracking of attainment through ePIPs/INCAS and Curriculum for Excellence allows us to evaluate work carried out and identify priorities for future development.• Improvement plan and collegiate calendar ensures clear systems in place and quality time set aside for all staff to regularly evaluate their work with stage colleagues, as a whole staff team, in groups and individually to bring about improvements. Staff readily contribute to regular, planned professional dialogue focused on improvement plans and readily evaluate new initiatives.• SLT meet weekly with Quality Assurance/Improvement Planning standing item on the agenda to guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities.• Effective Quality Assurance calendar in place with staff given regular feedback on the work they do.• Structured and purposeful Collegiate Calendar providing targeted time for staff to collaborate on learning and teaching, school improvement priorities, planning, self-evaluation, assessment, moderation and equity for learners. Collegiate working and supporting colleagues is a strength of staff.• Accreditation schemes are used for formal assessment of work e.g. ECO, RRS, Cycle Friendly School Award, Fair Trade, Sports Scotland Award.• Pupils involved in assessing quality of their work through profile system self and peer assessments.• Collaborative Cluster working and use of Education Scotland resources ensures school improves in line with local and national standards.

- There is an ethos of leadership at all levels in existence across the school. Staff are proactive in ensuring continuous improvement with 6 staff attending SCEL presentation, staff involved in Cluster Numeracy development work, Early Years Practitioners attend twilight cluster events, DHT Tapestry Leader.
- An annual audit is undertaken informing priorities for whole school improvement plans. IP takes account of self-evaluation, strategic direction from the authority and views of pupils, parents and staff and is used as a working document. School policies are regularly reviewed to support implementation of improvements and new initiatives.
- PRD & EARS conducted annually identifying staff personal development needs and CPD in line with school improvement plan leading to clear targets for development over the coming session.
- Pupil voice has been used to identify strengths and areas of development across the school e.g. playground zoning, specific projects-Making a Difference.
- Majority of our pupils can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In Nursery, the use of floor books to capture and respond to children's interests and involve them in the planning process, has recently been introduced.

Next steps

- Continue to raise attainment & achievement and close the gap through involvement in Leading Learning Improving Pedagogy and embedding Formative Assessment –Tapestry programme.
- Participate in cluster moderation of Literacy and Numeracy with Big Writing and maths benchmarking focus and self-evaluation with Secondary colleagues through the tapestry project.
- Further develop Big Writing approaches-focus on talk aspect and review Spelling approaches-moderation and professional dialogue opportunities.
- Learning & Teaching to be standing item on agenda for Pupil Council meetings.
- Continue regular opportunities for sharing good practice with stage colleagues at collegiate meetings.
- Continue to ensure learners are aware of improvement plan agenda and what its impact will look like for them and continue to actively involve pupils in self-evaluation.
- Continue to engage with HMIE's increased expectations and use of HGIOS 4 for self-evaluation and NIF in the school improvement agenda.
- Continue to explore ways of involving the wider community in self-evaluation.

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

Tracking meetings-attainment data
 QA procedures calendar e.g. L&T meetings, class observations
 School improvement plans
 PRD & EARS
 Pupil Profiles
 Pupil Council

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

Questionnaires-School & Nursery
 Parent Council
 Parent feedback pupil reports & in pupil profile folders
 Homework diary comments
 Quality Improvement Visit

How good is the quality of care and education we offer? 2.3

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory
Performance in this area is Good
Strengths
<ul style="list-style-type: none">• Our school has a very positive ethos. Staff are strongly committed to creating a positive and purposeful climate characterised by mutual respect. Our vision, values and aims have recently been reviewed involving all stakeholders and a school motto was established. High expectations, based on shared values, ensures that all classes from Nursery to Primary 7 learn in a safe, happy, nurturing environment. Visitors, parents and other professionals regularly comment on the positive ethos of the school. Staff, pupils and parents have a sense of pride, commitment and belonging.• We have maintained very good standards of attainment as most young people are attaining appropriate levels and a few have exceeded these. Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well pupils are learning and progressing. Assessment evidence is valid and reliable, supported by standardised assessment data-Epips in P1 and INCAS at P3, P5 & P7.• Teachers predict the levels pupils will achieve at the end of session, for the following year.• An effective tracking system, together with effective interventions, ensures continuous progress for learners across the curriculum, including points of transition. Assessment data is used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/Deployment of resources for identified pupil groups.• Progression frameworks are in place for most curriculum areas with clear benchmarks in Literacy, Numeracy, Health & Wellbeing, PE, RME and ICT.• Our teaching is underpinned by our shared vision and values. Staff are continually looking for ways to motivate and engage learners through active, relevant and topical learning opportunities using the local area and visiting speakers. Cooperative learning supports learner engagement with almost all staff trained. Active learning across the curriculum is enriched and supported by effective use of digital technology. Aifl is embedded in almost all classes across the school and staff provide quality feedback to assist pupils in identifying next steps in learning. Most pupils are more confident talking about their individual targets and know how to improve their learning.• Learners have made very good progress from their prior levels of attainment in literacy, numeracy and Health & Wellbeing evidenced in termly pupil tracking meetings with class teachers, work sampling, staff moderation and collegiate planning. Tracking meetings focus on assessment information to identify development needs for individual learners and specific groups.• Positive feedback from parents' about their child's progress in parent responses for pupil reports and profile folders, nursery and school questionnaires. Positive feedback from pupils re performance via learner comments in reports, profile folders, P7 Profile and pupil questionnaire.• Whole school profiling ensures all pupils are involved in reflecting on their learning journey, identifying examples of best work and focusing on wider achievements, in order to challenge and motivate pupils to achieve their best. Profile policy has recently been revised to further support pupils with self-assessment and reflective language. Pupils are motivated, independent learners and are involved in setting personal targets. Nursery children show high levels of independence and are taking responsibility for their own learning in pupil profiles and Big Books.• Very good Care Inspectorate report for our Nursery June 2015. The school has achieved 5 ECO Green Flags, and will be working towards the UN Sustainable Development Goals to achieve our 6th Flag. We also have Level 1 Rights Respecting School status, are recognised as a Cycle Friendly School and we have been awarded Fair Trade status.

- Achievements both within and out with school are recognised, valued and celebrated through diary comments to parents, award systems, School Newsletter, Local Press, Golden Book, School Tree of Honour, Golden Raffle tickets, Good work assemblies & certificates, visits to SLT with work, Good News about me, Profile Folders and Football trophy night.
- Accreditation opportunities to recognise and celebrate achievement as all P7 pupils participate in John Muir Award Level 1, P5-P7 pupils annually trained in First Aid, Bikeability training for P6 pupils and Young Aberdeenshire Volunteers Award for P6 & P7 pupils. Pupils add to their YAVA award through volunteering in community groups outside school, further developing their life skills and demonstrating themselves as responsible citizens and effective contributors.
- Overall learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community and have opportunity to share their views and bring about improvements e.g. pupil council, IDL charity & enterprise events, peer buddies. All pupils are now 'Global Warriors' with P3-P7 Playground rota, P1-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Community involvement in local allotment initiative, Hillside school logo and uniform, Church Tree Festival, Nursing Home performances, local Food Bank, developing pupil skills as effective contributors and responsible citizens and supports develop skills for learning, skills for life and skills for work. All P7 pupils are responsible for, and involved in, our annual Burns Supper Community event and all classes demonstrate success in the 4 capacities through class assemblies to parents and families.

Next steps

- Continue to revise curriculum progression frameworks in line with Aberdeenshire Progression Frameworks. Continue to involve all stakeholders in curriculum adaptation and share revised progression frameworks through launch of new school website. Ensure appropriate resources to support frameworks, ensuring opportunities for outdoor learning are embedded and learner involvement in planning.
- Further develop IDL and focus on Skills for Learning, Life and work
- Implement revised Profile and Profiling policy. All pupils to be involved in Learner's statement term 4.
- Re visit benchmarks in Numeracy and Maths framework.
- Develop improved approaches to Reporting to Parents.
- Implement Presentation of Written Work policy and School Displays Policy.
- Implement 1+2 Modern Languages Programme.
- Ensure that skills for Learning, Life and Work are highlighted, celebrated and progressively developed through all contexts for learning.
- Develop a consistent approach towards expectations for personalisation and choice including the use of and access to ICT.

How do we know? – reference to:

- "Looking Inwards" (ie, sources used for self-evaluation in the school)

Tracking systems
 Standardised Assessment data
 QA procedures
 Pupil Council
 Forward planning
 Achievement Celebrations

- "Looking Outwards" (ie, self-evaluation via collaboration with partners)

Parental feedback
 Questionnaires
 Parent Council
 Quality Improvement Visit
 Partner Professionals

How good are we at improving outcomes for all our learners? 3.2

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory

Performance in this area is Good

Strengths

- Our curriculum has a clear vision and rationale shaped by the shared values and aims of the school. It takes account of learner's entitlements, the principles of curriculum design and the 4 capacities. We take good account of the four contexts for learning. School core values were reviewed with all stakeholders. Our aims were also reviewed and continue to have the 4 capacities of Cfe at their core.
- Our curriculum is regularly reviewed and refreshed with an awareness of current education thinking, HMIE's increased expectations and in response to current events, local issues and the needs and interests of pupils e.g. Rocket Science, greater use of digital technology, Better Movers, Better Thinkers being developed in PE lessons. Curriculum refresh is informed, planned, timely and focuses on impact.
- We regularly seek out opportunities for partnership working to enhance the learning experiences for pupils, providing greater depth via local expertise to ensure creative and innovative approaches placing the needs of our learners at the centre. E.g. AWPR, Science workshops.
- All staff are actively and purposefully engaged in developing Curriculum for Excellence through active learning and outdoor activities. Progression frameworks in place for most curricular areas. Clear benchmarks in Literacy, Numeracy, PE, RME, Health & Wellbeing and ICT programmes of study Tracking devised for Social studies, enterprise, note-making, science and map skills to ensure progression and breadth. Policies and procedures in place ensure consistency and clear expectations at all stages.
- Staff are developing their understanding of, and confidence in, expected standards in literacy and Numeracy through engaging with the SALS and the benchmarks within the Aberdeenshire Curriculum Frameworks
- Distributive leadership opportunities with staff taking on key developments in Digital Technology, PE ECO, Bikeability, Fair Trade, Food Technology & Resources supporting drive improvement plans. Staff cascade to colleagues at meetings. Class teacher volunteering as ambassador from Fishermoss to Rwanda to support embed Global Citizenship values. Team teaching in Digital Technology has enhanced pupil's experiences, motivated learners and developed staff's expertise.
- Pupils are increasingly given opportunities for personalisation and choice across all curricular areas and provided with opportunities to develop wider achievements and to challenge themselves e.g. Euro & Rotary Quiz, Maths Challenge, Writing competitions, Library Reading Challenge, inter-schools sporting competitions, Big Pedal, Daily Mile, P7 residential experience etc. P6 Pupils took lead role in establishing a school chess club. P7 pupils involved in mentoring younger pupils for Euro Quiz, senior pupils involved in judging writing competitions for younger pupils and peer support for Rotary Quiz. School band has 19 pupils from P5-P7 attending at a lunchtime. These opportunities also develop our links with our cluster schools.
- Very good links exist between the school and the Active Schools coordinator.
- Opportunities in IDL are being planned for across the school e.g. design and make an egg carrier linking science, technology and maths, running the fair trade tuckshop, whole school enterprise events.
- Stakeholders consulted on curriculum adaptations e.g. RME with focus on Other World Religions, Restorative Approaches and the School's vision, aims, values and motto. 'Meet the Teacher' curriculum event with almost all parents attending where pupils take the lead in sharing learning experiences and curriculum developments. Staff also shared wider curriculum information on French, Music and Digital Technologies. Class newsletters and Head teacher newsletter have regular curriculum updates and information on developments and pupil experiences.

- Good transition programmes and activities Nursery/Primary/Secondary e.g. CLD Porti Cabin, Nursery/P6 buddy system, MAD project, sports events, Academy guidance staff, other pre-school providers. Transition meetings for ASN pupils annually involving previous and new teacher.
- Whole school positive behaviour management system in place used by all staff to create a supportive environment for learning with an ethos of respect. Fishermoss Tree of Honour and Golden raffle ticket system used. High expectations of behaviour with incidents dealt with promptly and effectively.
- Effective team work across the school and cluster supports curriculum development and CPD e.g. Restorative Approaches, Big Writing & Active Literacy.
- All staff have been trained in Restorative Approaches ensuring an effective and consistent approach to address relationship issues. All pupils are being made aware of restorative approaches and a leaflet has been developed for parents. All staff have had training in the Alert Programme to support them in understanding learner's needs.
- IEPs, MAPs and Care Plans are in place for individual pupils as appropriate and are developed with pupils and parents. All pupils have chronologies in place. Regular meetings with staff, parents and other agencies to meet pupils' needs e.g. EAL, sensory support, NHS, social work, educational psychologist, CLAN, CLD, IPT, pupil support worker & Seasons for Growth. MAAPM process being fully implemented.
- SFL teacher new in post works closely with CTs for learning and teaching support and consultation. SFL teacher & SLT focused termly meetings reviewing learner's needs and identifying next steps. SFL and PSA timetables reviewed regularly to ensure effective deployment and responsive to changing need. Allocation based on audit levels, attainment & class size.
- Partner Professionals, as well as parents, regularly praise the work of the school, its nurturing environment and partnership working. Pupils who have moved to our school from other schools make very good progress, noteworthy in pupils with ASN.
- The school takes positive and pro-active steps to ensure that factors such as family circumstances, health needs, social and emotional factors which affect learning are promptly identified and supports are put in place .e.g. CLAN, Families Outside and extended provision in our nursery. Staff are pro-active with CPD to ensure they are best placed to support needs in their class.

Next steps

- Further enhance tracking and monitoring of attainment by the inclusion of predicted Cfe levels which are then used to inform professional discussion about planning and targeted interventions.
- Monitor our tracking of wider achievement and the impact it is having on individual learners.
- Train pupils as Restorative Approaches Mediators and extend buddy system to vulnerable pupils.

How do we know? – reference to:

- “Looking Inwards” (ie, sources used for self-evaluation in the school)

Tracking systems
 Standardised Assessment data
 QA procedures
 Pupil Council
 Forward planning
 Achievement Celebrations

- “Looking Outwards” (ie, self-evaluation via collaboration with partners)

Parental feedback
 Questionnaires
 Parent Council
 Quality Improvement Visit
 Partner Professionals

How do we ensure equality, inclusion and promote diversity 3.1

Evaluation: Excellent, Very Good, Good, Satisfactory, Weak, Unsatisfactory

Performance in this area is Good

Strengths

- Whole school positive behaviour management system in place used by all staff to create a supportive environment for learning with an ethos of respect. Fishermoss Tree of Honour and Golden raffle ticket system used. High expectations of behaviour with incidents dealt with promptly and effectively. Golden rules in place and understood by pupils, parents and staff.
- Rights Respecting School status achieved.
- Effective team work across the school and cluster supports curriculum development and CPD e.g. Restorative Approaches, Big Writing & Active Literacy.
- All staff have been trained in Restorative Approaches ensuring an effective and consistent approach to address relationship issues. All pupils are being made aware of restorative approaches and a leaflet has been developed for parents.
- All staff have had training in the Alert Programme to support them in understanding learner's needs.
- IEPs, MAPs and Care Plans are in place for individual pupils as appropriate and are developed with pupils and parents using SHANARRI indicators.
- All pupils have chronologies in place.
- Regular meetings with staff, parents and other agencies to meet pupils' needs e.g. EAL, sensory support, NHS, social work, educational psychologist, CLAN, CLD, IPT, pupil support worker & Seasons for Growth. MAAPM process being fully implemented.
- SFL teacher new in post works closely with CTs for learning and teaching support and consultation. SFL teacher & SLT focused termly meetings reviewing learner's needs and identifying next steps.
- Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate.
- Pupil's needs are effectively noted and targeted through the use of a whole school Additional Support Needs Database, tracking meetings and deployment of staff including both Pupil Support Assistant and Support for Learning staff.
- SFL and PSA timetables reviewed regularly to ensure effective deployment and responsive to changing need. Allocation based on audit levels, attainment & class size.
- Partner Professionals, as well as parents, regularly praise the work of the school, its nurturing environment and partnership working. Pupils who have moved to our school from other schools make very good progress, noteworthy in pupils with ASN.
- The school takes positive and pro-active steps to ensure that factors such as family circumstances, health needs, social and emotional factors which affect learning are promptly identified and supports are put in place .e.g. CLAN, Families Outside and extended provision in our nursery. Staff are pro-active with CPD to ensure they are best placed to support needs in their class.
- A few learners have curriculum flexibility in place. The curriculum is differentiated to meet the universal needs of individuals and groups and technology is used to support learners as appropriate.
- Inclusion is supported by specific adaptations of the building & the curriculum and staff undertake timely, targeted training to support this.
- We actively utilise opportunities to promote diversity and engage in global citizenship through our curriculum, whole school assemblies and learning contexts.
- The school's values and aims are readily shared and reinforced through whole school assemblies.
- Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school. All pupils are classed as 'Global Warriors'.
- Forward plans show clear differentiation at all stages from Primary One to Primary Seven.

- Through commitment to the school vision and values, as well as the GIRFEC agenda, almost all children feel they are treated fairly and with respect in a safe and nurturing environment.
- All staff have undertaken Child Protection training and a clear protocol is in place for when concerns arise in this area.
- As a response to self-evaluation, we are promoting resilience with our senior pupils through the Making a Difference project with Community Learning & Development.
- The ASN Audit is updated termly following discussion between class/SfL teachers and SLT and in line with tracking discussions based on assessment data.
- Community Learning & Development attend Parent evening events to provide information on how they can provide support to parents on Literacy, Parenting and Health & Wellbeing issues.
- We actively encourage parents to participate in their children's education through curricular evenings & also by making time to support parents unable to attend such events. Significant steps taken to support families where parent separations-separate meetings.
- Pupils make contributions to decision making through Pupil Council.
- The school has an inclusive approach and we welcome and celebrate diversity encouraging all pupils and staff to take leadership roles across a range of activities including Global Warriors, Pupil Council, Playground rota, Play Leaders.
- We maintain a particular focus on vulnerable learners.
- Our RME programme encourages our pupils to show respect for all religions and cultures. All other World Religions are covered and not just the maximum of two suggested in Curriculum for Excellence.
- Pupils are supported through fasting and daily prayer time as necessary.
- Personal Plan created for all Nursery children and is updated every 6 months.

Next steps

- Further develop our work on Visible Learning across the school e.g. Reflective Language, Growth Mindset etc.
- Train pupils as Restorative Approaches Mediators and extend buddy system to vulnerable pupils.
- Develop improved approaches to Reporting to Parents. Enhance ways in which we provide information and feedback to parents on their child's progress and ways in which they can engage with this at home.
- Take steps towards becoming a more dyslexia friendly school.

How do we know? – reference to:

- "Looking Inwards" (ie, sources used for self-evaluation in the school)

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 QA procedures
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 Achievement Celebrations

- "Looking Outwards" (ie, self-evaluation via collaboration with partners)

Parental feedback
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Education Scotland – Learning Pathways
Strengths
<ul style="list-style-type: none"> • Our curriculum has a clear vision and rationale shaped by the shared values and aims of the school. It takes account of learner’s entitlements, the principles of curriculum design and the 4 capacities. We take good account of the four contexts for learning. School core values were reviewed with all stakeholders. Our aims were also reviewed and continue to have the 4 capacities of Cfe at their core. • Our curriculum is regularly reviewed and refreshed with an awareness of current education thinking, HMIE’s increased expectations and in response to current events, local issues and the needs and interests of pupils e.g. Rocket Science, greater use of digital technology, Better Movers, Better Thinkers being developed in PE lessons. Curriculum refresh is informed, planned, timely and focuses on impact. • Stakeholders consulted on curriculum adaptations e.g. RME with focus on Other World Religions, Restorative Approaches and the School’s vision, aims, values and motto. ‘Meet the Teacher’ curriculum event with almost all parents attending where pupils take the lead in sharing learning experiences and curriculum developments. Staff also shared wider curriculum information on French, Music and Digital Technologies. Class newsletters and Head teacher newsletter have regular curriculum updates and information on developments and pupil experiences.
Next steps
<ul style="list-style-type: none"> • Continue to revise curriculum progression frameworks in line with Aberdeenshire Progression Frameworks-Expressive Arts, Numeracy • Continue to involve all stakeholders in curriculum adaptation and share revised progression frameworks through launch of new school website. • Ensure appropriate resources to support frameworks, ensuring opportunities for outdoor learning are embedded and learner involvement in planning. • Further develop IDL and focus on Skills for Learning, Life and work • Further involve members of the community to develop class and whole school learning activities which support pupils to make cross curricular links and identify with the wider world.
Local Authority – Transitions
Strengths
<ul style="list-style-type: none"> • Good transition programmes and activities Nursery/Primary/Secondary e.g. CLD Porti Cabin, Nursery/P6 buddy system, MAD project, sports events, Academy guidance staff, other pre-school providers. • Meet the Teacher arranged for all pupils in final term before the new session begins. • All Staff complete transition handover notes for all their pupils and meet to share these. • School has clear Transition Information Procedures policy in place. • Staff planning, assessment information, progression frameworks, tracking of experiences & outcomes and transition information ensures effective curriculum transition. • As classes are generally reconfigured annually due to pupil numbers and class teachers give careful consideration to the placing of pupils in classes with Learning & Teaching being the main focus. • SLT carefully allocate teaching and support staff to classes giving consideration to staff experience, expertise and staff professional development needs and wishes. • SLT consult with, and involve, SFL teacher with planning support for ASN pupils at points of transition. • Transition meetings involving parents, and pupils as appropriate, for ASN pupils annually involving previous and new teacher. • Nursery and Primary 1 Induction meeting with parents held May/June • Learning packs are provided for all pre-school children in term 4. The children exercise personalisation and choice by selecting which items go in their pack.

- Nursery pupils regularly attend class assemblies and the playground.
- Buddy letters are written to all new starts in Primary 1 and buddies spend time in term 4 getting to know each other.
- Nursery pupils and parents attend for a school lunch prior to starting school.
- Visits are arranged for all new children who will attend Fishermoss School and Nursery. Prior to Primary 1 children attend 3 visits.

Next Steps

- As a cluster we recognise the need to improve upon curricular transition from Primary to Secondary.

What is our capacity for improvement?

- Teacher professionalism / opportunities for professional learning
- Aifl-Tapestry Project
- Restorative Approaches
- Numeracy & Writing attainment
- 1+2 support
- Learning and Teaching Targeted sessions
- Staff development – progression frameworks Benchmarks-Numeracy, Writing, IDL, Expressive Arts, Skills for learning, life and work.
- Staff development sessions – Active Spelling
- Staff development sessions – effective use of data
- Reporting to Parents

Leadership at all levels

- All staff and learners engage in regular evaluation of progress and the identification of future priorities. e.g. Pupil Questionnaire, staff meetings, pupil target setting
- Staff are asked to reflect, evaluate and identify good practice in moving forward the School Improvement Plan.
- New initiatives are carefully considered in terms of impact and where implemented are reviewed using appropriate data, with amendments made where necessary.
- Pupil Council meetings ensure that pupil views and ideas are sought on aspects of school life to bring about improvements. Learning & Teaching to be included on future agendas for Pupil Council meetings.

- Engagement with parents and partners

Parents

- Parents/Carers have been involved in revising school vision, values and aims as part of Fishermoss Family Homework linking to school improvement.
- Parents/Carers were involved in developing a school motto.
- Parents/Carers were asked to comment on a statutory consultation on the enhanced provision in the Portlethen Cluster.
- Parents/Carers were involved in Fishermoss Family Homework to take part in a survey to find a name for the new school at Hillside.
- Parents/Carers views in homework diaries, pupil profile folders and pupil reports are encouraged and responded to.
- From feedback received in the parent questionnaire we have made efforts to ensure that links are made in the school newsletter, and other communication, to make explicit what we are doing and why-‘You said, we did’.
- All parents were invited to attend ALEC Health & Well being event and approx. 40 families were represented.

- Parent Council issued a questionnaire to Parents/Carers regarding car parking and transport issues. 94 families responded. Issues raised to be taken forward by Parent Council and pupil council.
- School website has been reviewed, updated and re-launched through consultation with Parent Council.
- Nursery Questionnaire 60% return. Parents opinion of the overall provision 73% rated it as excellent and 27% very good.

Future Priorities

- Consult with Parents/Carers to develop improved approaches to reporting.
- Provide opportunities for parents to add comments in Nursery and Primary through post-it formats at curricular events to enhance consultation with parents and to ensure parents have an ongoing voice in school evaluation and improvement.
- Further involve parents and members of the community to develop class and whole school learning activities which support pupils to make cross curricular links and identify with the wider world
- Continue to populate school website.

Partners

Continue to work with partner agencies and the wider community to reflect on the work of the school and identify future opportunities to work together. Create a pro-forma for feedback to evaluate effectiveness of partner working.

4. Appendices

Attached are action plans linking to priorities for session 2016-2017

