

Aberdeenshire
COUNCIL



Education and Children's Services

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN
FOR
FISHERMOSS SCHOOL



LAST UPDATED: October 2018

Aberdeenshire Council Education and Children's Services

"Education and 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"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it:

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

Context of the School

'Being the best we can be'

The Positive Ethos of the School is the foundation on which we build Learning and Teaching. Learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community. All pupils have opportunities to share their views and are encouraged to be involved in bringing about improvements. All pupils from Early Years to Primary 7 are known as 'Global Warriors'. Being a Global Warrior is about knowing and understanding our world and having the right values, knowledge and skills to make the world a better place. It is about positive relationships and building safe, happy and healthy communities. 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. This all contributes to progressing pupil skills as effective contributors and responsible citizens and supports develop skills for learning, skills for life and skills for work.

Our Vision: Together we aspire to be a community where everyone feels valued and safe, achievements are recognised 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

- The school has a supportive and active Parent Staff Council (PSC) and encourages involvement of parents in the work of the school. The PSC 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, and other family members, support with Bikeability, library and class trips. 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.
- Analysis of the **SIMD data** shows that Fishermoss has no pupils in the more disadvantaged deciles 1-5. The majority of our pupils are at the least disadvantaged end of the scale with 93% in deciles 8, 9 and 10, with 46% of these pupils in decile 10.
- Fishermoss School has 5 pupils who fall into the criteria that generates the **PEF**. 8 families are in receipt of Clothing Grants. There are no pupils recorded in SIMD deciles 1 to 5 and there is 82% of pupils in Quintile 5, 16% in Quintile 4 and 2% in Quintile 3.
- The use of the **PEF** will be targetted towards purchasing and implementing 'Bounce Back', a whole school resilience programme and to further develop work begun on Growth Mindset. All staff will be trained in the use of Bounce Back, including training Early Years Practitioners and Pupil Support Assistants (**Teacher Professionalism***). Growth Mindset focus to be dovetailed with Bounce Back programme. Bounce Back Resources to be purchased for the whole School. Information will be made available for Parents to share approaches and to involve families to support Resilience and Growth Mindset (**Parental Engagement***) Distributive Leadership opportunity for Acting Depute Head and Class Teacher as they take a lead role in driving the resourcing, development and implementation of the programme. Opportunities for Cluster Collegiate working with Hillside School who are also implementing Bounce Back. (**School Leadership***, **Assessment of Children's Progress*** & **Teacher Professionalism***)
***National Improvement Framework Key Drivers.**

Strengths of the school include:

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

Positive Ethos

Our school has a strongly positive, inclusive and welcoming ethos. The school's ethos clearly reflects the school's vision, values and aims in day-to-day practice. All staff and children are committed to establishing positive relationships and have high expectations of what they can achieve. There is a very nurturing and caring ethos and staff have a strong commitment to children's wellbeing. There are very high standards of behaviour throughout the school, enabling children to focus on their learning in a purposeful climate. Children talk with pride about their school. Parents state that they appreciate the family atmosphere and that the staff know their children very well. Visitors, parents and other professionals regularly comment on the positive ethos of the school. All children contribute effectively to the life and ethos of the school and wider community. The School Song was recently written by senior pupils and is performed with pride across the school. Pupils have very high levels of engagement, motivation and pride in their School.

The commitment of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Fishermoss School demonstrate a strong commitment to continual improvement. All staff are committed to working together to ensure the best possible learning experiences and outcomes for children. Teachers and other staff show very good awareness of the school's current improvement plan. Teachers regularly reflect on their practice together. Teachers and pupil support assistants have good opportunities to lead improvements in for example, numeracy at cluster level; the 1+2 approach to modern languages; food technology; and in support for children with additional needs. Pupils take Leadership roles across the school with all pupils being classed as Global Warriors developing skills for learning, life and work, including leadership skills.

Very good standards of attainment

Overall, children across the school are making very good progress in literacy and numeracy. Almost all children are achieving the expected levels at the appropriate stage. A significant minority are exceeding expectations in literacy, particularly in writing. Inspectors noted some outstanding examples of writing on display around the school and in the samples provided by teachers.

Development of the Curriculum and Learning Pathways

The school has developed progression frameworks for all curricular areas, taking account of national and local guidance, while also tailoring them to the school's own context. The frameworks are reviewed and adapted to meet children's ongoing needs. Staff make effective use of Curriculum for Excellence experiences and outcomes across all curriculum areas, and the national benchmarks in literacy, numeracy and health and wellbeing. The progression frameworks support teachers' planning to meet their pupils' needs, and are helping to ensure high-quality learning experiences for children across the school. Increasingly, staff are focusing on developing children's skills with awareness of their use in the World of Work. This is a strength of the school and, in best practice, is implemented across the curriculum with staff referencing the relevance of the children's learning in the World of Work. Children

have very good opportunities to learn in meaningful contexts, in particular through the Learning for Sustainability (LfS) calendar. Through this development, all children take on the role of 'Global Warriors' and develop skills for learning, life and work, including leadership skills. A calendar of activities which involves all children includes an extensive range of LfS-related activities such as playground rota; litter rota; Fair Trade Fortnight; food bank; shoe box appeal; charity fund-raising events and road safety.

Caring and dedicated staff focused on improving outcomes for learners

Staff know pupils very well and work closely with parents to ensure that they are aware of any circumstances which might affect their pupils or their learning. An effective tracking system, together with effective interventions, ensures continuous progress for learners across the curriculum, including at points of transition. Assessment data is used and analysed to discuss next steps, improve individual pupil performance and to target support for learning and the deployment of resources for identified pupil groups.

Strong Leadership

The Head Teacher, Depute Head and Acting Depute Heads provide clear direction and strategic vision. There is an ethos of Leadership at all levels in existence across the school. The Head Teacher has been successful in involving staff in bringing about improvements and ensuring their understanding and commitment to her vision for the school. She has ensured that developments are clearly linked to national and local guidance, or based on evidence from research, and are introduced in a manageable way, taking account of what will best meet the needs of children at Fishermoss.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

- There is strong awareness of, and commitment to, the vision, values and aims. The vision, values and aims are regularly referred to at assemblies and in parental newsletters. Children have written a song to promote the vision and values. All staff have high expectations, based on shared values.
- The school's ethos and the learning and teaching clearly reflect the school's vision, values and aims in day-to-day practice. Staff and children are committed to establishing positive relationships and have high expectations of what they can achieve.
- HGIOS 4 and HGIOELC are used regularly to support effective self-evaluation. Features of highly effective practice and challenge questions support reflective, professional dialogue at all levels to provide a shared understanding of the school's strengths and next steps.
- Self-evaluation with staff draws on a range of evidence including attainment data, pupil needs analysis, questionnaires for both Early Years setting and Primary, Pupil and Parent Council feedback, class observations and work sampling. The systems in place are effective and provide direction as we continuously strive to raise our attainment levels with a recent focus on Numeracy.
- 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. Parents are made aware of improvement plan priorities through Parent Council, school newsletter, displays and the school website.
- Systems are in place for engaging with parents and involving them in future improvement priorities. An audit was undertaken to gather parental views regarding proposals to improve approaches to reporting learner's progress with the majority of our parents engaging.
- Active collaboration and participation from our Parent Council in the creation of a leaflet regarding Composite Classes and Restorative Approaches to support positive behaviour management.
- 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 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. The Early Years Principle Teacher supports with this process.
- 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 SNSAs/INCAS and Curriculum for Excellence allows us to evaluate work carried out and supports us to identify priorities for

future development. This includes analysis of SIMD by SLT. Staff have a good understanding of the social, economic and cultural context of the school.

- Our Improvement plan and a structured, purposeful collegiate calendar ensures clear systems in place and quality targeted time set aside for all staff to regularly collaborate on learning and teaching, evaluate their work with stage colleagues and to focus on school improvement priorities. Collegiate working and supporting colleagues is a strength of the staff team.
- SLT meet weekly with Quality Assurance/Improvement Planning as a 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. Effective Quality Assurance calendar in place with staff given feedback on the work they do.
- SLT confidently guide the strategic direction and pace of change, giving careful consideration to how best to take forward priorities, making sure decisions are informed. New initiatives are introduced in a timely manner to ensure positive outcomes and sustainability.
- Collaborative Cluster working, and use of Education Scotland resources, ensures the school improves in line with local and national standards. Effective team work across the school and cluster supports curriculum development and CPD e.g. Cluster Numeracy Group, Cluster Deputes Group, Early Learning & Childcare targeted sessions.
- There is an ethos of leadership at all levels in existence across the school linked to the school improvement plan. Staff are pro-active in ensuring continuous improvement with staff involved in Cluster Numeracy development work and 1+2. Early Years Practitioners attended cluster Early Years training sessions led by the authority and the Principle Teacher and completed gap tasks to evaluate and improve our Early Years setting.
- Distributive leadership opportunities with staff taking on key developments in Digital Technology, Fair Trade, Food Technology & Resources, 1+2 and Numeracy, supporting drive improvement plans. Staff cascade to colleagues at meetings. Team teaching in Digital Technology and Outdoor Learning has enhanced pupils' experiences, motivated learners and developed staff's expertise.
- An annual audit is undertaken informing priorities for whole school improvement plans (IP). The 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 the school improvement plan leading to clear targets for development over the coming session to improve outcomes for learners.
- Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded through collegiate meetings, pupil council and learning experiences e.g. Learning for Sustainability Global Warriors Calendar.
- Pupil voice has been used to identify strengths and areas of development across the school e.g. Well-being Wednesday, Playground Improvements, Eco expectations. Learning and Teaching is a standing item on the pupil council agenda linked to the school improvement plan.
- Majority of our pupils can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In our Early Years setting, the use of floor books to capture and respond to children's interests and involve them in the planning process, has been introduced.

Key strengths:

- High expectations, based on shared vision, values and aims, ensures that pupils, parents and staff have a sense of pride, commitment and belonging and value learning. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.
- SLT confidently guide the strategic direction and pace of change, giving careful consideration to how best to take forward priorities, making sure decisions are informed. New initiatives are introduced in a timely manner to ensure positive outcomes and sustainability.
- Staff's commitment to taking leadership roles in school improvement initiatives, to motivate, support and inspire others.
- Across our school an ethos of professional engagement and collegiate working is evident. Professional dialogue at all levels is systematic, focused and closely linked to the school improvement plan to improve outcomes for learners.

Identified priorities for improvement:

- Further improve approaches to **Reporting to Parents**, particularly the use of GLOW.
- Further engage staff in professional dialogue and enquiry in relation to **Outstanding Formative Assessment** practice.
- Further engage staff with the **Moderation Cycle**.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Continue to improve approaches to Reporting to Parents.</p> <p>-Parent Questionnaire for feedback on Improved Approaches to Reporting.</p> <p>-Revise school's reporting calendar and share with parents.</p> <p>-Create guidance for staff in relation to profiling through Learning Celebration books P1 to P7 and support pupils and parents to reflect on learning and skills development.</p> <p>-Further develop class newsletters and create class GLOW pages. Fiona McRae lead role with support from Acting DHT Alyson Young & Cluster PT.</p> <p>- Staff CLPL in use of GLOW, Education City & IT following recent extensive PC Refresh.</p>	<p>-Reporting Procedures meet the needs of parents and pupils.</p> <p>-Parents supported to find out more about their child's learning through dialogue with their child/ren.</p> <p>-More practical way of pupils profiling and sharing their learning achievements on a more regular basis with parents.</p> <p>-Parents more aware of their child's progress, learning experiences support required and next steps.</p>	<p>Feedback from staff at collegiate sessions.</p> <p>Feedback Parent Council</p> <p>Feedback from pupils through Pupil Council.</p> <p>Class Glow pages established and more informative class newsletters.</p>

<p>-Continue to develop pupils' skills in self-assessment and reflective language particularly in relation to commenting on their learning and next steps in termly reports and in Learning Celebration Books.</p>	<p>-Pupils more reflective and involved in the reporting process, showing confidence and ability in showcasing their learning and identifying next steps.</p>	<p>Pupils will be demonstrating reflective language in completing Pupil Comment section in written reports and in learning conversations with teaching staff.</p>
<p>2. Further engage staff in professional dialogue and enquiry in relation to Outstanding Formative Assessment practice. -Following on from professional dialogue focused on Shirley Clarke's 'Outstanding Formative Assessment' create Learning & Teaching policy, including non-negotiables, and Marking & Feedback Policy. -Further develop HT Learning conversations with classes to support self-evaluation.</p>	<p>-Staff will reflect on their pedagogical practice, improving outcomes for learners. -Pupils more effective in self-assessment, setting targets and being able to talk more effectively about their learning including skills developed, strengths and next steps.</p>	<p>-Classroom evidence -Feedback from staff</p>
<p>3. Further engage staff with Moderation Cycle. -Staff will work with colleagues, Primary and Secondary, from across the cluster to focus on Holistic Assessments 11th Sept 2018. -Authority Moderation events for achievement of a Level-Literacy & Numeracy. -Staff will work with colleagues across the cluster to moderate Consistency of Language in Numeracy-In-Service 12th Feb 2019. -Staff will continue to engage in moderation exercises with colleagues as part of planning learning, teaching and assessment. -Further develop peer observations in relation to Learning & Teaching. -Head Teacher involvement in Towards a 'Self Improving School System' pilot.</p>	<p>-Staff to be aware of all aspects of the Moderation cycle and the processes within these. -Staff will have a shared understanding of standards and expectations to support them in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level. -Further develop staff expertise. -Further support self-evaluation and quality assurance for self-improvement.</p>	<p>-Feedback from staff following cluster events. -Professional dialogue in learning and teaching meetings. -Feedback from trio Head Teacher colleagues</p>

Evidence of progress/ comments:

Date:

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's and HGIOELC
- Discussions with staff at PRD & EARS-including records of meetings
- Tracking meetings-attainment data
- QA procedures calendar e.g. Learning and teaching meetings, sampling exercises
- Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning.
- Effective Learning conversations with HT and all classes-focus being Formative Assessment and pupils' involvement in self-evaluation.
- School Improvement Plans
- Feedback from Parent Council discussions
- Feedback from Pupil Council meetings
- Consultation with Parents on Improving Approaches to Reporting
- Parent feedback in Early Years profile folders, primary pupil reports and homework diaries
- Early Years setting Parents and Pupil Questionnaire
- Evidence from Education Scotland School Inspection
- Evidence from Education Scotland School Inspection Questionnaires
- Evidence from Early Years PT visits and actions/next steps

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision.
- The selection of school improvement priorities is made taking into account our self-evaluation and local and national key priorities.
- All staff are involved in regular evaluation of the school improvement plan through collegiate calendar. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings are all directly linked with our IP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements. Regular reference is made to HGIOS 4 and HGIOELC. Continued focus on the HGIOS 4 and HGIOELC challenge questions relating to leadership QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents.
- We continue to develop approaches to seek the views and ideas of pupils and parents when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcomes for all learners.
- The changes pursued by the school are having a positive impact on young people.

Level of quality for this QI: 5 Very Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement ,Assessment of children's progress

Overview:

- Our school has a very positive ethos. Staff are strongly committed to creating a positive and purposeful climate characterised by mutual respect. High expectations, based on shared values, ensures that all classes from Early Years 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 and value learning.
- 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, and is confirmed and supported by standardised assessment data- Ehips, INCAS and SNSAs. At the end of session, Teachers predict the levels pupils will achieve 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 and the deployment of resources for identified pupil groups and individuals. This includes vulnerable pupils and those facing challenges.
- Progression frameworks are in place for almost all curriculum areas with clear benchmarks in Literacy, Numeracy, Health & Wellbeing, PE, RME, ICT and Expressive Arts. Planning formats are manageable. Significant work has been undertaken on curriculum mapping to create a whole school framework on Learning across the Curriculum and Learning for Sustainability with a focus on skills for learning, life and work. Work has begun on the 1+2 Modern Languages Programme and we continue to ensure there are opportunities for personalisation and choice. A tracking system is in place to ensure breadth, progression and coherence of Experiences and Outcomes in Science and Social subjects.
- Our teaching is underpinned by our shared vision and values with policies to support and guide staff to ensure consistent expectations e.g. recent work on presentation of work policy, school displays. Moderation is embedded across stages and across the curriculum. 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. An Outdoor Learning policy has been developed by staff and they are continuing to further develop their use of the outdoors to enhance learning experiences. Cooperative learning supports learner engagement with all staff trained in this approach. 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 through early years profile folders and school questionnaires. Through learner comments in reports, learning celebration books, pupil learning statements and pupil questionnaires, pupils have given positive feedback regarding their progress and achievements.
- Whole school profiling through profiles and learning celebration books, 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 'Be the best they can be'. Our profile policy and approaches to reporting to parents are being reviewed to further support pupils with self-assessment and reflective language. Pupils are motivated, independent learners and are involved in setting personal targets and are developing their skills in giving effective feedback to their peers. Early Years children show high levels of independence and are taking responsibility for their own learning in pupil profiles and Big Books.
- All pupils, as Global Warriors, have achieved 6 ECO Green Flags for the school and will continue to engage with the UN Sustainable Development Goals to achieve our 7th Flag. They have also achieved Level 1 Rights Respecting School status, recognition as a Cycle Friendly School, and have been awarded Fair Trade status. The school also achieved the Anne Frank Award this session.
- 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 Table, Well-being Wednesday certificates, Learning Celebration assemblies & certificates, visits to SLT with work, Good News about me, Profile Folders, Learning Celebration books 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 are annually trained in First Aid, Bikeability training for P6 pupils and Young Aberdeenshire Volunteers Award (YAVA) for P6 & P7 pupils. Pupils add to their YAVA award through volunteering in community groups outside school, further developing their skills for Learning, Life and Work 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 'Global Warriors' with P3-P7 Playground rota, P1-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Church Tree Festival, Nursing Home performances, local Food Bank, developing pupil skills as effective contributors and responsible citizens and supports develop skills for learning, life and work. All P7 pupils are responsible for, and involved in, our annual Burns Supper Community event and all primary and early years classes demonstrate success in the 4 capacities through class assemblies to parents and families.
- 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 very 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. Learning for Sustainability, Outdoor Learning, Big Talk, Number sense, 1+2, Minister's Reading Challenge, significant Science focus, First Aid and Bikeability. Curriculum refresh is informed, planned, focuses on impact and is timely.

- Opportunities in IDL are being planned for in the majority of classes e.g. organising the shoe box appeal, technology and maths, running the fair trade tuckshop, enterprise events through our Learning for Sustainability plan.
- 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 and Science. Class newsletters and Head teacher newsletter have regular curriculum updates and information on developments and pupil experiences.

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on application of clear information about learners and their needs.
- Learners have made good progress from their prior levels of attainment in Literacy, Numeracy and Health & Wellbeing.
- Progression frameworks are in place for almost all curriculum areas with clear benchmarks in Literacy, Numeracy, Health & Wellbeing, PE, RME, ICT and Expressive Arts. The whole school framework for Learning across the Curriculum and Learning for Sustainability supports learners to contribute effectively to the life of the school and wider community and to develop the four capacities. A tracking system is in place to ensure breadth, progression and coherence of Experiences and Outcomes in Science and Social subjects.
- 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.
- All pupils are 'Global Warriors' and there is a clear, progressive, 'Learning for Sustainability' plan in place to support their work.

Identified priorities for improvement:

- Further engage in the **Modern Languages 1 + 2**
- To continue to raise levels of attainment in **Numeracy**, especially in second level.
- Further develop the vision set out in **Developing the Young Workforce**.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Further engage in the Modern Languages, 1 + 2 Programme.</p> <ul style="list-style-type: none"> -Continue to support staff with CLPL for 1+2 French and French teaching materials in Power Language Schools platform. -Implement staff training and planning formats for Spanish to ensure progression for P5 to P7. -Continue to Implement 1+2 progression planners P1 to P7 to embed the teaching of French. -Gillian Stewart to continue with lead role as French language ambassador. 	<ul style="list-style-type: none"> -Staff will be more confident delivering French. -Staff will provide progression by incorporating the learning and teaching of French in everyday lessons as per the planners. -Pupils & staff becoming more confident and proficient in their use of simple phrases and vocabulary in French. 	<ul style="list-style-type: none"> -Pupils vocabulary-baseline data beginning of session and check at end of session. -Classroom evidence
<p>2. To raise levels of attainment in Numeracy, especially in the second level.</p> <ul style="list-style-type: none"> -Staff to share best practice with colleagues in use of Numicon and to access Numicon manuals to further support Learning & Teaching. -Pupils to continue to share how Numicon helps them with their maths in class GLOW pages and at Curriculum Show and Tell event- November 2019 - Further review Maths & Numeracy Progression Frameworks and benchmarks to ensure in line with Education Scotland’s National Benchmarks. 	<ul style="list-style-type: none"> - Increased teacher and Early Years staff confidence and understanding of the benchmarks and effective approaches for teaching Numeracy and Mathematics. -Increased pupil confidence, enjoyment and improved attitude through the use of Numicon, Sumdog and Maths Recovery. Pupils will be able to share with parents at curriculum ‘show and tell’ available resources and how these support them in their learning. -Teacher assessments and standardised assessments will show improvement in performance. - Overall, levels of Numeracy attainment will become more aligned with Reading attainment. 	<ul style="list-style-type: none"> - Finalised Numeracy & Mathematics plans will be aligned with Education Scotland Benchmarks. -All class teachers and early years practitioners to make use of new Numeracy approaches. -Pupil attitude survey through Pupil Council will show improved confidence, enjoyment and attitude. - Analysis of attainment data in numeracy will show sustainable improvement. -Classroom evidence.

<p>-Janelle MacDonald to continue share work from cluster Numeracy group, including Maths Mastery, and take lead role. -Implement Big Maths Beat That across the school.</p>	<p>-Raise attainment in Numeracy.</p>	<p>-Big Maths Beat That data</p>
<p>3. Further develop the vision set out in Developing the Young Workforce (DYW). -Review, evaluate and further embed the Learning for Sustainability plan from Early Years to Primary 7 through professional dialogue to create guidance in relation to possible learning opportunities and to ensure relevant and responsive. -Staff to continue to use Career Education ‘I can’ statements to support planning. -Revise Enterprise overview in planning folders and link with Learning for Sustainability Calendar. -Further awareness raising with staff of the World of Work (WoW) digital on-line resource. -My World Of Work ambassadors from secondary to deliver a presentation and undertake mock interviews with Primary 7 pupils with a focus on skills for work. Further engage with PPS Cluster Careers Fair for P7. - Make use of employer engagement database of parents/family members who are willing to come and share the skills and knowledge required in their employment. Link to Learning for Sustainability plan and other learning contexts.</p>	<p>-Skills for learning, life and work will be progressively developed through a variety of contexts for learning. -Staff will continue to be aware of pupil entitlements and expectations of teachers in relation to Career Education. -Staff will continue to use ‘I can’ statements as a basis for dialogue with pupils. -Staff will have a greater understanding of local LMI and will share this with pupils as appropriate. -All staff will be aware of the WoW resource and will use as appropriate with pupils, particularly 2nd Level. - continue to enhance partnership working to support career education and our pupils’ knowledge of the world of work and job possibilities and the strengths and skills needed to take advantage of these opportunities.</p>	<p>-Implementation of Learning for Sustainability plan. -Classroom evidence. -Enterprise overview will be linked directly with skills for learning, life and work. -Database created and accessed by staff. -Pupil Feedback through Pupil Council. -Parent feedback through Parent Council. -More parents coming into school to talk about their work.</p>

<p>-Further develop Big Talk Fishermoss Family Homework in relation to Skills for Work with a particular focus on Numeracy & Maths skills used in the World Of Work.</p>	<p>-Parents and pupils will be more aware of the strengths and skills needed in the world of work.</p>	
<p>Evidence of progress/comments: Date:</p>		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- Tracking system-SLT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Standardised Assessment data.
- QA procedures calendar e.g. Learning and teaching meetings, sampling exercises, termly pupil tracking meetings with class teachers, staff moderation and collegiate planning.
- Pupil Council, Parent Council and Partner Professionals' feedback.
- Evidence of outdoor learning in planning.
- Parent feedback.
- Achievement Celebrations
- Evidence from Education Scotland School Inspection
- Evidence from Education Scotland School Inspection Questionnaires
- Evidence from Early Years PT visits and actions/next steps

Overall evaluation of level of quality :

- The learning environment is built on a very positive ethos with staff committed to creating a positive and purposeful climate characterised by mutual respect.
- Learners' achievements in and out of school are recognised at our assemblies and shared with pupils, parents and the wider community through our school newsletters.
- Progression frameworks are in place for almost all curriculum areas with clear benchmarks in Literacy, Numeracy, Health & Wellbeing, PE, RME, ICT and Expressive Arts. Planning formats are manageable. Significant work has been undertaken on curriculum mapping to create a whole school framework on Learning across the Curriculum and Learning for Sustainability with a focus on skills for learning, life and work.
- Tracking and monitoring are well understood and used effectively to secure improved outcomes for all learners. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Approaches to tracking children's achievements need to be developed. Learners have made good progress from their prior levels of attainment in Literacy, Numeracy and Health & Wellbeing.
- Learners play an active role in the school and wider community and regularly take on leadership roles. This is being further enhanced by encouraging pupils to take more responsibility for their own learning and providing further opportunities for the development of skills for Learning, Life and Work.

Level of quality for this QI: 5 Very Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview: 3.1

- Whole school positive behaviour management system in place used by all staff to create a supportive environment for learning with an ethos of respect. High expectations of behaviour with incidents dealt with promptly and effectively. Golden rules in place and understood by pupils, parents and staff with Fishermoss Tree of Honour and Roll of Honour.
- Anne Frank award gained by the school and Bronze Sports Scotland award. Rights Respecting School status achieved and Fair trade status.
- Almost 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.
- IEPs, MAPs, 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.
- Personal Plan created for all Early Years children and is updated regularly or within 6 months.
- All pupils are supported through our Dyslexia Friendly School policy. All pupils have access to resources via the 'Ways of Working' (WOW) boxes-a resource designed to aid pupils with dyslexia, but driven by an inclusive practice model.
- Regular meetings with staff, parents and other agencies to meet pupils' needs e.g. EAL, sensory support, NHS, social work, Speech & Language, educational psychologist, CLAN, CLD, IPT, pupil support worker & Seasons for Growth. MAAPM process being fully implemented.
- Good transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils e.g. CLD Porti Cabin, Early Years/P6 buddy system, MAD project, sports events, Academy guidance staff, other pre-school providers. Transition meetings are held annually for ASN pupils involving previous and new teacher.
- ASL teacher works closely with CTs and Early Years Lead Practitioner for learning and teaching support and consultation. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps. ASL teacher & SLT focused termly meetings reviewing learner's needs and identifying next steps.
- Termly tracking meetings have a focus on pupils' needs and these are effectively noted and targeted through the use of a whole school Additional Support Needs Database. This supports the deployment of staff including both Pupil Support Assistants and ASL staff. Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies as appropriate.
- ASL and PSA timetables are reviewed regularly to ensure effective deployment and responsive to changing need. Allocation of PSA staff is based on audit levels, which factor in SIMD data, attainment data & class size. The Additional Support Needs database is updated termly following discussion between class/ASL teachers and SLT and in line with tracking discussions based on assessment data.
- 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 generally make very good progress, noteworthy in pupils with additional support needs.

- 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.
- 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 Early Years setting. Staff are pro-active with CPD to ensure they are best placed to support needs in their class.
- Curriculum flexibility is planned for as appropriate. The curriculum is differentiated to meet the universal needs of individuals and groups and technology is used to support learners as appropriate. Forward plans show differentiation at all stages from Early Years to Primary Seven.
- Inclusion is supported by specific adaptations of the building and the curriculum and staff undertake timely, targeted training to support this. E.g. walls for sensory support pupils, playground gates, sensory resources, playground zones created to provide quiet areas, quiet break-out and safe spaces created.
- We actively utilise opportunities to promote diversity and engage in global citizenship through our curriculum, whole school assemblies and learning contexts. The Anne Frank award has been achieved in recognition of this.
- 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' and there is a clear, progressive 'Learning for Sustainability' curriculum plan in place. 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.
- All staff undertake annual Child Protection training and a clear protocol is in place for when concerns arise in this area. The School Child Protection policy has recently been updated.
- As a response to self-evaluation, we are promoting resilience with our senior pupils through the Making a Difference (MAD) project with our Community Learning & Development colleagues.
- Community Learning & Development colleagues attend Parent evening events to provide information on how they can provide support to parents on Literacy, Parenting and Health & Wellbeing issues.
- We encourage parents to participate in their children's education through curricular evenings. Significant steps are taken to support families where parent separations require separate meetings.
- All Pupils make contributions to decision making through our Pupil Council. Pupils have been active in creating and establishing the school's Well-Being Wednesday.
- 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. Parents were involved in this decision.
- Pupil homework diaries have the UNCRC included, Restorative Approaches questions and the Golden Rules for reference.

3.2

- Pupils are consistently attaining more highly than the average within the local authority and at national level. Overtime attainment in literacy and Numeracy has been consistently strong. 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, and is confirmed and supported by standardised assessment data-Epips, INCAS and SNSAs. At the end of session teachers predict the levels pupils will achieve for the following year.
- An effective tracking system for Literacy, Numeracy, Health & Well-Being, 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 and the deployment of resources for identified pupil groups and individuals. This includes vulnerable pupils and those facing challenges.
- Staff have a very good understanding of expected standards in relation to Literacy and Numeracy with established progression frameworks with clear benchmarks. These are regularly reviewed with staff to ensure they are aligned with Education Scotland benchmarks and Aberdeenshire Curriculum Frameworks.
- We regularly seek out opportunities for partnership working to enhance the learning experiences for pupils, providing greater depth through local expertise to ensure creative and innovative approaches, placing the needs of our learners at the centre. This includes partners sharing information about their world of work. E.g. Senior citizens supporting craft, Royal Society for Prevention of Cruelty to Birds, , National Youth Choir, Photography workshop, pupil partnership with local care home, ABSAFE, SSPCA, Farm visits, visits to restaurant kitchens, pupils' family members talking about their work in Early Years and Primary classes including everything from Pig Farmer to Chimney Sweep.
- 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, Minister's Reading & Maths Challenge, inter-schools sporting competitions, Daily Mile, P7 residential experience etc. P7 pupils are involved in mentoring younger pupils for the Euro Quiz, senior pupils are involved in judging writing competitions for younger pupils and peer support is provided for preparation for the Rotary Quiz. Our School choir has a significant number of pupils from P5-P7 attending at a lunchtime. A number of these opportunities also develop our links with our cluster schools.
- Personalisation and Choice has been a particular focus in our Early Years setting and this has impacted positively on classroom organisation and resources.
- Learning and Teaching is a standing item on the Pupil Council agenda linked to the school improvement plan.
- Achievements both within and out with school are recognised, valued and celebrated through homework diary comments, tracking wider achievements system, award systems, School Newsletter, Local Press, Golden Book, School Tree of Honour, Golden Table, Learning Celebration assemblies & certificates, visits to SLT with work, Good News about me, Profile Folders & Learning Celebration Books and Football Trophy Night.
- Accreditation opportunities to recognise and celebrate achievement through both classroom and outdoor learning e.g. all P7 pupils participate in the 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 skills for Learning, Life and Work and demonstrating themselves as responsible citizens and effective contributors.

- Very good links exist between the school and the Active Schools coordinator. Many pupils are actively involved in groups in the local community e.g. Cubs, Scouts, Brownies, Guides, Rainbows, Boys' Brigade, Portlethen Penguins, Tennis.
- 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 'Global Warriors' with P3-P7 Playground rota, P1-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Church Tree Festival, Nursing Home performances, local Food Bank, developing pupil skills as effective contributors and responsible citizens and supports develop skills for learning, life and work. All P7 pupils are responsible for, and involved in, our annual Burns Supper Community event and all primary and early years classes demonstrate success in the 4 capacities through class assemblies to parents and families. These achievements are shared through newsletters and the local Clochandighter.
- Attendance levels are generally high, exclusion rates are low and inclusion is successful for almost all pupils.
- The school is utilising its Pupil Equity Funding to support Resilience. Increased number of pupils requiring support in relation to low level anxiety, lack of resilience and confidence.

Key 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 Table used. High expectations of behaviour with incidents dealt with promptly and effectively. Golden rules in place and understood by pupils, parents and staff.
- Termly tracking meetings have a focus on pupil's needs and these are effectively noted and targeted through the use of a whole school Additional Support Needs Database. This supports the deployment of staff including both Pupil Support Assistants and ASL staff. Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate.
- 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 Early Years setting. Staff are pro-active with CPD to ensure they are best placed to support needs in their class.
- Effective tracking and use of assessment data ensures targeted support, ensuring progress for all learners and very good standards of attainment are maintained. Most pupils are attaining appropriate levels for their age and analysis of data shows that very good progress is being made in literacy but less consistently in numeracy, a few have exceeded these.

Identified priorities for improvement:

- To enhance the **wellbeing** of all across the school and our pupils' ability to achieve success.
- To review tracking of wider **achievements**, move to **electronic attainment tracking** and support pupils to identify skills developed through wider achievement opportunities.
- Further implement the new **Scottish National Standardised Assessments(SNSA)**

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. To enhance the wellbeing of all across the school and our pupils' ability to achieve success, ensuring the well-being indicators form a common language for pupils:</p> <ul style="list-style-type: none"> -Zoe Roxburgh SALT to provide training for teaching staff with phonological awareness and colourful semantics, including SALT service re-design. -All staff to attend Bounce Back refresh and start to develop planning framework-In Service Nov 13th 2018 -Purchase sensory resources to create sensory space and further develop the 'Movement Group'. -Professional reading of Katherine Muncaster/Shirley Clarke 'Growth Mindset Lessons' to further enhance Bounce Back Programme and to further develop a Growth Mindset culture across the whole school. -Staff to make further use of SCARF resources & incorporate resources in lessons, to support delivery of Bounceback. -Reconsider and redesign Global Warriors 'Well-Being Wednesday'. Pupil Involvement in self-evaluation through 'How Good is OUR School'. 	<ul style="list-style-type: none"> -Pupils with speech and language difficulties or more complex special needs will be better supported to communicate and interact. -Pupils will have better coping skills. -Increase the number of pupils with a 'can do' attitude with resilience, a desire to learn, to challenge themselves and to encourage others. -Support ASN pupils to be calm and focus themselves so they can be better prepared for learning and interacting with others. -Improve learning experiences for H&WB -Increased number of pupils making Healthy Food choices for play piece. 	<ul style="list-style-type: none"> - School will achieve bronze award for supporting inclusion through the use of symbols. -Baseline questionnaire & follow-up questionnaire -Pupil, Parent & staff questionnaire session 18/19. Baseline data session 17/18. -Dialogue pupils and parents. -Pupil Council to survey their class -Number of pupils achieving termly Well-being Wed certificate. -Feedback Pupil Council -Pupils aware of wellbeing indicators and they form a common language across the school.

<p>-Revise whole school Positive Behaviour Management Policy to reflect Restorative Approaches and Children’s Rights & Responsibilities.</p> <p>-Further develop the use of the Well-Being indicators through Health & Well-being work.</p>	<p>-Support new staff and provide further clarity re Positive Behaviour Management Approaches.</p> <p>-When pupils are discussing their target setting they are able to relate it to the well-being indicators.</p>	
<p>2. Continue to track wider achievement and support pupils to identify skills developed through wider achievement opportunities.</p> <p>-Move to electronic approach to tracking</p>	<p>- Tracking sheet/database to be created ensuring greater equity as pupils can be targeted.</p> <p>-Pupils will be more aware of the skills they are developing when discussing wider achievements.</p> <p>-Make more practical for sharing data and will mean that the only data entry is in the form of updates to the information already in the system.</p>	<p>-Tracking/database will show opportunities for achievement for all pupils.</p> <p>-Pupils able to talk about the skills they are developing.</p> <p>-Dialogue with teaching staff</p>
<p>3. Implement the new Scottish National Standardised Assessments(SNSA)</p> <p>-Training for P1, P4 & P7 teachers.</p> <p>-Provide parents with information regarding SNSA.</p> <p>-Further develop staff’s understanding and analysis of SNSAs data to support learner progress.</p>	<p>Staff will be confident in using and analysing the data from the SNSA to support teachers’ professional judgements and for planning next steps.</p>	<p>-Dialogue with teaching staff at tracking meetings.</p> <p>-Feedback from Parents through Parent Council</p>

Evidence of progress/comments:

Date:

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 Q's, HGIOELC & How Good is **OUR** School.
- Discussions with staff at PRD & EARS-including records of meetings
- Tracking meetings-attainment data
- QA procedures calendar e.g. Learning and teaching meetings, sampling exercises, Head Teacher Learning visits to classes
- School Improvement Plans
- Feedback from Parent Council discussions
- Feedback from Pupil Council meetings
- Well-being Wednesday data
- Positive behaviour evident and confirmed by Golden Tree and School Roll of honour.
- Consultation with Parents on Improving Approaches to Reporting
- Parent feedback in Early Years profile folders, School pupil reports and homework diaries
- Early Years setting Parents and Pupil Questionnaire
- Evidence from QIV visit
- Evidence from Education Scotland School Inspection
- Evidence from Education Scotland School Inspection Questionnaires
- Evidence from Early Years PT visits and actions/next steps
- Partner Professionals positive feedback
- School being awarded Anne Frank award, RRS status, 5 Eco Flags, Fair Trade status, Sports Scotland award and Cycle Friendly School award.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising during assemblies and aspects of the curriculum.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, Pupil Council, which includes senior pupils acting as representatives for our Early Years setting, review meetings, MAAPM's, etc
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion.

Level of quality for this QI: 5 Very Good

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's and HGIOELC
- Discussions with staff at PRD & EARS-including records of meetings
- Tracking meetings-attainment data
- QA procedures calendar e.g. Learning and teaching meetings, sampling exercises
- School Improvement Plans
- Feedback from Parent Council discussions
- Feedback from Pupil Council meetings
- Positive behaviour evident and confirmed by Golden Tree and School Roll of honour.
- Well-being Wednesday data
- Consultation with Parents on Improving Approaches to Reporting
- Parent feedback in Early Years profile folders, school pupil reports and homework diaries
- Early Years setting Parents and Pupil Questionnaire
- Evidence from QIV visit
- Evidence from Education Scotland School Inspection
- Evidence from Education Scotland School Inspection Questionnaires
- Evidence from Early Years PT visits and actions/next steps
- School being awarded Anne Frank award, RRS status, 5 Eco Flags, Fair Trade status, Sports Scotland award and Cycle Friendly School award.
- Accreditation to recognise achievement-First Aid, Bikeability, Young Leaders, Young Volunteers and John Muir.

Overall evaluation of level of quality :

- Effective tracking and use of assessment data ensures targeted support, ensuring progress for all learners and good standards of attainment are maintained. Most pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy, a few have exceeded these.
- A cluster Numeracy group has been established and will support cluster planning linked to the Pupil Equity Fund.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.

Level of quality for this QI: 5 Very Good

5. What is our capacity for improvement?

- **The overall capacity for improvement at Fishermoss School is good.** This is based on the following aspects within the school:
 - The positive ethos in the school underpinned by shared vision and values.
 - Strong leadership which provides clear direction and strategic vision.
 - High levels of commitment and dedication by staff with a willingness from most staff to take on leadership roles.
 - Pupils and parents who show a respect for, and commitment to, learning.
 - New initiatives are carefully considered in terms of impact and are implemented in a timely manner with careful planning.
 - Strong partnerships with parents, other cluster schools and services and a range of contacts in the local community.
 - Very Good Education Scotland School Inspection.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Vacancies in school and Early Years setting.
 - Staff absences due to health issues.
 - Lack of supply staff availability to release teachers for CPD and distributive leadership opportunities.
 - Capacity as opposed to ability, of staff at all levels, to cope with particularly challenging behaviour and additional support needs whilst trying to get it right for all pupils.