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**Fishermoss School**

**Standards & Quality Report**

**2019 - 2020**

**&**

**School Improvement Planning**

**2020 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Fishermoss School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards to** find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Fishermoss School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Mrs Margaret M Ferguson

Head Teacher

# The School and its context

**Vision for the school**

**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.

**Values that underpin our work**

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

**What do we aim to achieve for our children/pupils?**

**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 teamwork and demonstrate initiative

•Work closely with parents/carers and staff to succeed in learning

•Work well with local and international groups

**Context**

**‘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. 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. The school has an inclusive approach and we welcome and celebrate diversity encouraging all pupils and staff to take leadership roles.

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 good 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. Parents, and other family members, support with Bikeability, library and class trips. Through the Active Schools programme children can attend a range of sporting activities, either taster sessions during the school day or After School, Breakfast and Holiday 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. Almost all of our pupils are at the least disadvantaged end of the scale with 91% in deciles 8, 9 and 10, with 45% of these pupils in decile 10*.* Fishermoss School has 14 pupils who fall into the criteria that generates the PEF.

**Strengths of the school include:**

**At Fishermoss School as we continue 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. Pupils have very high levels of engagement and motivation. 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, written by senior pupils, is performed with pride across the 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; outdoor learning; 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 through our whole school Learning for Sustainability Calendar.

**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, ensuring breadth, depth and coherence, taking account of national and local guidance, while also tailoring them to the school’s own context. The frameworks are regularly 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 effective 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 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 frequently and effectively 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 and Depute Head 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.

# Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

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| **Key priority 2019-2020** | **Key actions undertaken** | **Impact (achieved throughout 2019-2020)** |
| To maintain improved levels of attainment in **Numeracy**. | -Implemented revised Maths & Numeracy Progression Frameworks and benchmarks ensuring gaps addressed from previous planners. Populated revised planners with new resources as appropriate.  -Pupils continue to share how varying resources supported them with their maths in class GLOW pages and at Curriculum Show and Tell event, further supporting reporting to parents.  -JM continuing with lead role. | -Maths & Numeracy attainment has increased from 83% to 93% at the end of the 3-year plan.  -Increased teacher and Early Years staff confidence and understanding of the benchmarks.  -Teacher assessments and standardised assessments continued to show improvement in performance.  -Pupils shared with parents at curriculum ‘show and tell’ available resources and how this supports them in their learning. |
| 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. | Pupil Council Involvement in self-evaluation through ‘How Good is **OUR** School’ looking at displays around the school that reflect the wellbeing indicators.  -During Lockdown, pupils involved in competition organised by PSAs to create wellbeing banner for the school.  -Further developed planning and progression frameworks for Bounceback-JA lead role.  -Staff and pupils continued to further engage and become more familiar with the Bounce Back programme and associated resources.  -Pupils shared their learning with parents at ‘Show & Tell’ Curriculum event and through whole school Assembly.  -Whole school Positive Behaviour Management Policy revised to reflect Restorative Approaches and Children’s Rights & Responsibilities. Parental involvement through Parent Council. Previous policy replaced by Relationships and Behaviour Policy.  -‘Relax Kids’ workshops delivered across the school helped children become resilient and provided them with some tools and techniques to manage their emotional, and mental, health.  -‘Live-N-Learn’ workshops delivered to inspire confidence in young people, encouraging them to take personal responsibility and to build resilience. Staff In Service and Parent session also delivered. | -Pupils becoming more aware of wellbeing indicators and they are starting to form a common language across the school. When pupils are discussing their target setting, they are starting to relate it to the well-being indicators.  -Increase in the number of pupils with a ‘can do’ attitude with resilience, a desire to learn, to challenge themselves and to encourage others. The power of yet is forming a common language amongst pupils and they are more encouraging of each other.  -Clear and up to date guidance re Positive Behaviour Management Approaches at Fishermoss.  -Visible impact on individual pupils across the school who became increasingly more able to regulate themselves and relax during the sessions. The programme was not completed due to school closure in lockdown but online options through GLOW were made available and a few pupils engaged in these. Teachers are continuing to make use of Relax Kids.  -Positive feedback from parents and pupils and further enhanced the impact of our Bounceback Programme. Very useful resources provided to staff to use in class and pupils and parents were able to access these during lockdown which further supported their resilience. Online resources supported online learning for H&WB during Lockdown. |
| Further engage staff with **Moderation Cycle** particularly in relation to Writing. | -Staff worked with colleagues, Primary and Secondary, from across the cluster Wed 19th Feb In set, supported by Cluster QAMSO looking at evidence of achievement of a level.  -Staff continued to engage in moderation exercises with colleagues as part of planning learning, teaching and assessment.  -Peer observations were further developed in relation to Learning & Teaching for Writing for all stages.  -Whole staff writing sampling ‘Show & Tell’ across all stages, sharing learning and teaching approaches, resources and scaffolding.  -Staff involved in review and revision of Writing Policy.  -ASL timetable targeted towards Writing support. | -Staff 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.  -Staff expertise further developed in relation to Teaching Strategies for Writing and effective use of resources to support.  -Revised Writing Policy ensures consistency across the school and supports new members of staff.  -Learning & Teaching Tracking Meetings indicated that Literacy would continue to be a focus for the School Improvement Plan session 20/21.  -ASL timetable will continue to have support targeted to Writing in session 20/21. |
| Continue to further develop the vision set out in **Developing the Young Workforce** (DYW). | -Staff continued to use ‘I can’ statements as a basis for dialogue with pupils.  -Staff continued to be aware of pupil entitlements and expectations of teachers in relation to Career Education.  -Further awareness raising with new staff of the World of Work (WoW) digital on-line resource. | -Learning and Teaching Meetings and staff plans indicate significant rich DYW opportunities with staff confidently referring to the I Can statements.  -Partnership working with Aberdeen University Education Faculty for a First level school-based research project further developed pupil skills in creativity, problem solving, resilience, collaboration and evaluation.  -Partnership working with Robert Gordon’s University Pharmacy department with a focus on medicines and you and Career Education.  -Collaborative work between classes and with businesses becoming embedded in practice. E.g. enterprise and marketing pitches being shared re Cocoa Ooze Chocolate bar designs, Rotary Shoe Box Appeal**.**  **-**Aberdeen University Business Schooldeliveredvarious workshops including a ‘Marketing Workshop’ which looked at slogans, branding, USPs and target audiences before a hands-on exercise for selling products and adapting products to different audiences. ‘Money Matters’ workshop where pupils were invited to examine income and expenditure, ways of saving money and needs vs wants.  -All Primary 7 pupils attended event organised by the Society for Underwater Technology (SUT), specifically aimed at P7 school children to learn more about the career opportunities that our oceans have to offer. |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: Very Good** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * 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 and children have written a song to promote the vision and values. All staff have high expectations, based on shared values. * The vision and values are in line with GIRFEC and UNCRC and are embedded in our Curriculum Rationale and in the life of the school. The school have a clear curriculum rational in place ensuring it reflects the uniqueness of our community. * 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. * Fishermoss School has robust quality assurance processes to ensure focused attention on monitoring and evaluating learning and teaching. * 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. * Early Years Senior Practitioner appointed to the Early Years Team. New build Nursery progressing well following Lockdown. Delayed opening until October 2020. * 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. Significantly improved breakout spaces and provided a quiet room and sensory space. * Strong partnership working with Council Officers and Morrison’s contractors to progress school building internal improvements and Nursery construction. Careful planning from SLT ensured minimal disruptions and continuity of Learning and Teaching. * Collaborative Cluster working, Cross Cluster Working and use of Education Scotland resources, ensures the school improves in line with local and national standards. Effective teamwork across the school and cluster supports curriculum development and CPD e.g. Early Learning & Childcare targeted sessions. The Head Teacher participated in ‘Towards a Self-Improving School System’ pilot to further support Self Evaluation working with Head Teachers in two other clusters. * There is an ethos of leadership at all levels across the school linked to the school improvement plan. Staff are pro-active in ensuring continuous improvement. * 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 effectively to identify strengths and areas of development across the school e.g. Well-being Weeks, Playground Improvements, Eco expectations. Learning and Teaching is a standing item on the pupil council agenda linked to the school improvement plan and pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * 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 effectively 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. Most of our pupils were supported by parents to participate in our Fishermoss Big Talk Family Homework regarding Numeracy in the World of Work. Parent Council provided valuable feedback in relation to Our Relationships & Behaviour Policy. * 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, and also to support implementation of ‘Total Communication’ across the school. * Parents have provided significant support to progress our Health & Wellbeing curriculum for example by supporting our improved Healthy Eating agenda, delivering Bikeability training sessions and funding First Aid Workshops. * Effective tracking systems are in place and target setting ensures that we continue to develop our work on 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 are 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. * Early Years Practitioners attend cluster Early Years training sessions led by the authority and the Principle Teacher and complete gap tasks to evaluate and improve our Early Years setting. * Successful leadership opportunities with staff taking on key developments in Digital Technology, Writing, Food Technology & Resources, 1+2 Modern Languages, Whole School Resilience Programme, Outdoor Learning and Numeracy, supporting drive improvement plans. Staff cascade to colleagues at meetings. Team teaching in Digital Technology, Writing and Outdoor Learning has enhanced pupils’ experiences, motivated learners and developed staff’s expertise. * There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice. * QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. * 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 & PPP 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. * Pupils have developed their skills in self-assessment and reflective language and are making more effective use of Learning Celebration Books. Most of our pupils can talk about their strengths, progress, skills developed, target setting and identification of next steps demonstrating active involvement 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 further progressed. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to ensure all stakeholders feel well informed regarding the constantly changing landscape during the current pandemic. * Create sustainable systems to support pupils self-isolating and working from home. * Continue to develop different approaches to reporting to parents during the current pandemic. * Develop mechanisms to continue to engage and consult with all stakeholders during the pandemic e.g. Facilitating Parent and Pupil Council meetings, collegiate meetings etc. * Continue to encourage leadership at all levels. * Fully implement Aberdeenshire’s Volunteer Policy. * Support Parent Council and Fishermoss Football Association to effectively progress recruitment of volunteers and PVG checks. * Ensure regular involvement of Early Year’s Senior Practitioner in SLT Meetings. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress**  **Level of quality for core QI: Very Good** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * 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. * Our teaching is underpinned by our shared vision and values with policies regularly reviewed to support and guide staff to ensure consistent expectations. Moderation is successfully embedded across stages and across the curriculum. Staff 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, with some pockets of very good practice. Early Years staff participated in Stepping Outdoors Pilot with Juliet Robertson Creative Stars effectively progressing creativity, personalisation and choice at the early level. * Cooperative learning successfully supports learner engagement with most staff trained in this approach. There are significant rich DYW opportunities planned for for pupils with staff confidently embedding Career Education I Can statements. * Partnership working with Aberdeen University Education Faculty and Robert Gordon’s for a First level school-based research project further developing pupil skills in creativity, problem solving, resilience, collaboration and evaluation. * 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. * 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 have been successfully 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. * Active learning across the curriculum is enriched and supported by effective use of digital technology. Digital technology is being used across all classes to develop and share learning. Coding is being used by children to develop and enhance their computational skills. Teachers make effective use of programmes to enable the children to create animations, adverts, talking books and short films to demonstrate their learning. This is enhancing learning as well as being a valuable tool to share the learning with parents and the wider community. During COVID Lockdown all pupils and staff developed their ICT skills with growing confidence. School supported families who were digitally excluded by delivering and providing devices to 8 families. As part of the Scottish Government’s Connecting Scotland Programme, pupils have been identified and targeted for support through the following criteria, PEF, FSM and Vulnerability. This will enable those pupils to remain connected with their learning and to continue to make progress. The school is well placed to continue with its plans to extend the use of digital technology, including further developing the use of Google Classroom. * Our curriculum has a clear vision and rationale shaped by the shared values and aims of the school. It takes account of learners’ entitlements, the principles of curriculum design and the 4 capacities. We take very good account of the four contexts for learning. School core values and aims were effectively reviewed with all stakeholders and continue to have the four capacities of Curriculum for Excellence and ‘Getting it Right for Every Child’ Well-Being Indicators at their core. * Our curriculum is regularly reviewed and refreshed to ensure it is aligned with 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, 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 effectively planned for in all classes e.g. organising the shoe box appeal, technology and maths, running the fair trade tuckshop, enterprise events through our Learning for Sustainability Calendar. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * 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, reliable and is confirmed and supported by standardised assessment data- INCAS and SNSAs.At the end of session, teachers accurately 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 frequently used and effectively analysed to discuss next steps, improve individual pupil performance and to target Additional Support for Learning and the deployment of resources for identified pupil groups and individuals. * Effective Progression frameworks are in place for all curriculum areas with clear benchmarks in Literacy, Numeracy, Health & Wellbeing, PE, RME, ICT and Expressive Arts. Planning formats are extremely manageable. Progression Frameworks are regularly reviewed as part of our self-evaluation and Quality Assurance process, 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. Significant work has been undertaken on curriculum mapping to create an effective whole school framework on Learning across the Curriculum and Learning for Sustainability with a focus on skills for learning, life and work. Work continues on the 1+2 Modern Languages Programme with varying degrees of success and we continue to ensure there are regular opportunities for personalisation and choice across the curriculum. An effective tracking system is in place to ensure breadth, progression and coherence of Experiences and Outcomes in Science and Social subjects. * 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 and Early Years Practitioners, work sampling, staff moderation and collegiate planning. Tracking meetings are focused on assessment information and effectively identify development needs for individual learners and specific groups. * Positive feedback from parents about their child’s progress in parent responses for pupil reports, learning celebration books 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. * All pupils, as Global Warriors, have successfully 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. * 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 Weeks certificates, Learning Celebration assemblies & certificates, visits to SLT with work, Good News about me, Profile Folders, Learning Celebration books and Football trophies. * 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, significantly contributing towards 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 regular opportunities to share their views and bring about improvements e.g. pupil council, IDL charity & enterprise events, peer buddies. All pupils are ‘Global Warriors’ with N-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Bounceback, Church Tree Festival, Nursing Home performances, local Food Bank, successfully 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 successfully involved in, our annual Burns Supper Community event. All primary and early years classes demonstrate success in the 4 capacities through class assemblies to parents and families. * Stakeholders are consulted on curriculum adaptations e.g. RME with focus on Other World Religions, Relationships and Behaviour Policy, Restorative Approaches and the School’s vision, aims, values and motto. ‘Show and Tell’ curriculum event very well attended by almost all parents where pupils successfully take the lead in sharing learning experiences and curriculum developments. Class newsletters and Head teacher newsletter have regular curriculum updates and information on developments and pupil experiences, keeping parents very well informed. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Review and revise Literacy Progression Frameworks * Review and further develop our Learning for Sustainability Calendar * Progress towards 7th Eco Green Flag * Review and revise Health & Wellbeing Progression Frameworks * Continue to progress 1+2 * To maintain improved levels of attainment in Numeracy. * Continue to develop Google Classroom. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Very Good** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Whole school Relationships and Behaviour Policy in place used by all staff to create a supportive environment for learning with an ethos of respect. Golden rules in place and understood by pupils, parents and staff with Fishermoss Tree of Honour and Roll of Honour, further encouraging high expectations of behaviour. Incidents are dealt with promptly and effectively. Pupil homework diaries have the School Vision, Values & Aims, UNCRC, Restorative Approaches questions and the Golden Rules for reference. * IEPs, MAPs, Care Plans & Communication passports are in place for individual pupils as appropriate and are developed with pupils and parents using SHANARRI indicators to ensure individual additional support needs are being effectively met. * Personal Plans are created for all Early Years children and all pupils have chronologies which are regularly updated, as appropriate, to ensure significant events in the lives of our pupils are recorded and interventions are made in a timely manner to best meet the child’s needs. * All pupils are supported through our Dyslexia Friendly School policy and have flexible access to a range of resources. * Regular meetings with staff, parents and other agencies to effectively 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 is being successfully 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, pupil and parents ensuring effective transition. Adaptations were made as necessary for Lockdown School Closure. * ASL staff work closely and effectively with CTs and Early Years Practitioners for learning and teaching support and consultation. ASL staff have good relationships with families and outside agencies and are pro-active in addressing next steps. ASL staff & SLT have regular, focused meetings reviewing learner’s needs and identifying next steps and required interventions. * 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. * 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. A designated area has now been created for a sensory room and a separate quiet room to provide a nurturing space and place for positive time out experiences for pupils. * 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 and effective ‘Learning for Sustainability’ calendar is 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, Litter Rota and 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 is regularly updated. All staff undertake GIRFEC and Equalities and diversity training annually. * Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others. * The school tracks Health and wellbeing through tracking and monitoring discussions. * Our effective 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 and pupils were involved in this decision. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * 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 regularly made aware of restorative approaches and actively engage in it. A leaflet has been developed for parents to keep them informed. * Termly tracking meetings have a focus on pupils’ needs and these are effectively noted and targeted through the use of a whole school GIRFEC Additional Support Needs Database. This supports the effective 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 to best meet the needs of the child. * 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 GIRFEC 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. * 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, school nurse delivering the LIAM Programme 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. * There is a strong partnership with Community Learning & Development (CLD). As a response to self-evaluation, we are promoting resilience with our senior pupils through the successful Making a Difference (MAD) project with our CLD colleagues, helping them to develop strategies to deal with challenging situations. Evidence of impact through pre and post evaluations and also observations. CLD colleagues attend Parent evening events to provide information on how they can provide support to parents on Literacy, Parenting and Health & Wellbeing issues, further strengthening partnership working. * Whole school Resilience Programme Bounceback in place with pupils sharing strategies and key messages through assemblies. * 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 successfully the school’s Well-Being Weeks. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Resource the Sensory Room and Quiet Room after the pandemic. * Continue to embed whole school resilience Bounceback Programme. * Review and Revise Health and Wellbeing Programme. * PEF funding focused to meet needs of targeted pupils in literacy. * Additional Government funded staffing appointed 0.6 fte to support targeted pupil groups across the school. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information**  **Level of quality for core QI: Very Good** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * 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-INCAS and SNSAs. At the end of session teachers accurately predict the levels pupils will achieve for the following year. * Staff have a very good understanding of expected standards in all curricular areas 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. Examples of effective partnerships includes Aberdeen University & Robert Gordon’s University, 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, Ranger Service, visits to restaurant kitchens, pupils’ family members talking about their work in Early Years and Primary classes. * 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, Writing competitions, Library Reading Challenge, Minister’s Reading & Maths Challenge, 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, peer support is provided for preparation for the Rotary Quiz and senior pupils provide feedback for marketing pitches to younger classes. 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. * 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, LA Cheer, 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 P1-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Church Tree Festival, Nursing Home performances, local Food Bank, further enhancing and 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 highly successful annual Burns Supper Community event. All primary and early years classes demonstrate success in the 4 capacities through class assemblies to parents and families. Achievements are regularly shared through newsletters and often included in the local Clochandighter. * The school was utilising its Pupil Equity Funding to support Resilience as there has been an increase in the number of pupils requiring support in relation to low level anxiety, lack of resilience and confidence. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * 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 effectively 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. * Fishermoss School engages in a bi-annual cluster attainment review which allows for sharing good practice and identified areas of development. * Learning and Teaching is a standing item on the Pupil Council agenda linked to the school improvement plan ensuring Pupil Voice. * 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, Learning Celebration assemblies & certificates, visits to SLT with work, Good News about me, Profile Folders & Learning Celebration Books and Football Trophy Night. * Senior Pupils won the cluster Rotary Quiz and progressed to the regional round. * Accreditation opportunities to recognise and celebrate wider 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. * Parent volunteers run the school library, deliver Bikeability and support with school trips. * Attendance levels are generally high, exclusion rates are low and inclusion is successful for almost all pupils. HT monitors and communicates with and offers support to parents re late attendance and any other attendance issues. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * 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 * Further development of **Tracking Systems** with electronic tracking to support paper-based approaches. * Continue to track wider achievements and support pupils to identify skills developed. * Introduce Children’s University to P5-P7 Pupils, Parents and staff. |

# PEF 2020-2021

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| **Identified gap** | Attainment and Achievement Tracking shows the majority of the pupils who meet the criteria for the PEF have lower attainment in Literacy skills, specifically Reading and Writing. |
| **Expenditure** | **Support Staff PSAs delivering Targeted Reading Sessions**  Term 1 2.5 hrs wkly @ £10 per hr x 8 weeks = **£200**  Terms 2, 3 & 4 8 hrs wkly x 29 wks @ £10 per hr = **£2320**  **Resources/Equipment/ Materials**  Chrome Books £195.10 x 33 = **£6438.30**  Floppy’s Phonics Reading Resources = **£1400**  Magazine Subscriptions @ £40 each approx. for 48 = **£1946.38**  Headphones = **£418.32**  **Commissioned/purchased services/partners**  Children’s University = **£200**  Total Allocation = **£12923**  **Total Spend = £12923** |
| **Expected outcomes** | * Purchase chrome books to be specifically allocated to support identified pupils with Writing in class and to facilitate and encourage easy access to Nessy, EPIC Reading website and BBC Dance Mat to improve literacy skills. * Digital devices to be allocated for use at home to support Literacy and to address Digital Exclusion. * Additional targeted Reading Sessions to reinforce Reading taught in class. * Purchase Floppy’s Phonics Stage 4-6 to provide greater breadth of Reading Resources and a Systematic Synthetic Phonic Programme to ensure effective phonics teaching for all children as well as enriching their vocabulary and language comprehension. * Purchase magazine Subscriptions to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks. Supporting children during current COVID restrictions where more time spent at home. * Primary 5 to 7 involvement in Children’s University to encourage children and families to get involved in learning and skills development beyond the classroom. Encouraging wider achievements and family engagement. Supports to develop practical and personal skills, building confidence and discovering new interest and talents beyond the classroom. These are specifically low cost or free opportunities accessible to all with fairness and social justice as core values of the Children’s University. Supporting families during current COVID restrictions with their Health and Wellbeing. * Staff Development through Collegiate and In-Service days to review and revise Literacy Progression Frameworks in line with Education Scotland Literacy Benchmarks. Review Reading and Spelling Policy. |
| **Impact Measurements** | * Feedback from Pupils assigned chrome books to support with Literacy Skills. Pupil involvement in evaluating through use of key questions in ‘How Good is **OUR** School’. * Figures of Pupils assigned chrome books accessing Nessy from home and EPIC Reading during school days 7am-4pm. * Children’s University built in tracking system. Pupil involvement in evaluating through use of key questions in ‘How Good is **OUR** School’. * Feedback from Parents & Pupils in relation to magazine subscriptions. * Fishermoss School’s Assessment Procedures will be used to track pupils’ progress which includes Pupil Attainment and Achievement. This includes teacher assessments and standardised assessment data. Parental, pupil and staff feedback will be sought throughout, as part of the School’s tracking and monitoring procedures. * Pupil involvement in evaluating through use of key questions in ‘How Good is **OUR** School’. * Data will be shared through Parent Staff Council, School and Class Newsletters, Pupil Council and School Assemblies. |

# Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

# Action plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To improve levels of attainment in Literacy.** | | | **Data/evidence informing priority: Learning & Teaching Planning & Tracking Meetings, Attainment Data.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Staff Development through Collegiate and In-Service days to review and revise Literacy Progression Frameworks in line with Education Scotland Literacy Benchmarks.  Review and revise Reading Policy (2011) and Spelling Policy (2016).  Review Teaching of Phonics-ensure clear progression.  Review Comprehension Resources & Guidelines  Embed revised writing policy  Purchase additional Nessy licences for identified pupils  Purchased chrome books to be specifically allocated to support identified pupils with Writing in class and to facilitate and encourage easy access to Nessy, EPIC Reading website and BBC Dance Mat to improve literacy skills.  Connecting Scotland Programme-Digital devices to be allocated for use at home to support Literacy and to address Digital Exclusion.  Additional targeted Reading Sessions to reinforce Reading taught in class to be provided by PSAs for identified pupils.  Purchase Floppy’s Phonics Stage 4-6 to provide greater breadth of Reading Resources and a Systematic Synthetic Phonic Programme to ensure effective phonics teaching for all children as well as enriching their vocabulary and language comprehension.  Purchase magazine Subscriptions to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks. Supporting children during current COVID restrictions where more time spent at home.  Continue to develop Big talk Fishermoss Family Homework in relation to skills for work with a particular focus on Literacy Skills-Writing. | | All teaching staff involved in review.  All teaching staff  All staff  SA ASL  DHT/HT  SLT/CTs/  PSAs  DHT  ASL Teacher SA  CTs | | Session 20/21 Feb In set and session 21/22  Session 20/21  Session 20/21  Term 1 20/21  Term 2 Session 20/21  Session 20/21  Term 2 session 20/21  Term 3&4 session 20/21  Term 3 session 20/21 | Learning & Teaching Meetings  QA classroom observations  Attainment data  Numbers of pupils accessing Nessy  Feedback from Pupils & parents  Attainment data  Attainment data  Feedback from Pupils & Parents  Learning & Teaching Meetings feedback  Pupil & Parent Feedback  Uptake data | |  |

# Action plan 2

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : To improve our Health & Wellbeing Curriculum** | | | **Data/evidence informing priority: Current H& WB planners require review and update to ensure aligned with Education Scotland Benchmarks and RSH** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Review and revise Health & Wellbeing & PE Progression Frameworks in line with Aberdeenshire Progression Frameworks and Education Scotland Benchmarks, including links to Bounceback Resilience Programme.  Engage in CLPL with all staff through accessing resources on RSHP website and SCARF.  Review and revise relationships and Sexual Health Programme  Continue to ensure the wellbeing indicators form a common language for pupils and staff. Implement GIRFEC wellbeing resilience matrix(Child Friendly) start of each academic year.  Staff to become familiar with updated GIRFEC Toolkit & resources to support wellbeing indicators forming common language.  Pupil involvement in self-evaluation through ‘How Good is **OUR** School’ and progressing ideas for playground games that can support them during the pandemic.  Engage in CLPL with staff through 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.  Autism Training-awareness raising-refresh  Engage parents in Revised Sexual Health & Relationships Programme by providing information and access to resources being used in school. Supporting parents to engage in conversations and further discussion at home.  All staff to undertake ALDO Sensory Course x 4 modules.  Sensory Room Resources to be purchased & Low Stimuli/Quiet Room to be established in senior area | | All staff  All staff  All staff  CTs  Pupils  CTs  Pupils  CTs  PSAs, CTs & SLT  DHT  Parents  PSAs, CTs & SLT  SLT/ASL Staff via LMG | | Nov Inset 20/21 & Collegiate Meetings  As above  As above  August 21/22  Feb In set 2021  Session 20/21  Session 20/21  Feb in set 2021  Session 20/21  Feb in set 2021  Session 20/21 | Learning & Teaching Meetings  Pupil Feedback  As above  As above  Pupil & Staff Feedback  Staff familiar updated toolkit.  Pupil & Parent Feedback  Staff Feedback  QA Observations  Bounceback Assemblies-pupils  Staff feedback  QA observations  Parent Feedback  Feedback staff, pupils & parents  Feedback pupils, parents & staff session 21/22 | |  |

# Action plan 3

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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. * Improvement in employability skills and sustained, positive destinations.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 1 : To review and further develop our Learning for Sustainability Calendar** | | | **Data/evidence informing priority: Learning & Teaching Meetings, QA Class visits. ECO Flag award due** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Review Learning for Sustainability Calendar to ensure Fair Trade and Eco links at each stage.  Review Calendar to embed ECO Schools Award and ensure whole school involvement-CLPL Eco schools all staff.  Pupil involvement in self-evaluation through ‘How Good is **OUR** School’ -Playground Improvements and Progressing Edible Trails and Planters. Pupil involvement in location of playground markings.  Progress storage for outdoor learning loose parts for easy access for pupils and staff. Review and revise calendar to ensure effective use made of courtyards.  Create gated access to woodland area adjacent to the school to further support outdoor learning.    Primary 5 to 7 involvement in Children’s University to encourage children and families to get involved in learning and skills development beyond the classroom. Encouraging wider achievements and family engagement.  Progress Allotment at Hillside.  Apply for Grant for outdoor learning resources & training for Learning through Landscapes-Local School Nature Grant Award.  Online training Loose Parts and Den Building | | All staff  All staff  Pupils  Parent support  Parent Support  DHT  Pupils  Parents  Parents  SLT  Cluster PT | | Session 21/22  Session 21/22  Session 20/21  Session 21/22  Session 20/21  Session 21/22  Session 20/21  Feb Inset | Revised plan in place. Whole school involvement in achievement of Eco Flag  Pupil Feedback  Storage in place. Key classes making use of the courtyards and woodland area. Greater use of the outdoors for learning.  Feedback pupils  Feedback pupils, parents & staff  Plot secured  Feedback pupils & staff  Greater use of the outdoors. | |  |

# Wider Achievements

* Primary 7 pupils participated in the Portlethen and District Schools Rotary Quiz Challenge and won the trophy.
* Primary 6 pupils participated in the authority EURO Quiz with one team getting through to the next round. Aberdeenshire final cancelled due to COVID.
* Pupil Council took a lead role in establishing our whole school initiative of WellBeing Weeks and they undertook an audit of displays around the school which reflected the wellbeing indicators.
* Aberdeenshire Lifestyle Education Centre delivered workshop to all pupils Nursery to Primary 7 and parent workshop was well attended.
* School continues to work towards its Seventh Eco Schools Green Flag Award.
* Senior pupils participated in Aberdeenshire Young Volunteers Award. No certificates or presentation of the cup due to COVID.
* Early Level pupils have been growing their own vegetables in our courtyard area.
* Nursery classes attended monthly football sessions to develop cooperative skills.
* Pupils from Nursery and our P1/2 classes, in addition to our violin pupils attended Lethen Care home to entertain the residents and play games with them.
* Primary 1 to 3 classes took part in the Little Daffodils Campaign which encourages children to get interested in gardening and also creates outdoor spaces for children’s hospices.
* Primary 1 to 3 classes attended a Road Safety Magic Show.
* Primary 1/2 took part in the Big Schools’ Birdwatch.
* Primary 2/3 took part in a school-based research project in conjunction with Aberdeen University. The Enterprise Project involved the children designing and creating a house suitable for flood plain areas.
* Primary 3 organised Food Bank appeal for the whole school
* Primary 4 organised Rotary shoe Box appeal.
* Primary 4 & Primary 4/5 attended a workshop delivered by Robert Gordon’s Pharmacy students on Medicines and You.
* Primary 4 to 7 classes attended a production of Pinocchio.
* Aberdeen University Business Schooldeliveredvarious workshops to P4/5, P5, P6 & P6/7, including a ‘Marketing Workshop’ which looked at slogans, branding, USPs and target audiences before a hands-on exercise for selling products and adapting products to different audiences. ‘Money Matters’ workshop where pupils were invited to examine income and expenditure, ways of saving money and needs vs wants.
* Primary 5 attended a chocolate manufacturer and designed their own chocolate creations. As part of our work on ‘Developing the Young Workforce’ agenda the pupils presented their chocolate bar advertising pitches to our Primary 7 pupils.
* Primary 6 pupil won an Aberdeenshire competition to name a gritter! He won with ‘The Grittest Snowman!’
* P6 pupils involved in a Buddy Scheme with Nursery children to support them in their transition from Nursery to Primary-this was administered on line this year due to school closure.
* Primary 6 and Primary 6/7 pupils were involved in the planting of trees in Portlethen Community Woodland.
* Primary 6/7 and P7 pupils organised and ran a Burns Supper to which they invited senior citizens in the community.
* Primary 6 and Primary 7 pupils attended a workshop delivered by Portlethen Academy Youth Forum on internet safety.
* Primary 6/7 & Primary 7 participated in our Making a Difference project arranged in partnership with Community, Learning & Development regarding worries, mindfulness to support with transition.
* Two Primary 7 pupils successfully participated in the Scottish Maths Challenge achieving Silver awards and one achieved bronze.
* Primary 7 pupil won a national design competition Design a Team Crest and won £50 for the school.
* P7 pupils continue to act as our Playground Leaders in order to support younger pupils and have all received Playleader training and were assessed by our Active Schools Coordinator.
* All Primary 7 pupils attended an event organised by the Society for Underwater Technology (SUT), specifically aimed at P7 school children to learn more about the career opportunities that our oceans have to offer.
* Primary 7 pupils participated in a fabulous lockdown leavers video to mark their final year at Primary School.
* All classes were involved in a BounceBack Show and Tell Assembly showcasing resilience strategies they have learned.
* All classes took part in Fair Trade Fortnight and participated in an assembly to share what they had learned.
* All classes benefitted from workshops delivered by the Scottish Society for the Prevention of Cruelty to Animals.
* All classes attended Relax Kids Sessions to promote positive mental wellbeing.
* All classes participated in Live N Learn Mindset Matters Workshops.
* Good news about me, Golden Book and Learning Celebration Assemblies are regular opportunities for sharing wider achievements.
* All pupils participated in our Annual Whole School Sponsored walk and Christmas Cinema/Theatre Trip
* All pupils took part in the annual travel survey.
* Almost all classes participated in World Book day.
* The majority of pupils were involved in delivering an assembly with their class to pupils and parents. Others were cancelled due to Lockdown.
* A minority of classes took part in educational outings during the year due to Lockdown and school closures. P4/5 attended Lochter Activity Centre for a day’s Fishing and Torry Battery for a Dolphin watch. Primary 5 visited Cocoa Ooze to create their own chocolate bars. Primary 6/7 visited the Maritime Museum to examine artefacts from the time of the Clearances. Primary 7 visited the Gordon Highlander’s Museum to support their World War II project. Primary 6/7 visited Yo-Sushi and made their own sushi as part of their Japan Project.
* Classes continue to Buddy and work alongside other classes to support peers and younger children e.g. Use of Powerpoint, accessing GLOW, paired Reading, Road safety skills, DYW initiatives.
* We have had a number of visitors to talk to the pupils about topics related to the curriculum, particularly Social Studies. Local businesses, parents and friends support in these ventures as they share experience, skills, knowledge and expertise about the wider world and the world of work.

**Charities**

The school community took part in many fundraising activities for the benefit of the school as well local good causes. These included supporting Cyrenian’s Foodbank and Community Food Initiatives North East(CFine), Sports Relief £226, Cancer Research £123, Children In Need £1118, Kincardine Homestart, Shoe Box Appeal filled 117 boxes and raised £139, Poppy Appeal £46.

**Parent Staff Council**

This session the PSC organised a very successful Sponsored Walk and Halloween Discos were well attended. The Christmas Fayre raised £3782. Parents were also involved in organising the community Santa Run which raised £3400 to support the schools and the charity CFine. The Christmas Card Art Project raised £231. The PSC makes a significant contribution to the school budget including covering transport costs for educational trips and resources to help support the delivery of the curriculum. The PSC contributes towards funding our Active Schools Coordinator’s post. The PSC events also provide opportunities for the local community to join with the school community, including community Cinema Nights and Shows. The PSC were involved in the Hillside School Rezone Statutory Consultation and Fishermoss School’s Relationships & Behaviour Policy.

**Support from Local Businesses**

McColls, Portlethen’s Place to Eat and the Sitting Room have supported the school with donation**Parent Volunteers**

Parents and family members continue to support the school with library duty, Bikeability, class trips, covering books, football coaching, serving on committees, organising fund raising events and donating items and funds.

# Memories are made of this:

* School Closure due to COVID19 and online learning
* Hub school at Hillside for pupils of key workers
* New Nursery Built
* Internal improvements to open areas in school building

**Wider Community Links**

* Lethen Care Home
* Parish Church
* Portlethen Christian Fellowship
* ASDA
* Men’s Shed
* Community Learning & Development