

Aberdeenshire
COUNCIL



Fishermoss School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2020 – 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for 2020 - 2023. 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. COVID has affected the manner in which we have engaged in many of these activities, and we have adjusted accordingly.

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 95% in deciles 8, 9 and 10, with 47% of these pupils in decile 10. Fishermoss School has 11 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 former 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 good progress in literacy, numeracy and Health & Well-being. Most children are achieving the expected levels at the appropriate stage.

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 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
<p>To improve levels of attainment in Literacy.</p>	<ul style="list-style-type: none"> -Comprehension Resources & Guidelines reviewed. -Writing policy continues to be embedded. -Additional Nesy licences purchased for identified pupils -Chrome books purchased and allocated to support identified pupils with Writing in class and to facilitate and encourage easy access to Nesy, EPIC Reading website and BBC Dance Mat to improve literacy skills. -Connecting Scotland Programme-Digital devices sourced and allocated for use at home to support Literacy and to address Digital Exclusion. -Additional targeted Reading Sessions provided by PSAs for identified pupils to reinforce Reading taught in class. -Floppy's Phonics Stage 4-6 purchased to provide greater breadth of Reading Resources and a Systematic Synthetic Phonic Programme -Pupils involved with ASL teacher to select Magazine Subscriptions of their choice to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks. 	<ul style="list-style-type: none"> -Clear progression and guidance in place for Comprehension and Reading Progression, supporting appropriate pace and challenge. -Revised Writing Policy ensures consistency across the school and supports new members of staff. -Increase in the number of pupils who are able to access the support of Nesy. Use of Nesy by individual pupils being monitored and supported by the ASL teacher. -52 targeted pupils now have a dedicated digital device to support specifically with literacy skills. -All pupils who received additional targeted reading sessions made progress. -Wider range of Reading Resources available to support pupils who require extra support, ensuring effective phonics teaching for all children as well as enriching their vocabulary and language comprehension. -Magazine subscriptions were well received by families and pupils were enthusiastic selecting subscriptions linked to personal areas of interest. -All actions to improve levels of attainment in literacy have ensured all pupils have made progress in their Literacy Skills. Most pupils continue to achieve the

		<p>appropriate level in Listening, Talking and Reading despite COVID. The majority of pupils are achieving the appropriate level in writing. The engagement of pupils in writing activities during LOCKDOWN and on-line learning was significantly lower than in other curricular areas.</p> <p>-Pupils shared with parents at our virtual curriculum 'show and tell' available resources and how this supports them in their learning. This was facilitated by Google Classroom.</p>
<p>To improve our Health & Well-Being Curriculum</p>	<p>Reviewed and revised Health & Wellbeing & PE Progression Frameworks in line with Aberdeenshire Progression Frameworks and Education Scotland Benchmarks, including links to Bounceback Resilience Programme, SCARF, RSHP & Well-being indicators.</p> <p>Staff engaged in CLPL through accessing resources on RSHP website and SCARF. Reviewed and revised relationships and Sexual Health Programme.</p> <p>Staff continued to ensure the wellbeing indicators formed a common language for pupils and staff.</p> <p>Staff became familiar with updated GIRFEC Toolkit & resources to support wellbeing indicators forming common language.</p> <p>Pupil involvement in self-evaluation through 'How Good is OUR School' and progressing ideas for playground games that can support them during the pandemic.</p>	<p>-Updated Progression Frameworks in place ensuring high quality learning experiences with breadth, depth, coherence and relevance.</p> <p>-Staff are making use of up-to-date resources available to support effective delivery of this area of the curriculum.</p> <p>Pupils are becoming increasingly aware of the wellbeing indicators, and these are forming a more common language across the school. When pupils are discussing their target setting, they are making increasing reference to the well-being indicators. Class lessons and displays are further supporting this. Staff are accessing GIRFEC toolkit as appropriate and required.</p> <p>Pupils and staff explored together a range of games that they could play and pupils took these forward.</p>

	<p>Autism Training-awareness raising-refresh for teaching & non-teaching staff.</p> <p>Engaged parents in Revised Sexual Health & Relationships Programme by providing information and access to resources being used in school.</p> <p>All staff undertook ALDO Sensory Course x 4 modules.</p> <p>Sensory Room Resources purchased.</p>	<p>All staff found the training to be extremely beneficial and relevant to their day-to-day good practice.</p> <p>Parents have ready access to the resources used in school with additional resources to support them with conversations at home. Feedback from Parent Staff Council was very positive, and this was seen as a very good Programme. Parents are annually reminded about the Programme and teachers refer to it in class newsletters as and when appropriate.</p> <p>Increased staff awareness.</p> <p>COVID infection control has impacted on the ability to use the sensory resources and set up the sensory room. This will be further explored session 21/22.</p>
<p>To review and further develop our Learning for Sustainability Calendar</p>	<p>Pupil involvement in location of playground markings.</p> <p>Progressed storage for outdoor learning loose parts.</p> <p>Created gated access to woodland area adjacent to the school.</p>	<p>Pupil Council made decisions regarding markings to be selected for the playground. These were shared with P4-P7 classes to consider their location. This will be progressed session 21/22 when the Porta Cabins are removed from the playground and surface repair work has been completed.</p> <p>Staff and pupils have easy access to loose parts resources. This supports outdoor learning experiences.</p> <p>This has further supported outdoor learning and has provided a different learning environment which pupils and staff have benefitted from accessing. This has been actively used for Den Building.</p>

	<p>Primary 5 to 7 introduced to 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.</p> <p>Applied for Grant for outdoor learning resources & training for Learning through Landscapes-Local School Nature Grant Award. Online training Loose Parts and Den Building</p>	<p>11 pupils signed up. Low uptake. Next step session 21/22 is to review and consider opening to the whole school. Review and evaluate.</p> <p>Grant received and we are now well resourced for Den Building activities. All Pupil Support Staff attended the outdoor learning training in addition to the majority of class teachers. As a direct result increased staff confidence, more outdoor learning Den Building experiences for our pupils further progressing skills in creativity, problem solving, teamwork and communication.</p>
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How good is our leadership and approach to improvement?

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 rationale 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.
- Senior Leadership Team actively involved and present to support in the playground and the dining hall to ensure effective implementation of COVID risk assessment and to provide support to pupils and staff.
- Robust Risk Assessment and infection control mitigations in place.
- 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 opened 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.

- Strong partnership working with Council Officers and Morrison's contractors to complete school building internal improvements and Nursery construction. Careful planning from SLT ensured minimal disruptions and continuity of Learning and Teaching. Significantly improved breakout spaces and provision of a quiet room and sensory space. Sensory resources purchased but due to COVID infection control not being utilised.
- 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 continues to participate in 'Towards a Self-Improving School System' 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. Playground Improvements, Eco expectations. Pupil voice re Learning and Teaching is addressed through Learning Celebration Assemblies and whole school show and tell assemblies linked to the school improvement plan and pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Pupils played a significant part in our virtual 'Show and tell Curriculum Event' for Parents which received very positive feedback from Parents.

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.
- We use a range of approaches to engage with pupils, parents, staff and external agencies to evaluate our work e.g. questionnaires, workshop evaluations, feedback. 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 and the school website.
- Very positive feedback from Parents and staff regarding COVID Risk Assessment and mitigations in place, in addition to positive feedback re Fishermoss Family Friday Update.

- Effective systems are in place for engaging with parents and involving them in future improvement priorities. An audit was undertaken to gather parental views regarding changes to our Relationships and Sexual Health Programme and the programme was well received. The majority of our pupils were supported by parents to engage with online home learning and following positive parental feedback all classes utilised Google Classroom. The majority of our parents engaged in our Reporting Process by providing feedback and supported their children to do the same.
- Active participation from all our Second Level Pupils and a few Parent Council members in a school rezoning consultation exercise with Education Scotland.
- 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 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. Despite the reduction in collegiate meetings the school still effectively progressed all Action Plans. Collegiate working and supporting colleagues are a strength of the staff team.
- SLT meet regularly during each week 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.
- Successful leadership opportunities with staff taking on key developments in Digital Technology, Food Technology & Resources, 1+2 Modern Languages, Science, Whole School Resilience Programme, Outdoor Learning and Numeracy, supporting drive improvement plans. Staff cascade to colleagues and are supportive of each other which 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.
- An annual audit is undertaken informing priorities for whole school improvement plans (SIP). The SIP 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.

- Positive feedback from Early Years PT.

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.
- Continue to provide sustainable systems to support pupils self-isolating and learning from home.
- Continue to implement the restructured approaches to reporting to parents during the current pandemic.
- Continue to engage and consult with all stakeholders during the pandemic through Microsoft TEAMS and Skype.
- Continue to encourage leadership at all levels.
- Fully implement Aberdeenshire's Volunteer Policy.
- Support Parent Council 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?

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. Visiting staff, 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 on-line visiting speakers and digital educational excursions.
- Our Outdoor Learning policy is being effectively implemented by most staff and they are continuing to further develop their use of the outdoors to enhance learning experiences, with some pockets of very good practice. The majority of staff, teaching and non-teaching, participated in Learning Through Landscapes Training which further supported us to enhance outdoor learning resources and experiences with Den Building Kits, Fire Pit and storage for loose parts equipment.
- Cooperative learning successfully supports learner engagement across the curriculum with most teaching staff trained in this approach.
- There are significant rich DYW opportunities planned for pupils with staff confidently embedding Career Education I Can statements. Effective partnership working with Aberdeen University Education Faculty and Robert Gordon's further supports developing pupil skills in creativity, problem solving, resilience, collaboration and evaluation.
- Aifl is embedded in 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 Learning Celebration books/folders, 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 through the 'Family App' and Floor 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 30 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 enabled 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. Relationships & Sexual Health Programme(RSHP), Learning for Sustainability, Outdoor Learning, Big Talk, 1+2, Minister's Reading Challenge. Curriculum refresh is informed, planned, focuses on impact and is timely.
- Opportunities in IDL are being effectively planned for 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. Staff and pupils have effectively adapted these given the impact of COVID.
- Additional Scottish Government Funding was effectively utilised to facilitate 0.6 FTE additional teaching time, targeted at identified pupil groups to support with recovery. This positively impacted on pupils' Health & Well-being and supported to close the attainment gap.
- A dedicated website was created 'Fishermoss Home Learning Website' with ideas, resources, websites and apps to support children isolating and to provide additional activity links during lockdown.

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, despite the impact of Lockdown. 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. For session 20-21 standardised assessments were not undertaken due to Lockdown as the focus was on educational recovery. 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, Social Studies, Science 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 and to reflect the principles of curriculum design. Significant work had 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 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 'family app'. Through learner comments in reports, learning celebration books, pupil learning statements, pupils have given positive feedback regarding their progress and achievements.
- Positive feedback from staff regarding SCARF & RSHP and its inclusivity re gender, different relationships and family groupings.
- 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. We 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, Learning Celebration assemblies & certificates, visits to SLT with work, Good News about me, Learning Celebration books/Folders 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. These opportunities have been impacted upon by COVID and we continue to look for creative ways to provide these opportunities.
- 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 event. All primary classes demonstrate success in the 4 capacities through class assemblies, Nativity and our Curriculum Show & Tell event 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 and Health & Wellbeing Relationships and Sexual Health. Our virtual 'Show and Tell' curriculum event was extremely well received by almost all parents with positive feedback where pupils successfully take the lead in sharing learning experiences and curriculum developments. Class newsletters and Head teacher newsletter, including the Fishermoss Family Weekly Friday update, have regular curriculum updates and information on developments and pupil experiences, keeping parents very well informed.
- Ongoing effective use of Google Classroom to support Learning and Teaching, and associated feedback from parents, has been extremely well received. This is particularly effective for homework and sharing ongoing learning with parents.

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
- Implement revised Health & Wellbeing Progression Frameworks
- Continue to progress 1+2
- Continue to maximise the use of Google Classroom.
- Replace outdated i-pads to ensure all technology CfE outcomes are being delivered and pupils develop the skills to become digital citizens to be able to cope and thrive in an increasingly digital world.

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

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.
- Well-being indicators are forming a more common language for pupils and staff across the school.
- IEPs, MAPs, Care Plans & Communication passports are in place for individual pupils as appropriate and are developed with pupils and parents using well-being 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, 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 Team 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 effectively used to support learners as appropriate.
- Digitally excluded pupils have been identified across the school and have been effectively supported through the provision of Connecting Scotland Digital Device. The use of these devices is being closely monitored to ensure maximum benefit.
- 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 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.
- Our whole school Resilience Bounceback Programme supports pupils to feel they are part of a safe and open learning environment and that it is okay to find things challenging and to ask for help.
- 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.
- PEF funding was effectively utilised to facilitate additional Pupil Support Assistant time targeted at identified pupil groups to support with Reading recovery by reinforcing Reading taught in class.
- A dedicated website was created 'Fishermoss Home Learning Website' with ideas, resources, websites and apps to support children isolating and to provide additional activity links during lockdown.

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. 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 continuing to support 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.
- Whole school Resilience Programme Bounceback in place with pupils sharing strategies and key messages through assemblies and pupils using the language and strategies is evident across the school.
- Well-being indicators are becoming embedded across the school evidenced through language being used and class displays.
- We encourage parents to participate in their children's education through regular communications using Google Classroom, homework diary, Learning Celebration Books/Folders and Newsletters. 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 actively involved in decisions regarding playground improvements and additional resources for classrooms.
- New members of staff comment on expectations of well-being, equality & inclusion having been made clear from the outset and pupils and staff demonstrating open minds.

What are you going to do now?

What are your improvement priorities in this area?

- Utilise the resources in the Sensory Room and Quiet Room after the pandemic.
- Continue to embed whole school resilience Bounceback Programme.
- Implement revised Health and Wellbeing Programme.
- PEF funding focused to meet needs of targeted pupils in literacy.
- Additional PSA hours to support with Health & Wellbeing.

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. For session 20-21 standardised assessments were not undertaken due to Lockdown as the focus was on educational recovery. 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.
- Additional Government funded staffing 0.6 fte to support targeted pupil groups across the school with a focus on Literacy. PSA additional hours to support targeted pupil groups with Reading.
- 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, Royal Society for Prevention of Cruelty to Birds, Jazz workshops, Science workshops, pupil partnership with local care home, ABSAFE, SSPCA, Ranger Service, 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, First Minister's Reading & Maths Challenge, Scottish Maths Challenge, Magazine Subscriptions, Daily Mile, Children's University, P7 residential 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. COVID has impacted this past year on some of these.
- Very good links exist between the school and the Active Schools coordinator and pupils have benefitted from taster sessions at school. Creative approaches were developed by Active Schools during lockdown, and this was regularly communicated to parents.
- Wider achievements are regularly recognised and celebrated. Pupils are strongly encouraged and supported to record their achievements in their Learning Celebration Books/Folders. Associated skills are regularly spoken about in classes. Staff have regular conversations with pupils as individuals to discuss their wider achievements, in line with Building the Curriculum 5. Wider achievements are routinely tracked.
- Many pupils are actively involved in groups in the local community e.g. School Football, Cubs, Scouts, Brownies, Guides, Rainbows, Boys' Brigade, Portlethen Penguins, LA Cheer. COVID has impacted on pupils' ability to access such clubs.
- 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 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 utilised its Pupil Equity Funding to support with Literacy Skills. Positive Feedback from pupils and staff regarding the use of, and access to, chromebooks which supported writing, key board skills and the use of literacy support websites e.g. Nessie, Education City. Parent Council provided the funding for additional Nessie Licences which facilitated more pupils being able to access the resource.
- Children's University was introduced to pupils in Primary 5 to 7. A few pupils signed up to participate.

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 regular feature 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, Learning Celebration Books/Folders and Football Trophy event.
- 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. These opportunities have been impacted upon by COVID and we continue to look for creative ways to provide these opportunities.
- Parent volunteers run the school library, deliver Bikeability and support with school trips. These opportunities have been impacted upon by COVID and we continue to look for creative ways to provide these opportunities. Parents have been unable to attend school mas Volunteers due to COVID.
- 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.
- Raise the profile of Children's University and open up to the whole school.
- Additional COVID Recovery Government funded staffing 0.6 fte to support targeted pupil groups across the school with a focus on Literacy and closing the attainment gap in Terms 2 & 3.
- 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'.

PEF 2021-2022

Identified gap	<p>Attainment & Achievement tracking shows the majority of pupils who meet the criteria for PEF have lower attainment in Literacy skills, specifically Reading and Writing.</p>
Expenditure	<p><u>PSAs supporting Literacy Sessions</u> Term 1-3 funded by COVID Recovery Fund Term 4 16.25 hrs per wk x 11 wks= £2,420</p> <p><u>Targeted Literacy Teaching Blocks supporting identified Pupils</u> Term 2 & 3 Funded by COVID Recovery Fund Term 4 10wks =£8,435</p> <p><u>Resources/Equipment/ Materials</u> Big Writing Training for all staff - course fees = £440</p> <p>Big Writing Materials & Associated Reproduction Costs £500</p> <p>Talk for Writing Across the Curriculum, Creating Storytellers & Writers and Talk for Writing in the Early Years-Pie Corbett & Julia Strong. £110</p> <p>Magazine Subscriptions additional costs/price increases from session 20/21 = £1000</p> <p>Reading for Enjoyment-Class library resources £2,640</p> <p>Differentiated Comprehension Resources-Second Level £400</p> <p><u>Commissioned/purchased services/partners</u> Children's University = £200</p> <p>Total Allocation = £15,499 Total Spend = £16,145 Overspend of £646 covered by PEF carry forward 20/21</p>
Expected outcomes	<ul style="list-style-type: none"> • Pupils to review class libraries and to select new titles at all stages to further encourage Reading for Enjoyment. • Additional targeted literacy Sessions to reinforce literacy skills taught in class and to further close the attainment gap in Reading & Writing. • Additional Comprehension Resources at Second Level to provide greater breadth of available resources to further support with differentiation, pace, and challenge.

	<ul style="list-style-type: none"> • 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. • Open up Children's University to classes beyond P5-P7 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 In-service Day, teaching and non-teaching staff in the Big Writing Approach.
<p>Impact Measurements</p>	<ul style="list-style-type: none"> • 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 & staff in relation to magazine subscriptions. Feedback from pupils and staff in relation to updated class libraries. • 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. • Termly Big Writing Assessments-Scottish Criterion Scale. • 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

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
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
				<div style="background-color: green; color: white; padding: 2px;">On Track</div> <div style="background-color: yellow; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: red; color: white; padding: 2px;">Not Achieved</div>
<p>Staff Development through Collegiate and In-Service days to review and revise Literacy Progression Frameworks in line with Education Scotland Literacy Benchmarks.</p> <p>Review and revise Reading Policy (2011) and Spelling Policy (2016).</p> <p>Review Teaching of Phonics-ensure clear progression.</p> <p>Review Comprehension Resources & Guidelines</p> <p>Embed revised writing policy</p> <p>Purchase additional Nessy licences for identified pupils</p>	<p>All teaching staff involved in review.</p> <p>All teaching staff</p> <p>All staff</p> <p>SA ASL</p> <p>DHT/HT</p>	<p>Session 20/21 Feb In set and session 21/22</p> <p>Session 20/21 Session 20/21</p> <p>Term 1 20/21</p>	<p>Learning & Teaching Meetings</p> <p>QA classroom observations</p> <p>Attainment data</p> <p>Numbers of pupils accessing Nessy</p>	

<p>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.</p> <p>Connecting Scotland Programme-Digital devices to be allocated for use at home to support Literacy and to address Digital Exclusion.</p>	SLT/CTs/ PSAs	Term 2 Session 20/21	Feedback from Pupils & parents Attainment data	
<p>Additional targeted Reading Sessions to reinforce Reading taught in class to be provided by PSAs for identified pupils.</p>	PSAs	Session 20/21	Attainment data Feedback from Pupils & Parents	
<p>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.</p>	DHT	Term 2 session 20/21		
<p>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.</p>	ASL Teacher SA	Term 3&4 session 20/21	Learning & Teaching Meetings feedback	
<p>Continue to develop Big Talk Fishermoss Family Homework in relation to skills for work with a particular focus on Literacy Skills-Writing.</p>	CTs Parents	Term 3 session 20/21	Pupil & Parent Feedback Uptake data	
<p>Encourage pupils to read more for enjoyment. Update class libraries with new books involving pupils. Support parents with encouraging reading for enjoyment at home.</p>	CTs Pupils Cluster PT	Session 21/22	Pupil & Parent Feedback	
<p>Additional targeted literacy sessions for identified pupils.</p>	Additional teacher	Session 21/22	Attainment data Feedback from Pupils & Parents	
<p>Big Writing Training all staff-teaching & non-teaching</p>	CTs PSAs	Session 21/22 Nov In Set	Attainment data Feedback from Pupils & Staff	
<p>Identify additional comprehension resources for second level to ensure appropriate pace and challenge.</p>	CTs SLT	Session 21/22	Attainment data Feedback from Pupils & Staff	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
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
				<div style="background-color: #28a745; color: white; padding: 2px;">On Track</div> <div style="background-color: #ffc107; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: #dc3545; color: white; padding: 2px;">Not Achieved</div>
<p>Review and revise Health & Wellbeing & PE Progression Frameworks in line with Aberdeenshire Progression Frameworks and Education Scotland Benchmarks, including links to Bounceback Resilience Programme.</p>	All staff	Nov Inset 20/21 & Collegiate Meetings	Learning & Teaching Meetings Pupil Feedback	
<p>Engage in CLPL with all staff through accessing resources on RSHP website and SCARF.</p>	All staff	As above	As above	
<p>Review and revise relationships and Sexual Health Programme</p>	All staff	As above	As above	
<p>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.</p> <p>Staff to become familiar with updated GIRFEC Toolkit & resources to support wellbeing indicators forming common language.</p>	<p>CTs Pupils</p> <p>CTs</p>	<p>August 21/22</p> <p>Feb In set 2021</p>	<p>Pupil & Staff Feedback</p> <p>Staff familiar updated toolkit.</p>	

<p>Pupil involvement in self-evaluation through 'How Good is OUR School' and progressing ideas for playground games that can support them during the pandemic.</p>	<p>Pupils</p>	<p>Session 20/21</p>	<p>Pupil & Parent Feedback</p>
<p>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.</p>	<p>CTs</p>	<p>Session 20/21</p>	<p>Staff Feedback QA Observations Bounceback Assemblies-pupils</p>
<p>Autism Training-awareness raising-refresh</p>	<p>PSAs, CTs & SLT</p>	<p>Feb in set 2021</p>	<p>Staff feedback QA observations</p>
<p>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.</p>	<p>DHT Parents</p>	<p>Session 20/21</p>	<p>Parent Feedback</p>
<p>All staff to undertake ALDO Sensory Course x 4 modules.</p>	<p>PSAs, CTs & SLT</p>	<p>Feb in set 2021</p>	<p>Feedback staff, pupils & parents</p>
<p>Sensory Room Resources to be purchased & Low Stimuli/Quiet Room to be established in senior area</p>	<p>SLT/ASL Staff via LMG</p>	<p>Session 20/21</p>	<p>Feedback pupils, parents & staff session 21/22</p>
<p>Sensory Processing Training-to further support & progress Movement Group</p>	<p>ASL staff & PSAs</p>	<p>Session 21/22</p>	<p>Staff feedback</p>
<p>Establish Sensory room making effective use of new resources to further support pupils with sensory issues.</p>	<p>ASL staff</p>	<p>Session 22/23</p>	<p>Pupil/Parent & Staff Feedback</p>
<p>Creation of Fine Motor Skills/Sensory Boxes</p>	<p>ASL teacher</p>	<p>Session 21/22</p>	<p>Staff feedback</p>
<p>Food Hygiene Training</p>	<p>PSAs</p>	<p>Session 21/22</p>	<p>Staff Feedback Exam results</p>
<p>Pupil involvement in self-evaluation through 'How Good is OUR School' and progressing ideas for playground markings and equipment that can further enhance playtime experiences.</p>	<p>Pupils CTs SLT Parents</p>	<p>Session 21/22</p>	<p>Pupil Feedback</p>

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1 : To review and further develop our Learning for Sustainability Calendar</p>		<p>Data/evidence informing priority: Learning & Teaching Meetings, QA Class visits. ECO Flag award due</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Review Learning for Sustainability Calendar to ensure Fair Trade and Eco links at each stage.</p> <p>Review Calendar to embed ECO Schools Award and ensure whole school involvement-CLPL Eco schools all staff.</p> <p>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.</p>	<p>All staff</p> <p>All staff</p> <p>Pupils</p>	<p>Session 21/22</p> <p>Session 21/22</p>	<p>Revised plan in place. Whole school involvement in achievement of Eco Flag</p> <p>Pupil Feedback</p>	

<p>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.</p>	Parent support	Session 20/21	Storage in place. Key classes making use of the courtyards and woodland area.	
<p>Create gated access to woodland area adjacent to the school to further support outdoor learning.</p>	Parent Support	Session 21/22	Greater use of the outdoors for learning. Feedback pupils	
<p>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.</p>	DHT Pupils Parents	Session 20/21	Feedback pupils, parents & staff	
<p>Open Children's University to the whole school to encourage further interest.</p>	DHT Pupils Parents	Session 21/22	Feedback Pupils & Parents/uptake figures	
<p>Progress Allotment at Hillside.</p>	Parents SLT	Session 21/22	Plot secured	
<p>Apply for Grant for outdoor learning resources & training for Learning through Landscapes-Local School Nature Grant Award. Online training Loose Parts and Den Building</p>	Cluster PT	Session 20/21 Feb Inset	Feedback pupils & staff Greater use of the outdoors.	
<p>Create path from agility trail to outdoor learning storage.</p>	Parent Support/ SLT	Session 22/23	Feedback Pupils & Staff	

Wider Achievements

- Pupils returned to school August 2020 following the first closure of schools due to COVID. Pupils, parents & staff were delighted to return and were outstanding at following the Risk Assessment requirements.
- Primary 1 Transition Curriculum event for parents was held online for the first time and was attended by almost all P1 parents.
- Our New Nursery Building opened providing free flow for our Nursery children with the outdoors. Old Nursery and additional portable classrooms were demolished creating a wonderful large playground space.
- Weekly School assemblies were successfully delivered online and ensured we were still able to come together as a school.
- A few classes were involved in delivering an assembly with their class to pupils and parents. Others were cancelled due to Lockdown. Online class assemblies were delivered by **Primary 6** pupils who delivered important messages on Road Safety in relation to **Be Safe, Be Seen**. **Primary 4/5** delivered an assembly on their **Vikings** project and left us suitably impressed with their technology skills as it was all delivered via their very own website. Our **Primary 1 Classes** brought us some festive cheer as they shared their **Nativity** production.
- Pupil Council meetings were successfully held online, and all pupils were able to be involved in discussions at meeting level.
- Fishermoss Family Home Learning website was created by Mrs McRae class teacher who has a leadership role with technology.
- Piano and Violin lessons were able to resume at school again.
- Our first online '**Curriculum Show and Tell**' event was a great success! Lots of positive feedback about rich conversations at home with children talking about their learning. It provided flexibility in terms of when these conversations took place and allowed parents who work away to be involved, including other family members who wouldn't normally be able to attend at school.
- Senior Pupil Council members represented their peers by participating in an online consultation exercise with Education Scotland regarding the re-zoning of Hillside School.
- Primary 4 organised the Rotary shoe Box appeal.
- **Primary 3/4, Primary 4, Primary 4/5, Primary 5, Primary 6 and Primary 7** all took part in the **UK Brebas Computing Challenge!** This **Computational Thinking Competition** is run internationally by **Oxford University** which involves problem solving questions and logical thinking.
- The Evening Express and Press & Journal newspapers joined forces with all schools in Aberdeenshire to create a time capsule to tell the children of the future what young people's lives have been like during the Covid-19 Pandemic. **Primary 4 and Primary 5** from **Fishermoss** contributed to this exciting project with face mask entries and super creative virus designs.
- **Primary 6 took part in a Virtual Author Visit**-The Scottish Friendly Children's Book Tour teamed up with Book Week Scotland and author Robin Stevens, to create an interactive digital event!
- P1 pupils were confidently involved in creating a 'Welcome to the Start of your Primary School Adventure' Thinglink to share with our new Primary 1 pupils so they knew what to expect in August.
- **Primary 5** embarked on "**Mistakes Are Cool**" which is an **Aberdeenshire Jazz Learning Programme** delivered online! This comprised sessions of rhythm games, songs and simple pentatonic tunes designed to allow pupils to explore basic techniques in improvisation. At the conclusion of the programme, pupils had the skill to walk in time to a groove in a Swing, Rock, Latin and Funk feel; improvise a non-pitched solo using hands, legs and feet and desk top (that is a

“real” desktop); play a simple pentatonic tune and improvise a short solo! Quite a skill set was developed!

- **Primary 6/7** created calendars to go in food parcels being distributed by the community ‘Larder’ to senior citizens.
- **Primary 5 to 7** pupils were invited to participate in **Children’s University**. Children’s University encourages children and families to get involved in learning and skills development beyond the classroom, helping to widen achievements and family engagement. It supports children to develop practical and personal skills - including building confidence and discovering new interests and talents beyond the classroom.
- P6 pupils all received Playleader training developing their Leadership Skills.
- **Primary 7 National Museum of Scotland visit-** pupils met a real-life World War II pilot by attending a Digital Schools Session with the National Museum of Scotland. The pupils experienced a talk from the pilot who presented and explained various artefacts from the war. The session was interactive, and pupils were able to ask questions.
- **Primary 7** pupils created a Leavers Virtual Digital Assembly for parents and school to mark their final year. Instead of the annual residential trip, they experienced activities at school including QR code orienteering, Fire Pit, Graffiti wall and Den Building.
- 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.
- Good news about me, Golden Book and Learning Celebration Assemblies are regular opportunities for sharing wider achievements.
- All pupils participated in our annual Christmas Virtual Cinema/Theatre Trip
- All pupils took part in the annual travel survey.
- Almost all classes participated in World Book Day.

Charities

The school community took part in fundraising activities for the benefit of the school, as well as local good causes. These included supporting Children In Need £467, Shoe Box Appeal filled 100 boxes and raised £136, Poppy Appeal £118. The Portlethen School’s community Santa Run raised £4,400 for the local schools and ‘The Archie Foundation’. Dress as you please for Red Nose Day raised £367 in addition to contributions of food to the Local Community Larder.

Parent Staff Council

Parent Staff Council meetings were successfully conducted online for the academic year. The PSC were involved in the Hillside School Rezone Statutory Consultation and Fishermoss School’s Relationships & Sexual Health Programme.

Parents organised a Portlethen Community Pumpkin Parade as a safe way for families to get involved in Halloween given no Halloween discos at school. The PSC also arranged a virtual Christmas Fayre, amongst other activities. The PSC makes a significant and invaluable contribution to the school budget.

Support from Local Businesses

A group of our parents who work for **Wood Group** made an application to the **Wood Community Investment Challenge** for funding for outdoor storage for our outdoor learning/loose parts equipment that we have at school. Their application was successful!

A member of our **PSC** made an application to the **Asda Foundation Getting Schools Back on Track Grant** and school received **£1000** to support with resources for pupils.

Our cluster Principle teacher made an application for Fishermoss for a **Learning Through Landscapes Grant** and secured **£500**. This is being used to purchase Den Making kits!

Devenick Designs treated all the staff at school to hot rolls from **Portlethen's Place to Eat** as a thank you for everyone's hardwork!

Parent Volunteers

Parents and family members continue to support the school through the Parent Staff Council and Fishermoss Football with coaching, serving on committees, organising fund raising events and donating items and funds. This support of the school is invaluable.

Memories are made of this:

- School Closure due to COVID19 and online learning.
- Facemasks, lateral flow testing, social distancing, playground zones, bubbles, whole classes isolating at home, no visitors to school, parents outside the playground, mass vaccination programmes.
- Hub at Fishermoss School January 2021 for pupils of key workers during second lockdown.
- New Nursery Built & opened
- Internal improvements to open areas in school building.

Wider Community Links

- Lethen Care Home
- Portlethen Parish Church
- Portlethen Christian Fellowship
- The Larder
- ASDA
- Men's Shed
- Community Learning & Development