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**Fishermoss School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2020 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 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 pupils/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 library and class trips. Through the Active Schools programme pupils can attend a range of sporting activities, either taster sessions during the school day or After School, Breakfast and Holiday Clubs. COVID 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 one pupil in the more disadvantaged deciles 1-5. Almost all of our pupils are at the least disadvantaged end of the scale with 94% in deciles 8, 9 and 10, with 48% 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 pupils 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 pupils’ wellbeing. There are very high standards of behaviour throughout the school, enabling pupils to focus on their learning in a purposeful climate. Pupils talk with pride about their school. Parents state that they appreciate the family atmosphere and that the staff know their pupils very well. Visitors, parents and other professionals regularly comment on the positive ethos of the school. All pupils 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 continuous improvement. All staff are committed to working together to ensure the best possible learning experiences and outcomes for pupils. 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 pupils 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 e.g. Eco Schools.

**Very good standards of attainment**

Overall, pupils across the school are making good progress in literacy, numeracy and Health & Well-being. Most pupils 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 revised. 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 pupils across the school. Increasingly, staff are focusing on developing pupils’ 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 pupils’ learning in the World of Work. Pupils have very good opportunities to learn in meaningful contexts, in particular through the Learning for Sustainability (LfS) calendar. Through this development, all pupils 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 pupils 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 the shared 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 pupils 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 2021-2022.

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| **Key priority 2021-2022** | **Key actions undertaken** | **Impact (achieved throughout 2021-2022)** |
| **To improve levels of attainment in Literacy.** | Staff Development through Collegiate and In-Service days reviewed and revised Literacy Progression Frameworks in line with Education Scotland Literacy Benchmarks.  Reviewed and revised Reading Policy (2011) and Spelling Policy (2016).  Reviewed and revised Teaching of Phonics-ensuring clear progression.  Encouraged pupils to read more for enjoyment. Updated class libraries with new books involving pupils. Supported parents with encouraging reading for enjoyment at home.  Purchased magazine Subscriptions to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks.  Additional targeted literacy sessions for identified pupils.  Big Writing Training attended by almost all staff-teaching & non-teaching.  Chrome books & Connect Scotland Devices allocated to support identified pupils with Writing in class and facilitated and encouraged easy access to Nessy, EPIC Reading website and BBC Dance Mat improving literacy skills.  Identified additional comprehension resources for second level to ensure appropriate pace and challenge.  Sourced and purchased de-codable phonic books for Early to First Level reading stages. | Framework reviewed. Staff re familiarised with the framework and more confident with benchmarks.  All staff are planning more reading opportunities in class. All pupils participating in focused and structured reading sessions. This is reflected in raised attainment levels.  Added in clear non-negotiables to improve consistency across stages.  Clear guidelines for formal teaching of sounds in P1 and P2. Pupils in P1 being taught solely single sounds gives them a firmer grasp on phonics/sounds. Primary 1 Phonological awareness screening showed all pupils had made progress & helped identify areas for targeted support.  All pupils having wider experiences of reading for enjoyment. Almost all pupils engaged in reading for enjoyment due to wider range of reading resources. This has aided their vocabulary and oral comprehension. Almost all pupils accessing story corners more regularly. Positive feedback from most pupils and parents about the Magazine subscriptions further encouraging reading for enjoyment at home.  Gaps in pupils’ learning identified. Small, targeted group allows for more intense input to ensure pupils have a (more) solid foundation of learning. Almost all pupils have increased in confidence regarding literacy as they have extra time to work on aspects they find challenging. Almost all pupils enthusiastic about additional literacy sessions and provided very positive feedback about this support. Almost all Pupils feeling supported through additional input evidenced in feedback. Raised attainment and all pupils made progress.  Staff development through collegiate and in-service days. Big writing session positive for revision and new staff who have never used the resource before. Almost all staff more familiar with Big Writing documents and using them to support structured writing lessons.  All pupils requiring technology to support their learning have direct access to devices to meet their needs more effectively. All pupils & parents provided positive feedback about the difference ready access to technology had made.  Supplemented existing comprehension resources which provided further breadth & challenge.  Supplemented existing core reading resources and provided breadth to support pupils who require further consolidation.  **Listening & Talking attainment increased from 85% to 98%**  **Reading attainment increased from 80% to 86%**  **Writing attainment increased from 73% to 80%** |
| **To improve our Health & Well-Being Curriculum** | Wellbeing prompt cards implemented to support pupils share how they are feeling and to ensure the wellbeing indicators are becoming a common language for all. When a wellbeing need has been identified wellbeing prompt cards are used to support pupils to share ‘My Views’.  Engaged 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.  Sensory Processing Training completed by all staff to further support & progress Movement Group. Established Sensory room and resources are now more readily available. Creation of Fine Motor Skills/Sensory Boxes  Educational Psychologist delivered staff training on self-regulation-‘How does your engine run?’.  Food Hygiene Training refresh by all Pupil Support Assistants completed.  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. | Most pupils are more aware of and can talk about the wellbeing wheel. Wellbeing indicators are forming a common language for almost all pupils and staff. Almost all pupils more willing to discuss aspects of the wheel and how they are feeling. Pupil views are fully represented at child’s planning meetings and in relation to IEPs.  All pupils are learning through our Bounce back Resilience Programme as a core resource for Health & Wellbeing. Assembly presentations demonstrate that almost all our pupils are developing their understanding of a growth mindset & strategies to help pupils bounce back. All teaching staff and most pupils are aware of and using the language of growth mindset in practice.  Staff gained a better understanding of the variety of sensory needs and the ways in which these can be met. Creation of sensory boxes (P1-P3) allows access to resources to support a variety of needs within the class. The boxes have been used to support small groups, and whole class activities, enabling staff to build on strategies. Sensory room will be further developed to support pupils with sensory issues.  Supported staff in conversations with pupils. Most staff more confident in strategies to support children self-regulate.  More staff able to cook/bake with their classes. This is positive across many curricular areas.  All pupils had the opportunity to make decisions on placement of playground markings. Pupils have more ownership of their playground and how it is used. Primary 5 questionnaire to all classes – feedback showed all classes felt happier in their playground. All pupils felt included in the process and planning for what was to be included. The markings have enhanced the resources available to pupils at playtime and lunchtime. Pupils have access to more choice. Teachers have incorporated the markings into lessons.  Primary 7 pupils took part in Aberdeenshire’s Participatory Budgeting process and were successful in gaining funding for a running track and solar clock to further enhance playtime experiences.  **Health & Wellbeing attainment increased from 84% to 96%** |
| **To review and further develop our Learning for Sustainability Calendar** | Education Scotland’s Self Evaluation & Improvement Framework for Whole school & community approach to learning for sustainability (LfS) was used as a baseline to stimulate dialogue and action towards improvements in our whole school approach to learning for sustainability.  Reviewed 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.  Pupils involved in self-evaluation through ‘How Good is **OUR** School’ -Playground Improvements and Progressing Edible Trails and Planters.  Progressed storage for outdoor learning loose parts for easy access for pupils and staff.  Children’s University opened to the whole school to encourage further interest. | This activity supported almost all staff with professional dialogue, assisting in identifying areas requiring improvement, next steps & the benefits of engaging with the Eco Schools’ framework to support improvements. It also highlighted for staff where further CLPL in LfS was required.  Eco schools is starting to embed in the curriculum. All pupils are members of the Eco Committee and are known as Global Warriors. All pupils attended Eco Committee meetings. Every class undertook environmental reviews and created action plans.  Each class taking responsibility for chosen topics & sustainability goals. Pupils have ownership of activities pertaining to the goals. Pupils are making connections to what they have done and how it is affecting the wider environment. Measured decrease in litter in playground and wider area and more awareness of caring for the environment. All staff aware and have responsibility for their class undertaking a role from the sustainability calendar.  Whole school involved in planting and creating green spaces. Increase of wildlife and biodiversity around school area. Primary 5 questionnaire to all classes – feedback all classes felt happier in the playground.  Children felt included in the process and planning for what was to be included.  Storage in place and there is an increase in the number of classes accessing the resources for outdoor learning. Further organisation required & CLPL for staff. Teacher peer support working well to progress this at a few stages.  No further interest from pupils for Children’s University, in addition Children’s University ceased to exist as a platform. |

# 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 the school has its own song, written by former pupils, 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 has 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 pupils 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 termly formal individual Learning, Teaching & Tracking 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, plan interventions for learners and to support staff development. The Early Years Principle Teacher supports with this process. * SLT confidently guide the strategic direction and pace of change, giving careful consideration to how best to take forward priorities, making sure decisions are informed. New initiatives are introduced in a timely manner to ensure positive outcomes and sustainability. * Collaborative Cluster working, 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 CLPL. * 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. Identified staff, teaching & non-teaching, taking a lead in providing additional targeted literacy support to pupils to close gaps in learning. * In all classes pupils are taking part in more open-ended challenges, with pupils taking the lead and pupils’ voices being included in learning & teaching decisions. * 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. * All pupils were involved in selecting books to improve class libraries to further encourage reading for enjoyment. * All Primary 7 pupils took part in the Participatory Budgeting scheme enabling our young people to take part in a democratic decision-making process and realise their voice matters in how council money is used. They successfully gained funding for a running track & solar stopwatch to support health & wellbeing of pupils and the wider community. All in the school community can make use of these resources beyond the school day. * All pupils as Global Warriors attended Eco Committee meetings. Every class undertook environmental reviews and created action plans. Each class taking responsibility for chosen topics & sustainability goals. Pupils have ownership of activities pertaining to the goals and all pupils are actively involved. * Parent Staff Council showed initiative in supporting families with preloved uniform. * Effective new partnership working established with SUSTRANS i-bike to provide outdoor learning experiences for pupils and to progress pupil bike skills. |
| **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. * Listening & Talking attainment increased from 85% to 98%   Reading attainment increased from 80% to 86%  Writing attainment increased from 73% to 80%  Maths attainment increased from 85% to 87%  Health & Wellbeing attainment increased from 84% to 96%   * 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. Questionnaires included playground improvements, literacy intervention utilising PEF, Connect Scotland devices and a poll in relation to supporting the school with purchasing iPads. 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 ensuring effective and regular communication. * Effective systems are in place for engaging with parents and involving them in future improvement priorities. The majority of parents engaged in our Reporting Process by providing feedback and supported their pupils to do the same. * 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, 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 CLPL 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 pupils’ interests and involve them in the planning process, has been further progressed. * Positive feedback from Early Years PT and parental engagement and comments/feedback via the Famly App. * Positive feedback from senior pupils & staff in relation to SUSTRANS i-bike outdoor learning experiences. Riders with no, or little, confidence or ability to ride a bike all made progress. * Very positive & enthusiastic feedback from pupils regarding class library improvements and their choices of books. Most pupils said they made more use of the class library as a result. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue with good practice from what we learned during the pandemic in relation to reporting to parents-continue to offer telephone consultation option, in addition to returning to face to face consultations. Consultations to take place in classrooms rather than the hall going forward and Parents Portal to be utilised for appointment scheduling. Providing parents more choice and flexibility. * Continue to make use of Microsoft TEAMS forms to get parental feedback, parental consent and for information gathering. * Continue to encourage leadership at all levels e.g., Areas of responsibilities for staff working to their strengths & interests, Global Warriors, Parent Staff Council. * Fully implement Aberdeenshire’s Volunteer Policy. * Continue to engage with all stakeholders about improvements in outcomes for learners e.g., PEF spend, Parent Staff Council spend, H&WB Bike skills * Continue to support new Parent Staff Council. e.g., PVG checks, events * Extend SUSTRANS i-bike sessions and outdoor learning experiences to the whole school. |

# 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 pupils’ 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 by almost all staff 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. All classes had outdoor learning experiences with the River Dee Trust. * 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’. Learning Celebration books are regularly shared with parents both in school and at home. 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 pupils show high levels of independence and are taking responsibility for their own learning through the ‘Famly App’ and Floor Books. * Our Reporting to Parents Calendar is reviewed annually. Approaches to reporting to parents takes many different forms including written reports, children presenting their learning through class assemblies & Curriculum Show & Tell event, parent/teacher consultation meetings and ongoing oral discussion. To ensure that learners make continuous progress in their learning, reporting opportunities are regular, meaningful, purposeful and on-going throughout the academic year. Pupils are involved in the reporting process through on-going reflection and dialogue about their learning. Reporting fully involves and values the role of parents and carers.  To support parents to find out more about their child’s learning a leaflet has been created with useful question prompts. * Active learning across the curriculum is enriched and supported by effective use of digital technology. Parent Staff Council heavily invested in ipads for the school. Digital technology is being used across all classes to develop and share learning. Coding is being used by pupils to develop and enhance their computational skills. Teachers make effective use of programmes to enable the pupils 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 and Google Classroom continues to be effectively utilised to support links between school and home, keeping parents better informed. * 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, COP 26, 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 pupils isolating. |
| **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 COVID. 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-SNSAs. * Listening & Talking attainment increased from 85% to 98%   Reading attainment increased from 80% to 86%  Writing attainment increased from 73% to 80%  Maths attainment increased from 85% to 87%  Health & Wellbeing attainment increased from 84% to 96%   * 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 pupils’ 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, homework diaries, learning celebration books and through early years ‘famly app’. Through learner comments in reports, homework diaries, 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. * Positive feedback from pupils and staff in relation to River Dee project. Pupils demonstrated increased knowledge on their local river and wildlife and the importance of looking after the environment. * 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. * 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, 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, Bike skills for P6 pupils & P7 pupils, P6 Play Leaders and iVolunteer for P7 pupils. Pupils add to their iVolunteer award through volunteering in community groups outside school and in school volunteering, 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. * 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., Global Warriors, pupil council, IDL charity & enterprise events. All pupils are ‘Global Warriors’ with N-P7 Litter Rota, whole school involvement in Fair Trade Fortnight, Bounceback, Nursing Home outdoor 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 newsletters, 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?** |
| * Ensure that the tracking system in place to ensure breadth, progression and coherence of Experiences and Outcomes in Science and Social subjects is being fully and effectively utilised. * Protected additional stage meetings as part of our collegiate agreement where staff set a focused agenda on Learning & Teaching. * Continue to set aside time for focused moderation opportunities at both school and cluster level. * Continue to support staff with CLPL for Outdoor Learning e.g., further involvement River Dee Trust & SUSTRANS. * Continue to review and further develop our Learning for Sustainability Calendar * Continue progress towards 7th Eco Green Flag. * Continue to progress 1+2 * Engage in LoveLearning Digital Pedagogy Site. * Maximise use of new 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?

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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 pupils’ 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 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 pupils 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. * Almost all staff are experienced 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. * 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 & Cluster Nurture. 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 Play Leaders, 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 COVID. * ASL staff work closely and effectively with CTs for learning and teaching support, consultation and planning for targeted interventions for individual pupils and groups of learners. ASL staff have good relationships with families and outside agencies and are pro-active in addressing next steps. ASL staff & SLT have termly, focused meetings reviewing learner’s progress, needs and identifying next steps and required interventions. * 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. * 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, additional playground play resources. 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. * 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 UNCRC 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 others. * Our whole school Resilience Bounceback Programme supports most 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 and wider achievements 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 identified staff, teaching & non-teaching, taking a lead in providing additional targeted literacy support to pupils to close gaps in learning. * A dedicated website was created ‘Fishermoss Home Learning Website’ with ideas, resources, websites and apps to support pupils isolating. * Educational Psychologist delivered staff training on self-regulation-‘How does your engine run? supporting teaching staff with emotion coaching. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * 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. * Health & Wellbeing attainment increased from 84% to 96%. * 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 CLPL 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, with most pupils linking the indicators to real life events and experiences. * 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, most pupils feel they are treated fairly and with respect in a safe and nurturing environment. * We encourage parents to participate in their pupils’ 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 Global Warriors & Pupil Council. All pupils have been actively involved in decisions regarding playground improvements and additional resources for classrooms. * All pupils had the opportunity to make decisions on placement of playground markings. Pupils have more ownership of their playground and how it is used. Primary 5 questionnaire to all classes – feedback showed all classes felt happier in their playground. All pupils felt included in the process and planning for what was to be included. The markings have enhanced the resources available to pupils at playtime and lunchtime. Pupils have access to more choice. Teachers have incorporated the markings into lessons. * Primary 7 pupils took part in Aberdeenshire’s Participatory Budgeting process and were successful in gaining funding for a running track and solar clock to further enhance playtime experiences. * 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?** |
| * Re-engage with Rights Respecting Schools Bronze award. * Set up and organise resources in the Sensory Room. * Continue to focus PEF funding to meet needs of targeted pupils in literacy. * Progress Cluster Explorers & Nature Nurture. * Additional PSA hours to support with Health & Wellbeing. * Staff to complete new online Child Protection modules-ALDO. * Staff to complete Core multi-agency Mental Health Professional Learning. * Undertake Pupil Well-being Questionnaire. |

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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 pupils’ 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?** |
| * Staff have termly formal individual Learning, Teaching & Tracking meetings with a member of the SLT to focus on a range of evidence e.g., teacher assessments, standardised assessment data, to discuss the progress of individuals, to evaluate the impact of planned interventions and to consider next steps. * 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-SNSAs. * 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, SUSTRANS, 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, 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. * Wider achievements are regularly recognised and celebrated. Pupils are strongly encouraged and supported to record their achievements in their Learning Celebration Books/Folders both at home and in school. Associated skills are regularly spoken about in classes. Weekly Golden Book and regular Learning Celebration assemblies celebrate and acknowledge pupils’ successes & achievements. 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., Fishermoss Football, Cubs, Scouts, Brownies, Guides, Rainbows, Boys’ Brigade, Portlethen Penguins, LA Cheer, Soo Yang Do. COVID had some impact 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., Global Warriors, 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, Nursing Home outdoor 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 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. Parent Council provided the funding for additional Nessie Licences which facilitated more pupils being able to access the resource. * Children’s University was extended beyond pupils in Primary 5 to 7 to include the whole school. |
| **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, 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. * Positive Feedback from parents, 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. * Some positive feedback from parents and pupils about magazine subscriptions provided to classes. * Children’s University was not well received as only a few pupils signed up to participate. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to further development of **Tracking Systems** with electronic tracking to support paper-based approaches. * Raise the profile of ‘Good News About Me’ for assembly & provide pupils with opportunities to share local clubs and groups they attend to further encourage others with wider achievements. * PEF funded staffing 0.6 fte to support targeted pupil groups across the school with a focus on Literacy and closing the attainment gap. |

# PEF 2022-2023

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| **Identified gap** | Attainment & Achievement tracking shows the majority of pupils who meet the criteria for PEF have lower attainment in Literacy skills, specifically Reading and Writing.  Financial support for identified families with the cost of the school day. |
| **Expenditure** | **Targeted Literacy Teaching Blocks supporting identified Pupils**  Term 1-3 0.6fte x 23wks = **£19,665**  End date **Wed 8th March 2023** via PEF budget  **PSAs supporting Literacy Sessions**  Terms 1-4 16.25 hrs per wk x 40 wks= **£8,800**  **Resources/Equipment/ Materials**  Pupil Magazine Subscriptions = **£2560**  **Commissioned/purchased services/partners**  Abernethy Outdoor Centre = **£1,128**  Performing Arts experience = **£65**  Total Allocation = **£15,925**  **Carry Forward = £17,019**  **Total Spend = £ 32,218**  **Carry forward = £726 session 23/24** |
| **Expected outcomes** | * Additional targeted literacy Sessions to reinforce literacy skills taught in class and to further close the attainment gap in Reading & Writing. * Magazine Subscriptions to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks. * Financial support to specific families with the cost of the school day in relation to Primary 7 Residential opportunity & Performing Arts experiences. |
| **Impact Measurements** | * 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. * Exit passes & feedback from pupil literacy sessions. * Feedback from Parents, Pupils & staff in relation to magazine subscriptions. * Feedback from parents and pupils in relation to financial support, including levels of engagement. * 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 pupils’ 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 pupils. * Improvement in pupils 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 pupils’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 pupils 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 pupils 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.  Encourage pupils to read more for enjoyment. Update class libraries with new books involving pupils. Support parents with encouraging reading for enjoyment at home.  Additional targeted literacy sessions for identified pupils.  Big Writing Training all staff-teaching & non-teaching  Identify additional comprehension resources for second level to ensure appropriate pace and challenge.  **All key actions specified above to be embedded.**  CLPL Aberdeenshire Learning, Teaching & assessment launch-attendance at events and engagement with site as a basis for professional discussions, including expectations and Quality Assurance of LTA. Review Learning & Teaching Policy dated 2018.  Engage in CLPL via Aberdeenshire LoveLearning Digital Pedagogy Site  Texts-apps used to enhance creativity in literacy lessons.  Technology & the role of the PSA.    Cluster Moderation events-Writing (QUAMSO) & Reporting Pupil Progress. | | All teaching staff involved in review.  All teaching staff  All staff  SA ASL  DHT/HT/CTs  PSAs  PSAs  DHT  ASL Teacher SA  CTs  Parents  CTs  Pupils  Cluster PT  Additional teacher/s  CTs  PSAs  CTs  SLT  **Staff as above.**  CTs  SLT  PSAs  CTs  SLT  PSAs  CTs/DHTs  SLT | | 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  Session 21/22  Session 21/22 & **22/23**  Session 21/22 Nov  In Set  Session 21/22  **Session 22/23.**  Session 22/23  Session 22/23  Term 1  Feb ‘23  Inservice  Nov ‘22 in-set & collegiate  meetings | 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  Pupil & Parent Feedback  Attainment data  Feedback from Pupils & Parents  Attainment data  Feedback from Pupils & Staff  **As above**  Attainment data  Feedback from all stakeholders.  QA Class observations  Professional dialogue  Pupil feedback  CTs & pupil feedback.  PSA, pupil & staff feedback.  Staff feedback.  Learning & Teaching/tracking meetings. | |  |

# 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 pupils’ 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 pupils. * Improvement in pupils 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 pupils’ 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.  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  Sensory Processing Training-to further support & progress Movement Group  Establish Sensory room making effective use of new resources to further support pupils with sensory issues.  Creation of Fine Motor Skills/Sensory Boxes  Food Hygiene Training  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.  **All key actions specified above to be embedded.**  Engage in CLPL in Nurturing Classrooms.  Engage in CLPL Anxiety & the effects on Learning.  Engage in CLPL Mental Health Professional Learning Framework-core training-informed & skilled level.  Engage in CLPL National Trauma Training Programme (NTTP) “Informed” (practice for or all)  Further progress the use of Pastoral Notes. | | CTs/SLT  CTs/SLT  All staff & Pupils  CTs  Pupils  CTs  PSAs, CTs & SLT  DHT  Parents  PSAs, CTs & SLT  SLT/ASL Staff via LMG  ASL staff & PSAs  ASL staff  ASL teacher  PSAs  ASL teacher  PSAs  Pupils  **Staff as above**  CTs, PSAs  SLT  PSAs  All staff  All staff  CTs/SLT | | Nov Inset 20/21 & Collegiate Meetings  As above  As above  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  Session  21/22  Session 22/23  Session  21/22  Session 21/22  Session 21/22  **Session 22/23**  Nov Inset 2022  Nov Inset 2022  Session 22/23  Session 22/23  Session 22/23 | Learning & Teaching Meetings  Pupil Feedback  As above  As above  Pupil & Staff Feedback  Staff familiar updated toolkit.  Pupil 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  Staff & pupil feedback  Pupil/Parent & Staff Feedback  Staff feedback  Staff Feedback  Exam results  Pupil Feedback  **As above**  QA Class observations  Pupil/staff feedback  Staff feedback  Staff/pupil/parent feedback  Staff/pupil/parent feedback  Staff feedback | |  |

# Action plan 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [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 pupils’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 pupils. * Improvement in pupils 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 pupils’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 renewal.** | | | | |
| **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 Pupils’s University to encourage pupils and families to get involved in learning and skills development beyond the classroom. Encouraging wider achievements and family engagement.  Open Pupils’s University to the whole school to encourage further interest.  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  Create path from agility trail to outdoor learning storage.  **All key actions specified above to be embedded.**  Further CLPL in Outdoor Learning via SUSTRANS, River Dee & expertise of school staff.  Further organisation of outdoor learning resources for ease of access.  Progress Cluster Explorers & Nature Nurture.  Re-engage with Rights Respecting Schools Bronze award. | | All staff  All staff  Pupils  Parent support  CTS  Parent Support  DHT  Pupils  Parents  DHT  Pupils  Parents  Parents  SLT  Cluster PT  Parent Support/  SLT  **Staff as above**  CTs & PSAs  DHT & HS  DHT & ASL  Cluster PT  All staff | | Session 21/22  Session 21/22  Session 20/21  Session 22/23  Session 21/22  Session 20/21  Session 21/22  Session 21/22  Session 20/21  Feb Inset  **Session 22/23**  **Nov inset**  Term 1 & 2 22/23  Term 1  Session 22/23 | 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. Learning celebration books.  Feedback Pupils & Parents/uptake figures  Plot secured  Feedback pupils & staff  Greater use of the outdoors.  Feedback Pupils & Staff  **As above**  Feedback staff  Feedback staff  Use of resources  Boxall profiles  Feedback pupils  Feedback Global Warriors.  Progress towards award…plans in place. | |  |

# Wider Achievements

* The new school year started with significant media coverage, including STV News broadcast, of our new Nursery Building.
* Aberdeenshire Council commissioned Young Scot to manage an online vote for a **participatory budgeting** exercise which was branded as the ‘We Decide… Children and Young People Voting for Change event’. Schools were asked to consider the participatory budget theme of **Health and Wellbeing** as part of COVID recovery within their school community. Our **Primary 7 pupils’** application was successful. Our Pupils had applied for funding for items for our playground which they felt could be enjoyed by pupils during the school day but would also benefit the health and well-being of the wider school community beyond the school day. They successfully secured **£1912** for a large outdoor solar powered stopwatch and playground markings to create a running track!
* **Pupil Council meetings** continued to be successfully held online, and all pupils were able to be involved in discussions at meeting level. Our much-anticipated **playground markings** were installed. Pupils past and present were actively involved in choosing markings and where best to locate them. Our new markings not only make provision for games such as basketball, multiple hopscotch games, snakes and ladders and knots & crosses but also support learning opportunities in relation to the solar system, the 8-point compass rose and numeracy activities.
* **Fishermoss Family Home Learning website** created by Mrs McRae class teacher who has a leadership role with technology continued to be an invaluable resource for pupils not well enough to attend school or isolating.
* Our second online **‘Curriculum Show and Tell’** event was a great success! Lots of positive feedback about rich conversations at home with pupils 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.
* **Primary 4** showed their leadership skills by organising the Rotary Shoe Box appeal across the whole school They prepared and delivered presentations to all classes and developed their skills for the ‘**World of Work’** such as planning, organising, communicating and working with others. As a school community 73 boxes were filled by families and £134 was raised.
* **Primary 6** participated in a live **Techfest workshop with the Rowett Institute** which included activities to embrace a journey of discovery about the Nobel Prize for the **discovery of insulin**. The class also participated in a workshop with **Aberdeen University Business School** where they were **designing an app**… a real-life example of coding with an emphasis on the **‘Developing the Young Workforce’** agenda!
* **Primary 7 and Primary 6/7** pupils took part in our **‘Making a Difference’** project at school, arranged in partnership with **Community Learning & Development,** with a focus on **Friendships, Resilience and Choices**. This is to support them as they prepare for the transition to secondary school. We greatly value this partnership and the support to our Young People from our colleagues in CLD. Great to welcome back partners into our school building.
* **Primary 4** worked with the **University of Aberdeen Business School** on a **marketing project** promoting the North-east of Scotland to tourists. The class were introduced to marketing and common industry terminology as part of the session. The groups produced a range of exciting itineraries for different visitors, ranging from exchange pupils and families to the elderly, people visiting with dogs and young groups of friends, all designed to showcase a number of different venues/activities from Aberdeen city and Aberdeenshire. The class demonstrated their research into tourist attractions by producing posters and pitching their ideas, Dragons Den-style!
* **Primary 4/5** sang songs outdoors to the residents of Lethen Park Care home which really made their day. A real act of kindness!
* **Primary 5** welcomed the museum into their classroom during a virtual trip to the **National Museum of Scotland**. They learnt about **biodiversity**, focussing on different **ecosystems found in Scotland.** The class explored Scottish ecosystems through objects and microscopic imagery from the museum's archives.
* **Primary 5** took part in a **'code along'** with over 2000 other pupils across Scotland with **Code Club Scotland**. During the session they explored the importance of **pollinators in our planet**. They created their own pollinator animations using coding on the coding website Scratch.
* **Primary 5** had a virtual visit from **Money Advice Scotland**. They used their money knowledge during their 'Are deals in shops actually value for money?' talk. They had lots of interesting discussions about different deals in shops and shared the strategies they used to work out which deals were best.
* **Primary 6 & Primary 7** participated in a **Financial Capability** workshop about budgeting and how to save money. The main activity was looking at how much families pay for essential items such as mortgage/rent, utilities and food. Pupils took part in activities to consider the difference between the things we want and the things we need.
* **Reading for Enjoyment**…… As part of **Scottish Book Week**, all pupils in **Primary 1 to 7** were actively involved in choosing new titles to enhance their Class Library and to further encourage reading for enjoyment. All Pupils embraced this with enthusiasm and are really enjoying the new books they chose! It has had the desired effect! **Primary 6/7** also joined a virtual story time to celebrate Scottish Book Week. The story was about a child with autism and how everyone's brain works in a different way. There was a question-and-answer session after the story telling which gave the class the opportunity to ask questions about autism and **living with autism.**
* **Saul Brown, Primary 6 pupil,** is **Team Fishermoss Snowboarding** star! Saul competed under the name of Fishermoss School at the Scottish Slopestyle Champs and he came first in his category U12’s Snowboarders boys, in addition to other medals and achievements during session 21/22, including Gold!
* **Primary 3** took responsibility to organise our Comic Relief Food Bank Collection and ‘Dress as you please Day’ raising **£353.75,** in addition to the significant number of food items donated by Fishermoss families for the local Larder.
* **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 an action-packed **Activities Week** with 3 days off site and 2 days in the local area! Offsite activities included Tubing & Games at Aberdeen Snowsport Centre, Duthie Park, Absafe, Lochter Activity Centre-Kayaking, Buggy Driving, Rifle Shooting, Archery & Water Zorbing. Local Area activities included a Scavenger Hunt, Global Goals–Biodiversity/Den Building/Hedgehog Houses/Kelly Kettles/Hot Chocolate, Bike skills & Swimming! The week concluded with a PJ Party & Movie in our school hall!
* **All pupils** at Fishermoss are **Global Warriors** which is our **whole school pupil-led approach to Learning for Sustainability**. Global Warrior meetings have been held through TEAMS and the wonder of technology facilitates our whole school attending these and sharing together. All classes, **Primary 1 to Primary 7**, have been involved in working towards our **7th Eco Schools Flag** by undertaking formal Environmental Reviews on the following ten topics: Litter & Waste, Biodiversity, Climate Action, Energy, Food and the Environment, Global Citizenship, Health & Wellbeing, Schools Grounds, Transport & Water. From these reviews we agreed as a school that we wanted to focus on School Grounds, Biodiversity, Food and the Environment, in addition to the non-optional Eco Schools topic of Litter & Waste. Classes went on to create **Action Plans** for these topics identifying aims, actions, who was going to do what & when and how we were going to measure the impact of our actions.
* **Fishermoss Family Community Clean Up**- saw 93 enthusiastic and jolly litter pickers turn up, 36 adults and 57 children! A significant amount of rubbish was collected around the community, 32 large black bags, weighing 79kg. We were encouraged by the response to this event, but all in attendance were disappointed at the amount of litter found in the community. Great teamwork from our Fishermoss Family!
* **Primary 1** classes planted heritage apple trees to plant in our school grounds, as part of the Scottish Government’s Nature Restoration Fund, to mark the Queen’s Platinum Jubilee, in addition to us doing our bit for **biodiversity** and the **climate crisis.**
* **Primary 6/7 Climate Conference**……The class were responsible for researching, planning, presenting and evaluating their **5-day conference**. They had the opportunity to develop skills as effective contributors, responsible citizens, successful learners and confident individuals. They took responsibility for a whole day's learning for the rest of the class and found imaginative, creative ways to get the climate message across including art, drama, quizzes, comprehension tasks, stem challenges, sewing and debating. The class also enjoyed a virtual trip to the Old Vic Theatre to watch ‘The Lorax’ by Dr Seuss…… a musical with life size puppets! This gave a different perspective on deforestation and what they can do to look after the environment.
* **Primary 7** took part in an **Eco-Schools** Scotland Live Lesson on Litter and Waste. This included workshops and associated activities on Litter and Wildlife: Becoming Animal Wise with speaker Chris Adams, Scottish SPCA, Looking Back in History: Litter and Waste are a Fairly New Problem, with speaker Karen Baird, Auchindrain Museum and finally a session by Catriona Rae, Keep Scotland Beautiful!
* **All Primary 7 pupils** achieved their **John Muir awards**. This meant completing four sections; Discover, Explore, Conserve and Share. The pupils planned and carried out each section of the award. The creativity demonstrated, the responsibility taken and the enthusiasm for the natural world was great to see.
* **Primary 6/7** have been learning more about **democracy** as part of their Social Studies topic, learning more about how they could contribute to society and be responsible citizens. During this topic, they had a **digital learning session** from the **Scottish Parliament**, finding out more about how parliament works and how decisions are made. The class also met virtually with **local MSPs** from various parties for a Q&A session to learn more about their jobs!
* **Primary 5** took part in a workshop with **Aberdeen University Business School** focussing on creating a **Fairtrade event**. The class learned about key marketing skills including branding and promotions. The class worked in their cooperative groups to present their ideas in a Dragon's Den style activity. A great opportunity for ‘Developing the Young Workforce’, full of rich learning! Follow the links below as Fishermoss flies the flag in Aberdeen University’s communications.

<https://www.abdn.ac.uk/business/documents/EDI_Newsletter_March_2022.pdf>

<https://email.abdn-online.ac.uk/4TJR-NICP-450A73985F2D71ED1J5QQA9A4D8A41E35C0295/cr.aspx>

* **Primary 5** had an in-school **Chocolate factory experience.** They planned and created their own chocolate treats, followed by using their marketing knowledge to create wrappers for their chocolate bars. They included information about the nutritional value on the wrappers, not forgetting the **rainforest alliance badge**!
* **Primary 1 & Primary 2** classes took part in the **Big Schools’ Birdwatch**, the world’s biggest wildlife survey! Many of our pupils continued to engage with it at home too, bringing in lots of extra work from home.
* **Primary 6 and Primary 7** pupils had **Cyberbullying & Internet Safety** workshops delivered by our **School’s Police Liaison Officer** where they focused on the benefits and the risks of using the internet.
* **Primary 7 Scottish Maths Challenge-**Gold stars to our senior pupils who participated in the Scottish Maths Challenge and successfully gained awards. Congratulations to **Blair Cameron** on achieving a Gold Award and to **Ritchie Horne** on achieving Bronze! Well done also to **Cal Rowe, Hiro Wanchoo, Ryan Lawrie and Wen Jun Xie** on being commended for their efforts and participation. We are extremely proud of our mathematicians and well done to them for all the hard work put in to prepare.
* **Primary 6/7** entered a **Flash Fiction Writing Competition**. The competition was organised by **Aberdeen University** as part of **World Book Day** with the theme 'An Unusual Party'. The pupils had to write a piece of text no longer than 100 words based on the theme. Great creativity with vocabulary was required which is harder than it seems! We are delighted to congratulate **Klaudia Hagyariova** on her placing as runner up in the Aberdeen University Children and Young People’s section with her story 'Death Day Party’.
* **Primary 6 pupils** worked hard to complete the **Active Schools Play Leaders Award!** Pupils took responsibility for planning, teaching and evaluating playground games with Primary 1 classes. This was excellent experience for them all and great to be able to have classes mixing and buddying up again.
* **Talented Musicians** **Sophie Middleton P6/7 and Blair Cameron P7** passed their Trinity College Exam in Grade 2 Scottish Fiddle. Sophie passed with Merit.
* **Euro Quiz 2022**……**Primary 6 pupils** **Jack Thompson, Lauranna Starr, Fara Mitchell & Saul Brown and, Primary 6/7 Maya Robertson, Maisie Stewart, Anne Williams & Klaudia Hagyariova** were all selected to represent our school in the Aberdeenshire South Euro Quiz heats held online. Both our teams are to be commended for their enthusiasm and efforts to prepare. The Euroquiz Organiser for Aberdeenshire was impressed with the tremendous learning, commitment, participation, fantastic manners, and general good humour of all the representatives from schools across Aberdeenshire.
* **Primary 6 & Primary 6/7 pupils** had a presentation delivered about **Kooth**. Kooth is a free, personalised, **digital mental health support service** available for all 10 - 18-year-olds across Aberdeenshire. This is an invaluable resource for our young people.
* **Primary 4, Primary 4/5, Primary 5, Primary 6/7 & Primary 7** experienced a visit to the **Local History Exhibition** in Portlethen Parish Church, with many photographs of Portlethen, Downies and Findon from the 19th century to the 1950s. There were different categories, such as fishing, farming, school, church, people, etc. They had great fun learning lots about the surrounding areas, taking part in the quiz and hearing stories.
* **Primary 6 & 7 pupils** have completed some Basic **Bike Skills** activities at school. This was supported by **SUSTRANS**. Unfortunately, due to a low uptake the face-to-face parents’ session had to be cancelled. Information however was shared with parents to support them to support their children.
* **Primary 5** experienced **Paired Outdoor Learning** with Primary 1. They have explored numeracy, literacy, art, STEM, history and health and wellbeing in nature. They have developed their team building, communication design and problem-solving skills whilst building new friendships.
* **Primary 6/7** took part in a **Biodiversity Live** Lesson which took them on a **virtual trip to the Highland Wildlife Park** to look at some of the **conservation projects.** They met a biologist who worked on conservation projects around the world. The lesson gave the children an opportunity to raise their awareness of **careers in conservation** and how the decisions they make can affect the wider world.
* **Pupils in Primary 2S** attended several virtual workshops run by the **Royal Scottish National Orchestra** where they got to meet professional musicians and hear them play. They attended 2 different musical performances which were modern narrated stories brought alive by the orchestra. They learned about different sections of the orchestra and their instrument ‘families’. They explored how music can be made, sound, feel and affect us. Pupils impressed with their enthusiasm and their personal interpretation of the music to which they were listening. They experienced how to compose and follow their own simple musical score, as well as making their own basic musical instruments. They were also given the opportunity to conduct. In addition, they had a super in school music session with a professional violinist who is an aunt of a pupil in class!
* **Primary 3** took part in a singing workshop provided by the **National Youth Choir of Scotland.** The pupils learned a variety of songs and rhymes to help with rhythm and diction.
* **Primary 6** had a face-to-face **Botany and Inheritance session** from Dr McFadyen from **Robert Gordon’s University** Biochemistry Dept where the class had several experiments to do themselves, staining and identifying xylem vessels and then extracting DNA using a variety of techniques and chemicals. Comments from the class included……'was great to do some real science' and 'we got to use chemicals you wouldn't usually get at school' and 'it was so fun to do experiments with the fruit' and 'when can she come back'!
* **Primary 6** held a rather splendid **‘Titanic’ Afternoon Tea** with all dressed appropriately for the occasion. They had everyone from First Class to Third in attendance and shared tales of their plans to find a new life in New York. Pupils were involved in preparing sandwiches and baking for the event! They were fabulous company!
* **River Dee Trust**… **All classes** benefitted from an **outdoor learning experience** delivered by The River Dee Trust. Sessions were focussed on fun and teamwork to promote health and wellbeing. Their education program increased awareness of, enthusiasm for, and understanding of, our rivers in Deeside and Aberdeen City.
* Our school received a 4-day visit from the **Aberdeenshire Life Education Centre** (ALEC). ALEC works in partnership with Aberdeenshire Council and is a delivery partner of Coram Life Education, the leading provider of health and wellbeing education across the UK. ALEC’s interventions include challenging social norms – misperceptions of peers’ engagement with risky behaviour – to engender more positive behaviours. **All children from Nursery to Primary 7** attended workshops where topics included **Nursery ‘Taking Care of Myself’, Primary 1 ‘All About Me’, Primary 2 ‘My Wonderful Body’, Primary 3 ‘Feelings’, Primary 4 & 4/5 ‘Meet the Brain’, Primary 5 ‘It’s Great to Be Me’, Primary 6 & 6/7 ‘Friends’ and Primary 7 ‘Decisions’.** These workshops complement our school’s Health and Wellbeing Programme.
* **Active Schools** in person activities resumed with all **Primary 3 to Primary 7** pupils experiencing **Rugby** Taster Sessions.
* **Expressive Arts-Music**-We were delighted to welcome back our **Piano** and **Violin** instrumentalist tutors. Lovely to hear and see our Piano and Violin pupils getting to enjoy these lessons again! The **Kodaly Singing and Musicianship programme** was also delivered at school to Pupils in **Primary 1 to 5**.
* **Weekly School assemblies** continued to be successfully delivered online and ensured we were still able to come together as a school. Regular opportunities for sharing wider achievements beyond the classroom are Good News About Me, Golden Book and Learning Celebration Assemblies. **All classes** were involved in an online BounceBack Show and Tell Assembly showcasing resilience strategies they have learned. **All classes** took part in Fair Trade Fortnight and participated in an on-line assembly to share what they had learned. **All classes** were involved in delivering an online assembly with their class to other classes and parents, showcasing their rich learning experiences. We experienced a Burns Celebration from Primary 7 and a Nativity production from Primary 1 and everything in-between! A few pupils who were isolating due to COVID were still able to participate in their class assembly due to effective use of technology.

**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 £400, Shoe Box Appeal filled 73 boxes and raised £134, Poppy Appeal £118.The Portlethen School’s community Santa Run raised £4,600 for the local schools and ‘The Local Community Larder. Dress as you please for Comic Relief raised £353 in addition to contributions of food to the Local Community Larder.

**Parent Staff Council**

Parent Staff Council (PSC) meetings continued to be successfully conducted online for the academic year 20/21. The PSC makes a significant and invaluable contribution to the school budget. We were able to resume our whole school annual Sponsored Walk which raised £1,533 for our PSC funds.

Our PSC funded a class set of new school iPads which is a much appreciated resource! They have already been a great support for everything from class assemblies, movie making, Book Creator, cloud spotting and phonics stations to name but a few! They are in high demand!

The PSC provided treats for pupils to enjoy following our annual whole school fundraising sponsored walk. The PSC also arranged a **Christmas Fayre** held in Portlethen Church Hall which was a great success raising **£2,356.33**. The PSC funded our virtual Christmas Cinema trip in addition to providing party bags for all pupils. The end of the school year saw the return of the PSC school discos in the building which was met with great excitement and to celebrate the event was free of charge! The PSC provided financial support for our Primary 7 activities week!

**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:

* We have made it to the end of our first full Academic School Year since session 2018-2019! This is indeed cause for celebration and much to be thankful for. That said, almost all of us as at school, pupils, and staff, have experienced time away from school due to COVID. We are so very grateful to have remained open as a school for a full year and to have been able to have so many more opportunities and great experiences this year. Pupils throughout the academic year continued to be outstanding at following ongoing Risk Assessment requirements for COVID. Ongoing restrictions due to COVID continued until April 2021. Technology continued to support pupils isolating at home.
* Facemasks, lateral flow testing, social distancing and mass vaccination programmes.
* Welcoming key visitors back into our school building.
* We were delighted to be able to hold our School Sports and a Jubilee Family Picnic this year. The family picnic was a wonderful, happy ‘Fishermoss Family’ occasion.

**Wider Community Links**

* Lethen Care Home
* Portlethen Parish Church
* The Larder
* ASDA donated 11 Christmas Eve boxes to school, one for each class.
* Portlethen Paths Development Group sourced funding from the Meikle Carewe Windfarm Fund to provide a bench & planters for our playground. Another great example of community at its best!
* Rotary
* Community Learning & Development
* Devenick Designs treated all the staff at school to hot rolls at the end of term from Portlethen’s Place to Eat as a thank you for everyone’s hard work! We are always overwhelmed by everyone’s kindness and thoughtfulness!