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**Fishermoss School**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for 2023 - 2024. 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, 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.

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 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 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 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 have opportunities to 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 2022-2023.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| **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. Cluster Writing Moderation Nov 2022-QAMSO. 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. We had a significant focus on Learning, Teaching, Assessment and Moderation. Almost all teaching staff attended a collegiate session delivered by Bruce Robertson on high quality pedagogy. All staff attended two Aberdeenshire QAMSO sessions on high quality assessments. All staff attended an Aberdeenshire wide event on Learning, Teaching and Assessment delivered by inspirational speaker Mark Burns. Mark Burns has developed a proven track record in developing teaching and leadership in education. All staff joined with colleagues from across Aberdeenshire for a Learning, Teaching & Assessment event delivered by Shirley Clarke who is an international freelance consultant, running courses, researching and writing. Staff had an opportunity to explore Aberdeenshire’s Learning, Teaching & Assessment website. Engage in CLPL via Aberdeenshire LoveLearning Digital Pedagogy SiteTexts-apps used to enhance creativity in literacy lessons. Technology & the role of the PSA-training attended by all PSAs. Implemented reviewed and revised Reading Policy (2011) and Spelling Policy (2016). Continued to embed revised writing policy.Implemented reviewed and revised Teaching of Phonics-ensuring clear progression.Continued to encourage pupils to read more for enjoyment. Updated class libraries with new books involving pupils. Supported parents with encouraging reading for enjoyment at home. School libraries reorganised and opened up following COVID for pupils to access-parent volunteers supporting with this. Continued with magazine Subscriptions to further encourage an enjoyment of Reading at home for pupils who are not hitting Literacy Benchmarks.An audit was undertaken of pupil reading books for teaching reading across the school. Additional targeted literacy sessions for identified pupils.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.Implemented additional comprehension resources for second level to ensure appropriate pace and challenge.  | Framework reviewed. Staff re familiarised with the framework and more confident with benchmarks. Cluster writing moderation facilitated good professional dialogue, a shared understanding of teaching and assessing writing. It built staff confidence in delivering high quality learning & teaching in literacy.Staff were encouraged by the key messages as they sat with best practice at Fishermoss School. Reinforced and refreshed an understanding of Learning, Teaching & Assessment. Ensured all staff have a shared knowledge. Staff continue to embed pedagogy. The majority of staff are creating opportunities for high quality assessments, across the curriculum, during the planning process. As part of our Collegiate Agreement, set planning dates have been agreed to facilitate further opportunities for moderation of planning and planning for high quality assessments. Teaching staff undertook Learning, Teaching & Assessment self-evaluation RAG exercise individually and collectively. All staff familiar with Aberdeenshire Assessment & Moderation Toolkit and engaged with the moderation audit tool to identify next steps/points for action. Reviewed Learning & Teaching Policy dated 2018-created draft Learning, Teaching & Assessment Policy. Increased awareness of LoveLearning Digital Pedagogy Site.Majority of staff more familiar with apps that can be sued to support learners to use technology to support progress in literacy and meet their needs more effectively. Technology & digital learning will be an area for development next session for all staff. Revised policies ensure staff have clear guidance in terms of expectations in relation to reading & spelling. Non-negotiables 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. NSAs 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 provided a link with home and has encouraged reading for enjoyment beyond school. This has aided their vocabulary and oral comprehension. Almost all pupils accessing story corners more regularly. Positive feedback from most pupils and parents via questionnaires about the Magazine subscriptions further encouraging reading for enjoyment at home.Audit established the majority of pupil reading books were dated and worn. Parents were extremely supportive and pro-active in fundraising to supplement the school budget. Approx £34,000 was spent on Oxford University Press Reading Scheme with over £13,000 raised by parents. Parents & staff have reorganised reading books to accommodate the new titles and to make resources more readily accessible. An enhanced scheme will provide significant breadth and support the development of specific skills. All stakeholders who have viewed some of the books were enthusiastic about this new resource. 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.All pupils requiring technology to support their learning have direct access to devices to meet their needs more effectively. ASL teacher regularly advices parents to access resources for uplevelling ICT skills. All pupils & parents provided positive feedback about the difference ready access to technology had made. Parents have supported with funding additional Nessy licences. ASL teacher monitors and encourages the use of Nessy both in school and use at home.Supplemented existing comprehension resources which provided further breadth & challenge.**Literacy attainment Listening & Talking 92%****Reading 83% & Writing 75%** |
| **To improve our Health & Well-Being Curriculum**  | Wellbeing prompt cards continue to be 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’. ‘Growth Mindset Lessons’ continue to further enhance Bounce Back Programme and to further develop a Growth Mindset culture across the whole school. Established Sensory room and resources are now more readily available. Creation of Fine Motor Skills/Sensory BoxesPupil involvement in self-evaluation through ‘How Good is **OUR** School’ and progressing ideas for playground markings and equipment that can further enhance playtime experiences. Staff Development through in-service – Kate Turner Nurturing Classroom.Staff Training on Aldo – Trauma informed practice working with Children & Young People, adults and supporting our own staff and service.PSAs attended event on Anxiety and the Effects on Learning.Staff in-service training in the use of Loose PartsTeaching staff training delivered by cluster PT – Rights Respecting Schools. | Most pupils are more aware of and can talk about the wellbeing wheel. Wellbeing indicators are forming a common language for most pupils and staff. Most 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. 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. 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 3/4 questionnaire to all classes – feedback showed all classes felt happier in their playground. All pupils were 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 6 & 7 pupils took part in Aberdeenshire’s Participatory Budgeting process and were successful in gaining funding for gardening equipment & Eco books. Staff engaged and developed their knowledge and understanding of how to create a nurturing classroom to meet the needs of all children.All staff engaged and developed their knowledge and understanding of the impact of trauma on development, how it presents itself and how it can be supported. Increased awareness of the impact of ACES on behaviour and learning within the classroom.PSA involved in supporting children with the transition into school which has helped to meet the needs of individual children during morning transition.Staff engaged with resources on Loose Parts and developed further confidence and knowledge. Classes working collaboratively with supporting teacher to develop further confidence and knowledge on outdoor learning.Staff aware of rights and implementing within planning and during Learning and Teaching. All classes involved in creating class charters linked to UNCRC.Children more aware of their own and other’s rights.Whole school embarked on the journey for Rights Respecting School’s Bronze award.**Health & Wellbeing attainment 92%** |
| **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, courtyards and Planters. Progressed storage for outdoor learning loose parts and garden equipment for easy access for pupils and staff.  | 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. Staff engaged with resources to develop knowledge and understanding and support with the development of class 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. Community Clean up well supported by families and made a positive difference to the local area. Fishermoss School is well on its way to achieve it’s 7th Eco Flag!Whole school involved in planting and creating green spaces. Increase of wildlife and biodiversity around school area. Primary 3/4 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. Primary 6 & 7 pupilswere successful in achieving funding through Aberdeenshire ‘We decide’ Climate change and Carbon reduction funding for projects. Funds benefitted all classes with additional gardening equipment selected by pupils and an Eco Library was formed.Storage in place and there is an increase in the number of classes accessing the resources for outdoor learning. Teacher peer support working well to progress this almost all stages. Rota established for each courtyard so all pupils are involved in maintaining and making use of these outdoor spaces. |

# 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 communityStrategic planning for continuous improvementImplementing 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 provide support to pupils and staff.
* 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, ‘show & tell’/class assemblies, 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. Additional termly staff meeting where staff set their own agenda for specific current issues. 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/Global Warriors and learning experiences e.g. Learning for Sustainability 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 with 85% of families attending.
* Parents supportive and pro-active in fundraising to supplement the school budget. Approx £34,000 was spent on Oxford University Press Reading Scheme with over £13,000 raised by parents. Parents & staff reorganised reading books to accommodate the new titles and to make resources more readily accessible.
* Parents were instrumental in improvements in relation to enhancing Digital Technology resources and Reading resources.
* Parents took a lead role in supporting us reorganise and reopen our school libraries following COVID.
* 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 gardening equipment and Eco books.
* All pupils as Global Warriors are part of our Eco Schools award and Rights Respecting Schools award as these are regular items on the Global Warrior meeting agenda. 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. All classes were involved in creating class charters as the whole school has embarked on the journey for Rights Respecting School’s Bronze award.
* Parent Staff Council showed initiative in supporting families with preloved uniform.
* Effective continued partnership working with SUSTRANS i-bike officer to provide outdoor learning experiences for all pupils and to progress pupil bike skills for the whole school.
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| **How do you know?****What evidence do you have of positive impact on learners?**  |
| * HGIOS 4 and How good is OUR school 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 Primary pupils, Pupil and Parent Council feedback, class observations, ‘show & tell’/class assemblies and work sampling. The systems in place are effective and provide direction as we continuously strive to raise our attainment levels.
* Listening & Talking attainment 92%

Reading attainment 83%Writing attainment 75% Maths attainment 89%Health & Wellbeing attainment 92%* We use a range of approaches to engage with pupils, parents, staff and external agencies to evaluate our work e.g., questionnaires, Primary 1, workshop evaluations, feedback. Questionnaires included Curriculum Show & Tell, literacy intervention utilising PEF, Education Scotland Pupil Questionnaire & Global Warriors Learning & Teaching How good is OUR school questionnaire. 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.
* 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. 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, Reading resources, 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.
* Positive feedback from pupils, parents & 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 school libraries being reopened following COVID.
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| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Continue to encourage leadership at all levels e.g., Areas of responsibilities for staff working to their strengths & interests, Global Warriors, Parent Staff Council, Parent Volunteers.
* 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 promote bike skills across the whole school with the support of SUSTRANS.
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# How good is the quality of care and education we offer?

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| **QI 2.3 Learning, teaching and assessment**Learning and engagementQuality of teachingEffective use of assessmentPlanning, 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 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 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. School is well equipped with outdoor learning resources.
* Cooperative learning successfully supports learner engagement across the curriculum with most teaching staff using 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.
* Refresher AIFL training this session ensured Aifl is embedded in all classes across the school. AIFL policies were reviewed and revised. 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.
* Pupils are motivated, independent learners and are involved in setting personal targets and are developing their skills in giving effective feedback to their peers.
* 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. 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, enterprise events through our Learning for Sustainability Calendar.
* 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 ‘Fishermoss Home Learning Website’ supports with ideas, resources, websites, and apps to support pupils on school closure days, during periods of absence and also supports parents.
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| **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 92%

Reading attainment 83%Writing attainment 75% Maths attainment 89%Health & Wellbeing attainment 92%* 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 tracker 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, 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 and learning celebration books/folders. Through learner comments in reports, homework diaries, learning celebration books, pupil learning statements and pupil questionnaire, pupils have given positive feedback regarding their progress and achievements.
* Positive feedback from staff regarding SCARF & RSHP and its inclusivity re gender, different relationships and family groupings.
* All pupils, as Global Warriors, have successfully achieved 6 ECO Green Flags for the school and will continue to engage with the UN Sustainable Development Goals to achieve our 7th Flag. We are on our journey for the Bronze award for Rights Respecting School 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, 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, 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.
* 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 & Courtyard 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 primary classes demonstrate success in the 4 capacities through class/show & tell 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 ‘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?** |
| * 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 progress towards 7th Eco Green Flag, RRS schools Bronze award & revisit Fair Trade Schools award.
* Continue to progress 1+2
* Continue to 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.
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# How good are we at improving outcomes for all our learners?

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**WellbeingFulfilment of statutory dutiesInclusion 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 and ‘My Views’ to ensure individual additional support needs are being effectively met.
* 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.
* Most 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, Early Years/P6 Play Leaders, 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.
* 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.
* 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, 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 & Courtyard 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. PEF also funded residential outdoor centre places for FSM pupils.
* A dedicated website was created ‘Fishermoss Home Learning Website’ with ideas, resources, websites and apps to support pupils unable to attend school.
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| **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 92%.
* 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.
* 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.
* 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.
* All Pupils make contributions to decision making through our Global Warriors & Pupil Council. All pupils have been actively involved in self-evaluation, 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 3/4 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 gardening equipment & Eco books.
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| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Work towards achieving Rights Respecting Schools Bronze award.
* Continue to focus PEF funding to meet needs of targeted pupils in Health & Wellbeing and Literacy.
* Improve our universal and targeted approaches in supporting learners by making use of the Circle Framework.
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| **QI 3.2 Raising attainment and achievement**Attainment in literacy and numeracyAttainment over timeOverall quality of learners’ achievementEquity 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 higher 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, music workshops, Science workshops, pupil partnership with local care home, ABSAFE, SSPCA, Ranger Service, AFCCT and SUSTRANS.
* 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, P7 residential etc.
* All classes are involved in buddying to support learning experiences e.g. Digital technology, paired reading, outdoor learning, social studies, Health & Wellbeing.
* 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.
* 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.
* 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 primary classes demonstrate success in the 4 capacities through class assemblies to parents and families. Achievements are regularly shared through newsletters and 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 this spelling resource.
 |
| **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, 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, and iVolunteer for P7 pupils. Pupils add to their iVolunteer award through volunteering in community groups outside school, further developing their skills for Learning, Life and Work and demonstrating themselves as responsible citizens and effective contributors.
* Parent volunteers run the school library and support with school trips.
* Attendance levels are generally high, exclusion rates are low and inclusion is successful for almost all pupils. SLT monitor and communicate with and offer support to parents re late attendance and organise soft starts to support this.
* 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.
 |
| **What are you going to do now?****What are your improvement priorities in this area?** |
| * Continue to further develop our **Tracking Systems** with electronic tracking to support paper-based approaches.
* Continue to focus PEF funding to meet needs of targeted pupils in Health & Wellbeing and Literacy.
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# PEF 2023-2024

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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.Wellbeing-supporting identified learners to feel included, engaged and involved in the life of the school.Financial support for families with the cost of the school day-Abernethy. |
| **Expenditure** | **Targeted Literacy Intervention supporting identified Pupils not hitting benchmarks.****PSAs supporting Movement Group & Cluster Explorers**Terms 1-4 16.25 hrs per wk x 40 wks= **£8,800****Commissioned/purchased services/partners**Abernethy Outdoor Centre = **£884**Total Allocation = **£15,925****Less overspend = £6,241****Total Spend = £ 9,684** |
| **Expected outcomes** | * Additional targeted literacy sessions to reinforce literacy skills taught in class.
* Cluster Explorers Wellbeing- Children who have accessed target nurture interventions are able to apply strategies they have learned outwith groups.
* Financial support to specific families with the cost of the school day in relation to Primary 7 Residential opportunity.
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| **Impact Measurements** | * Pupils engaging with Cluster Explorers nurture provision will progress well with identified Boxall targets. These will support Child’s Plans where appropriate. Pupils will be able to transfer skills targeted to larger/class situations.
* 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 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.
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# 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-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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. |
| -Placing the human rights and needs of every child and young person at the centre of education-Improvement in children and young people’s health and wellbeing-Closing the attainment gap between the most and least disadvantaged children and young people-Improvement in skills and sustained, positive school-leaver destinations for all young people-Improvement in attainment, particularly literacy and numeracy.**Key drivers of improvement** -School and ELC leadership -Teacher and practitioner professionalism -Parental/carer involvement and engagement -Curriculum and Assessment-School and ELC improvement -Performance Information. |
| **Priority 1 : To improve learning and teaching through the creative use of digital technologies.** | **Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.** |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Revisit Technologies Progression Frameworks/Planners to ensure staff are confident in relation to the Benchmarks. Use [Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot)](https://education.gov.scot/media/cxwnqrma/nih312-features-of-highly-effective-digital-learning-and-teaching-01-22.pdf) as a self-evaluation tool to assess where our school is at on our digital journey.Use challenge questions from 3.3 Creativity and Employability alongside **GTCS standards** for full registration to evaluate how well specific aspects with regards to digital technologies are fulfilled within the school. Use the [Teacher Digital Literacy Framework (DRAFT)](https://education.gov.scot/media/gsrczkd0/practitioner-digital-literacy-framework-draft-feb23.pdf) document or the self-reflection tool to critically and honestly evaluate where one’s own digital competence needs to be improved or updated, and to gather evidence for this requirement.Senior Leadership Team to use the information from the self-evaluation exercise and from Learning & Teaching meetings to inform CLPL & SIP for session 24/25. Fully implement a digital tracking system for attainment & wider achievements.Revisit online safety throughout the school through the following actions:* Online safety policy (360 SafeScotland template)
* Undertake the 360 SafeScotland review to identify areas where online safety need improving (<https://360safescotland.org.uk/>).
* Roll out Safer Schools App.
* Option to attend LoveLearning Safely CLPL sessions

Implementation of device responsible use policy throughout the school. Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.**Digital Leader** to participate in CLPL offered by the LoveLearning team to cascade to colleagues to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. Attendance at LoveLearning November in-service for key members of staff taking the digital agenda forward and then disseminate to rest of school staff. Staff can also access information and training from Digilearn Scotland, Apple Teacher, MIE and Google.Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school – basic operation to support troubleshooting, and accessibility features to support pupils with ASN.All LoveLearning sites can be accessed from this central location:<https://blogs.glowscotland.org.uk/as/lovelearning/>Enhance Home/School communication through a move away from homework diaries to greater use of Google Classroom. Explore Effort/Attitude/Behaviour & interim reports being shared via google classroom or other means.Further Progress the use of pastoral notes to replace existing chronologies. | All teaching staff.All teaching staff. SLTAll staffAll staffFMFM17th Nov2023All staff All teaching staff.Whole school | Session 23/24 Term 1Session 23/24Nov Inset Session 24/25Session 24/25Session 24/25Share at Curric. Dev meeting 30th NovSession 23/24Nov InsetSession 23/24Session 23/24 | All staff will be confident in relation to expectations and will be fully implementing the progressions frameworks. Self-evaluation activities to support continued progress in the use of digital technologies and to inform SIP for session 24/25.SLT will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes including: observations, professional dialogue taking place at PRD/professional update meetings, monitoring of forward plans, Learning & Teaching meetings, sampling of pupil work.Increase in digital skills across the whole of the school community. Tracking and monitoring processes identify an increase in engagement from pupils.Staff are becoming confident in the use of digital solutions for monitoring & tracking and interrogation of data, allowing a picture across the whole school of attainment & trends.Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.Policy agreed and understood by all stakeholders. Increased Teacher confidence in digital skills and how they can use technology to support learning and teaching in their class.Pupils confident in using technology. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways. Feedback from parents and pupils will demonstrate the benefits of using technology to support learning.Parents have access to digital tools /platforms that allow them to see how learners are progressing and including next steps. Staff are confident in the use of digital pastoral notes. We have agreed shared approaches to record keeping and passing on of information using digital technology. |  |

# 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-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/ practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support 2.5 Family learning2.6 Transitions2.7 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. |
| -Placing the human rights and needs of every child and young person at the centre of education-Improvement in children and young people’s health and wellbeing-Closing the attainment gap between the most and least disadvantaged children and young people-Improvement in skills and sustained, positive school-leaver destinations for all young people-Improvement in attainment, particularly literacy and numeracy.**Key drivers of improvement** -School and ELC leadership -Teacher and practitioner professionalism -Parental/carer involvement and engagement -Curriculum and Assessment-School and ELC improvement -Performance Information. |
| **Priority 2 : To ensure the wellbeing, Equality and inclusion of all learners as Global Citizens.** | **Data/evidence informing priority: In line with local authority priorities for session 2023-2024, we continue to reflect and strengthen our whole school approach to inclusive practice.**  |
| **Key actions** | **By whom** | **When?** | **How will we evaluate impact?****(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Implement the **CIRCLE** to complement staff knowledge, skills and experience to ensure a shared understanding of the inclusion of all learners within the school environment. * Section 1 ‘Introduction’ & Section 2 ‘Working Within an Inclusive Classroom’-Professional reading (pg1-17)
* What does this look like at Fishermoss School? What policies, guidance, procedures, approaches do we have that links to this?

SLT to attend Aberdeenshire Council ‘Train the Trainer’ Event.Develop staff awareness of the Circle Framework (Up, Up and Away/ Nursery Staff) through professional reading and collegiate discussion. * Section 2 Inclusive Classroom Scale’ Professional Reading (pg19-27) The Circle Inclusive Classroom Scale (CICS) and complete the Summary of Inclusive Classroom Scale (pg28).
* Staff to work with partner to review evaluations and complete CIS planning page (pg29).
* Identify challenge questions from ‘Working within an Inclusive Classroom (pg30)’ to support whole school audit.
* Plans to be reviewed in term 3.

Staff to familiarise themselves with The Circle Framework Participation Scale and complete an individual case study using a pupil in their class. Action plans to be created and evaluated - pupil progress measured. Discuss staged intervention process/flowchart for universal and targeted approaches-ref ASN Guidance Manual page 28. Professional learning on inclusive skills, supports and strategies. What does this look like at Fishermoss School? What policies, guidance, procedures, approaches do we have that links to this?* Circle resource used for this.
* ADHD Training (ADHD Foundation)
* Staff engagement with dyslexia toolkit.
* Autism Friendly School
* Total Communication
* Sensory awareness

Revisit WOW (Ways of Working) universal support resources. **Rights Respecting Schools Award-Bronze**- Become more familiar with the United Nations Convention on the Rights of the Child-Revisit Questionnaire Results-Review our school practice-RAG -Complete the Action Plan for Silver**Eco Schools**-Engage with updated (Aug 23) Keep Scotland Beautiful Eco Schools platform to submit Action plans.-Submit evidence to achieve 7th Flag. | All staffHT & DHTAll staffAll staffGlobal WarriorsAll staffGlobal WarriorsAll staff | AugInservice 2023Sept 2023Nov In Service 2023Feb In Service2024Feb In Service2024Session 23/24Session 23/24 | There is a strengthened ethos across the school to minimise the impact of potential barriers to learning.Staff are aware of practical strategies to support the underlying skills that pupils require to enable them to participate in schools. Physical learning environments have improved and are more inclusive to a range of learners needs.All children and young people are benefitting from high-quality universal support (2.4 HGIOS 4). These universal supports are supporting participation and achievement of learners who have additional support needs. Learners feel they have everything they need to learn and achieve their best (2.3 HGIOURS)**Evidence to Support this**Staff SurveyPupil Survey Pupil Focus GroupsSLT environmental audit Examples of Staff Action Plans/Evaluations (The Circle Participation Scale and The Circle Inclusive Classroom Scale)Learning Visits Bronze Rights Committed award received. Pupils know about rights, can exercise their rights, feel valued and can recognise the rights of others. 7th Eco Flag received. Pupils will be inspired to combat climate change, tackle litter & waste, restore nature & biodiversity and improve places. |  |

# Wider Achievements

Please follow the link below to the school website to access the Head Teacher Termly Newsletters for information on Wider Achievements, involvement with Charities, the work of our Parent Staff Council, Parent Volunteers, Wider Community Links and Memorable Experiences from session 22/23.

[**Head Teacher Newsletter | Fishermoss School**](https://fishermoss.aberdeenshire.sch.uk/head-teacher-newsletter/)