**SQUIP Fernielea School**

Fernielea School

Standards, Quality & Improvement Plan 2022/23



**Happy Safe Achieving**

PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

Fernielea School

Standards, Quality & Improvement Plan 2022/23

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| [**National Improvement Framework Priorities**](https://www.gov.scot/policies/schools/national-improvement-framework/#:~:text=%20National%20Improvement%20Framework%20%28NIF%29%20%201%20Drivers,a%20broad%20general%20education%20benchmarking%20tool...%20More%20)* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in children and young people’s health & wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people
 | [**Local Outcome Improvement Plan (LOIP) Stretch Outcomes**](https://communityplanningaberdeen.org.uk/aberdeen-city-local-outcome-improvement-plan-2016-26/)* 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.
* 90% of children and young people will report that they feel mentally well by 2026.
* 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
* 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.
* Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.
* 25% fewer young people (under 18) charged with an offence by 2026.
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| **School Improvement Priorities 2020-2021*** Priority 1 – Improving and developing our approaches to Learning, Teaching & Assessment
* Priority 2 –Supporting the Wellbeing of all
* Priority 3 – Physical Return to School buildings
 | **School Improvement Priorities 2021-22**Priority 1 – Raising Attainment in Literacy – specifically writingPriority 2 – Ensuring Wellbeing, Equity and Inclusion -Developing a whole school universal approach to reduce barriers to learningPriority 3 – Health & Wellbeing – developing a whole school relationship approach; developing a programme of RSHP education for ELC to P7. Priority 4 – ELC – implementing the 1140 programme successfully taking into account planning and reporting.  |
| **Context of the school**: Logo  Description automatically generated Happy, Safe and Achieving Fernielea Primary is a co-educational, non-denominational school, which was built in 1962.  It is situated in the Summerhill area of the city, in an area of mainly council-built housing, (some rented, some now owned by occupants) with a small proportion of private housing.    The school roll has increased this session and over the year the average is 247 (P1-7) and 60 ELC, however the predictions for future are for significant growth with 2 social housing developments due to be completed within the next academic year. There are 11 Primary classes within the school, Early Learning (Nursery) classes – 8-1pm, 1-6pm (all year provision) and 9-3pm term time provision. We also operate a targeted support area which supports children with additional support needs.  School occupancy is currently at 75%.  Chart, bar chart  Description automatically generatedOver the course of the year we have welcomed back a number of staff from maternity leave (4 staff) and this has meant changes to staffing of classes. The ELC staffing situation was extremely challenging over the course of the year – the recruitment of the full team was completed in May 2022. This impacted hugely on the continuity of service due to a high number of relief staff being in place to ensure ratios were met daily and the service could remain available for ELC children in our community. A Care Inspectorate Inspection took place in February 2022 which highlighted the need for more robust Quality Assurance systems and the need for recruitment of permanent staff to ensure that the quality of service wasn’t impacted upon. The care of the children was highlighted as a strength as was the quality of the environment provided for the children. Care Inspectorate Report 2022 Chart, bar chart  Description automatically generated* 26.66% (36 children) of P4-7 pupils (135 pupils) are registered for Free School Meal on the basis of receipt of benefits, this has been a significant upward trend impacted by COVID.

Chart, bar chart  Description automatically generated* 72% of pupils live in the lowest 2 (of 5) Scottish Index of Multiple Deprivation (SIMD) quintiles.

Chart  Description automatically generatedGraphical user interface, application  Description automatically generated* 10.98% of P1-P7 pupils (26) are recorded as having English as an Additional Language.
* Chart, histogram  Description automatically generatedThe national identity of 12.19% of pupils P1-7 is recorded in categories other than Scottish or British.
* Of the children who are recorded as having an additional support need, 10.9% (27 pupils) have an IEP and 5% (14 pupils) have a Child’s Plan
* Overall attendance rate for the school year 21/22 was 93% (as of 20 June 22) which is consistent with previous year (20/22)
* *All statistics are based on the total school roll (264 pupils) for primary school.*

**CfE Levels (June 2022) for 2021/22 were:**

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| --- | --- | --- | --- | --- |
| Year 20/21  | Reading % | Writing % | L&T % | Numeracy % |
| **P1** | **78.05** | **58.54** | **85.37** | **87.8** |
| **P4** | **71.43** | **54.76** | **90.48** | **71.43** |
| **P7** | **85.29** | **73.53** | **94.12** | **73.53** |
| **School Average** | **78.25** | **62.27** | **89.99** | **77.5** |
| Year 21/22 | Reading % | Writing % | L&T % | Numeracy % |
| **P1** | **67.9** | **60.7** | **92.9** | **71.4** |
| **P4** | **76.9** | **73.1** | **92.3** | **76.9** |
| **P7** | **63.9** | **69.4** | **72.2** | **66.7** |
| **School Average** | **69.5** | **67.73** | **91.7** | **71.66** |
| **Compared to previous year** | **-8.75** | **+5.46** | **+1.71** | **-5.84** |

 During the 21/22 academic year there was a downturn in the school average in Numeracy achievement – this has been attributed to learners requiring support to address gaps in their learning after the lockdown periods – especially in Primary 7. This has been identified as an area of focus for the next session. Due to a drop in the school average and lower attainment in P1 and P7, Reading has also been identified as an area for development, to ensure that all learners, regardless of barriers, are achieving their expected level. This session there was focus on reducing barriers to learning, with a significant focus on Writing and interventions to support learners within the area of Literacy. Whole school approaches have been developed to support this and will continue to be embedded into the next academic session. These included Dyslexia Pathway approach (ACC Dyslexia Outreach), Autism Outreach support, training for staff in developing a stronger understanding of barriers to learning and the use of the CIRCLE approach to address barriers to learning. Staff also trained in the Connected Compassionate Community programme which focuses on developing positive relationships for all within our school community. The pupils are instrumental in the school improvement process and the focus on the school community as a learning context enables strong links with partners. The longstanding intergenerational link with Summerhill Care Home has historically provided a rich and unique learning context for the learners with a focus on communicating and creativity. This has restarted in Term 4 of 21/22 after the break in contact due to COVID restrictions. Links with Police Scotland has provided opportunity for a community link with ex pupils, community learning, Foyer Futures (Aberdeen Reboot) and commerce to focus on future hopes and dreams within a creative context which also reinforced our school values within the school community. A mural depicting our school values was created by young people from the community within our school playground. Most staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback (aided by digital technology) which is having a positive impact on the learning cycle of the majority of learners.Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions are tracked and reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets. Staff are trained in providing specific interventions to support targeted individual learners/cohorts of learners ie LIAM trained PSA/Teacher (Anxiety Management), Seasons for Growth trained PSAs (Mental wellbeing) and ELSA trained PSA (Emotional Literacy), SAM training for PSAs (Suicide awareness). One teacher has also completed Forest Schools training to support outdoor learning for targeted support of pupils.Almost all learners and staff are supported to reflect on their mental wellbeing. Health and Wellbeing Interventions are planned using a range of data collected a school, ASG, city and national level. The SHINE survey for Mental Health & wellbeing (P6 -S3) was carried out across the ASG and interventions were carried out as an ASG to address the main areas for support which were: self-confidence (*46% feeling confident*) and self-image (*22% feeling low happiness in their appearance*). 39% of pupils who responded to the survey indicated that their emotional wellbeing was low which is in contrast to the ACC stretch aim of 90% of pupils stating they fell mentally well. The ASG appointed a transition teacher (0.6 FTE) to lead transition between P7 and S1 which takes into account the skills progression and also these key wellbeing areas identified in the SHINE survey. The use of Emotion Works programme has impacted on the continuity of language and approaches used to discuss emotions with pupils. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions related to mental wellness and ongoing work through the Partnership Forum and engagement with the Wellbeing Hubs is supporting this. The addition of a Family Learning Support Worker has provided the school community the opportunity to engage parents in learning how to support their child. PEEP sessions have been attended by 5 families in our ELC and 1:1 work has been undertaken with 4 families to support attendance, finance, sleep and mental and emotional wellbeing. The parents/carers have also been given the opportunity to attend Parenting classes focusing on understanding emotions, sleep and parenting toolkits. Community Learning has provided the opportunity for work to be carried out with P6 and P7 pupils in small groups to focus on wellbeing, peer pressure, transitions and positive friendships. Most staff are developing confidence in delivering learning which is varied, engaging and planned with progression in mind. Almost all learners experience learning which is enhanced by the use of digital technology and which is supported by a strong ethos and culture of support. Key areas for development is the use of questioning and feedback to extend learning and the use of differentiation to ensure all needs are met effectively. When asked Parents gave the following overview of things we do well at Fernielea:Text  Description automatically generated with medium confidenceWhen asked parents gave the following overview of what the school should focus on in relation to Pupil Equity Funding:Text  Description automatically generated with low confidenceWhen asked if they were overall happy with the school. Parents responded with an average score of 4.10 out of 5. A picture containing text, clipart  Description automatically generated |

**High Level Plan**

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| Year 1 (2022-2023) | Year 2 (2023-2024) | Year 3 (2024-2025) |
| * Raising attainment in Numeracy and Literacy
	+ Reading (pedagogy across school and RWi in P1-->2)
	+ Listening & Talking – planning & assessment
	+ Develop Maths pedagogy through the use of manipulatives P4-7
* Curriculum Development
	+ Maintenance of Writing development
* Developing play-based approach in P1 to extend and enrich learning at the early level
* Learning and Teaching – improving quality of learning and teaching through focusing on moderation cycle
	+ Feedback
	+ questioning
	+ Differentiation to meet learner needs
* Implementing a skills focused approach across the school which supports learner leadership of learning and extends pupil voice
* ASG Level – transition with a Science focus
 | * **Raising Attainment in Numeracy and Literacy**
* **Curriculum development**
* Science
* IDL
* **Ensuring Wellbeing, Equity and Inclusion**
* **Rights Respecting Schools**
* **Developing play-based approach in P1-3 to extend and enrich learning at the early level**
 | * **Review the curriculum with stakeholders**
* **Tracking Wider achievement across the school**
* **Curriculum development**
	+ Expressive arts
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**Action Plan 2022/2023**

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| QI 3.2 Raising Attainment in Literacy and Numeracy  2022/2023 |  |  |  | R  | A | G |
| Improvement Outcomes  What do we hope to achieve?   | Measures of Success   **How will we know this has been achieved?** * ***What evidence will we have?***
 | Actions Required  **What do we need to do?**  | Timescales   | Resources  **Who and what is required?** * **(including cost/fund – highlight if PEF funding)**
 | Nov  | Feb  | May  |
|  Early Level pupils experience a coherent, structured and well presented phonics and reading approach which takes into account the different levels of development and needs raising attainment in Early Level Reading and Writing to levels greater than 2019 and 2021 | * All staff, working in P1 to P3 who have children working within the Early Level, know how to implement and support a progression of teaching phonics
* Attainment for Literacy in Early Level and subsequently First Level will increase from previous levels (2019 and 2021) and sustain.
* Clear evidence of differentiation in the teaching of literacy (phonics and reading)
 |  Led by DHT and EY PT:* Training for Read Write Inc for P1-3 staff
* Links to partner schools who are also implementing and embedding Read Write Inc.
* Baseline assessments carried out to measure implementation of approach.
* Working party established to plan and develop the progression of the intervention and improvement and allow for professional engagement
 |  August 2022 to June 2023 | * Resources to support Read Write Inc -pre-purchased
* SLT and staff training
* 1.5 Inservice Days
* 3 x Development times
* 5 hours working party
 |   |   |   |
|  Improve the understanding of the CPA approach to teaching maths for staff, parents and pupils in order to improve attainment for all learners P4-7 | * Pedagogy in teaching Maths is improved and demonstrates understanding of the CPA approach
* Teacher confidence in the effective use of manipulatives increases.
* A shared understanding of the CPA approach is evident for staff, parents and pupils.
* Appropriate and effective use of manipulatives supports the acquisition of Maths knowledge and understanding and skills for all learners.
* Attainment in Maths improves in Second Level compared to 2021 and 2019 levels.
 | Led by HT:* P4-7 staff engage in Professional Learning in relation to CPA language and the use of manipulatives.
* A shared understanding of the use of manipulatives is created between staff, parents and learners.

Working party established to plan and develop the changes and allow for professional engagement |  August 2022 to June 2023 | * Access to Maths Complete PCD resource for teachers 5 **licences -£87 x 5 = £435 (PEF)**
* 3 Development Times (15 hours)
* Working party to lead improvements
* 1 Inservice Day
* 5 hours working party

Per class: * **2 coloured counters £128 PEF**
* **Dienes base 10 materials £479 PEF**
* **Algebra tiles £390 PEF**
* **Cuisenaire rods £362**
 |   |   |  |
|  Improve the reliability of professional judgement in Listening and Talking attainment by engaging in the moderation process | * Attainment in Listening and Talking is reliable.
* Staff are more confident in assessing listening and talking
* Staff are more confident in using the moderation process to make a professional judgement in listening and talking
 |  Led by HT:* All teaching staff engage in professional learning in relation to Listening and Talking
* All teachers implement agreed process for assessing Listening and Talking
* All teachers can engage with evidence relating to achievement of a level in Listening and Talking
 |  August 2022 to June 2023 | * 1 development time
* Follow up session on Inservice Day
* Moderation process professional development resource – Edu Scot
* Listening & Talking professional development resource (QIO provided)
 |  |  |   |
|  Make effective use of the agreed pedagogy for the teaching of Reading to raise attainment in Reading across the school. | * There is a clear and progressive approach to teaching Reading across the school
* Assessment of Reading is taking place to ensure appropriate progression for all learners
* Attainment in Reading improves from 2019 and 2021 levels.
* Improved parental engagement and understanding of the teaching of reading and their role.
 | * Working party established to plan and implement Reading approaches.
* Establish good practise and areas for development in Reading.
* Develop a programme/pedagogy
* Develop a range of supports to support learners

Engage with the parent body to develop their understanding of their role in supporting readers. |  August 2022 to June 2023 | * 1 Inservice day
* 2 development times
* 5 hours working party
* Reading resources TBC
* Reading assessments TBC
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| 2.3 Learning, Teaching and Assessment |  |  | RAG  |
| Improvement Outcomes What do we hope to achieve?  | Measures of Success  **How will we know this has been achieved?*****What evidence will we have?***  | Actions Required **What do we need to do?** | Timescales  | Resources **Who and what is required?****(including cost/fund – highlight if PEF funding)** | Nov | Feb | May |
| improving quality of learning and teaching through engaging with the moderation cycle* Feedback
* Questioning
* Differentiation to meet learner needs
 | * All staff know the moderation cycle and can use the cycle to confidently plan, teach and assess learning across the curriculum and make a professional judgement with evidence and confidence.
* Quality of learning and teaching increases and all pupils are exposed to high quality teaching.
* Planning for learning and assessment is clear and progressive and supports all learners
* Teacher confidence in sharing LI and SC is more evident across the school
 | * Engage with Education Scotland:
	1. Moderation Cycle resources.
	2. Feedback
	3. Planning
	4. assessment
* Develop a collegiate approach to supporting the moderation process
* Develop appropriate assessment procedures and resources for use from Early to Second Level (Third if required). Start with Listening and Talking then Reading.
 | Aug 2022 to June 2023 | * Education Scotland Improvement Hub
* 5 Development Times
* 1 Inservice Day
 |  |  |  |
| All learners at Early level in P1 will experience a rich, engaging and enabling learning environment  | * All staff are developing their confidence in planning for learning and assessment within the play-based learning environment
* Learning and assessment is planned for taking into account theory and research
* Children are engaged and making expected progress in learning
 | * Staff engage in Professional learning to explore the play based approach and explore theories and current thinking
* Staff to explore other settings to discuss and evaluate the most suitable approaches for Fernielea
* Planning and assessment is considered and adapted to account for observation needs and child led learning
* Evaluate environments on a regular basis with colleagues against current guidance
* Engage with new ACC professional learning resource (Kingswells)
 | Aug 2022 to June 2023 | * Visits to other settings
* Education Scotland documents and professional learning
* ASG colleagues
* Profession course – Can I go play now? – 4 staff @£30 = £120
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| Science (ASG)Learners across the ASG will experience continuity across their P7 year for transition into S1 at Hazlehead. | * ASG will have a clear programme and progression for the teaching of Science leading onto transition into S1.
 | * Transition teacher for ASG will co-ordinate Science programme for ASG P7s
* Secondary staff will support the programmes of Science for transition and build capacity in Primary staff
* P7 pupils will visit and be visited by Science department
* ASG professional learning will take place to support the implementation of the programmes
 | August 2022 to May 2023 | * Science department staff
* ACC Skills progression for science Early to Second
* ASG meeting per term for nominated primary and secondary staff
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| Skills Development – DYW |  |  | RAG  |  |  |
| Improvement Outcomes What do we hope to achieve?  | Measures of Success  **How will we know this has been achieved?*****What evidence will we have?***  | Actions Required **What do we need to do?** | Timescales  | Resources **Who and what is required?****(including cost/fund – highlight if PEF funding)** | Nov | Feb | May |
| * Implementing a skills focused approach across the school which supports learner leadership of learning and extends pupil voice
 | Meta-skills and ASG skills progression is fully embedded in all aspects of learning and learners can talk about it at a suitable level for their stage of development.Targeted interventions and transition programmes clearly focus on skills development. | Introduce the ASG Skills progression to staff and learners with 3or 4 per term. – explicit lesson on each skill and what it means, incorporate into assemblies. Transition and targeted interventions to focus on skills development. | Aug 2022 to June 2023 | * ASG skills progression
* SDS resources
* 8 assemblies
* 1 dev time
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| 3.1 Ensuring Wellbeing, Equality and Inclusion |  |  | RAG  |  |  |
| Improvement Outcomes What do we hope to achieve?  | Measures of Success  **How will we know this has been achieved?*****What evidence will we have?***  | Actions Required **What do we need to do?** | Timescales  | Resources **Who and what is required?****(including cost/fund – highlight if PEF funding)** | Nov | Feb | May |
| All learners will have their needs met through the use of appropriately planned supports ensuring appropriate progress is being made | * All classrooms will enable learners through the use of an agreed minimum level of Universal support (agreed 2021/22)
* A robust referral system is in place to ensure that interventions are well considered, appropriate and measurable – Google form based on CIRCLE resource
* Appropriate progress is being made by all learners
* Attendance of learners improves as a result of interventions and partnership working
* Resources are targeted for specific purposes and impact measured
* Transition is planned with ASG and Early Years/Secondary staff, it is early, and takes into account the enhanced needs of learners.
 | Led by PT inclusion and Equity:* Implement new referral system based on CIRCLE resource
* Embed the use of CIRCLE resource to plan interventions in class
* CIRCLE lead identified (PT Inclusion and Equity)
* School-wide targeted supports are in place, monitored and of high quality
* Sensory room in place led by support staff and PT
* Training received in the use of the Sensory room to support learners (AO & SensationALL)
* TAC pack training completed
* CALMS training Completed
* Parents informed of interventions at Fernielea
* Partner agencies and staff evaluate interventions in place
* establishing space for interventions
	+ Community room
	+ Library
	+ Music room
	+ Room 4
	+ Room 14
	+ Outdoors area
	+ Sensory room
* Intervention overview created
* Support staff trained in the planning and delivery of interventions
* Dyslexia champions in place
* Dyslexia Pathway in place
* Enhanced transitions considered at start of year and process planned and delivered by transitions teacher (ASG) and DHT for Fernielea
 | Aug 2022 to June 2023 | * 1 dev time
* Autism Outreach
* **SensationALL £680 PEF**
* **AFCCT – 1 day a week for 41 weeks £9300 PEF**
* **Adventure Aberdeen half day /40 week @£160 per week = £6400 PEF** and half day a week for 40 weeks ASG partnership funded = £6400
* **Music Therapy 2 x 40 min sessions per week @£80 per week for 24 weeks £1920**
* Counsellor – ACIS – ACC funded
* Community Learning – funded worker
* Youth work – 1:1 and small group work
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| **ELC 2022/23** | RAG  |
| Improvement Outcomes **What do we hope to achieve?**  | Measures of Success   **How will we know this has been achieved?** ***What evidence will we have?***   | Actions Required  **What do we need to do?**  | Timescales   | Resources  **Who and what is required?** **(including cost/fund – highlight if PEF funding)**  | Nov  | Feb  | May  |
| Create an enabling, inviting outdoor learning environment | * Monitoring and evaluating of the environment will show an enabling environment that gives opportunities to develop learning in different areas of the curriculum, creativity and problem solving.
* Monitoring of children’s engagement will show high levels of engagement and learning in the outdoor environment.
* Monitoring of staff interaction will show staff have a good knowledge and understanding of how to support children’s learning and development in the outdoors.
 | * Current outdoor environment audit using Magic and Mess with children, staff and parents
* Seek views of stakeholders in planning new outdoor environment
* Staff engage with Spaces to Grow and Mud, Mess and Magic
* Create mind maps of potential learning within different areas
* Plan and create a revised outdoor space
* Floor book/documentation showing journey to develop outdoor space.
 |  August- June 2023 |  SEYPs, PT and staff Families  Magic and MessSpaces to GrowOutdoor Learning grants/funding |   |   |   |
| Consistent high quality observations of children’s learning and development  | * Staff questionnaire will show staff feel confident with creating observations.

 * Monitoring of observations will show staff have secure knowledge and understanding of the learning taking place, schemas and the progression pathways to allow clear next steps to be given.
 | * Templates for observations created and shared
* Create mind maps to show possible learning within each area both inside and outside
* Learning Journey procedure created
* SEYP supporting staff with creating observations
* Staff training on undertaking observations
* Question stems board created to support staff in interactions
* Termly monitoring and feedback given to staff on observations
 |  August to March  2023 |  Planning in the Moment  1 x in-service session to discuss and develop knowledge and understanding of observations  Termly monitoring of observations SEYP modelling observation summaries |   |   |   |
| Universal and targeted support is fully embedded. It has a positive impact on children’s progression and development. | * Monitoring of Care Plans and SHANARRI strategies will show up to date and detailed information.
* Monitoring of staff and child interactions will show a consistent staff approach and staff using the identified support strategies for those who require.
* Monitoring and reviewing of IEPs and SHANARRI strategies will show support strategies have a positive impact on learning and development.
* Staff questionnaires will show staff feel confident and knowledgeable to support children within the setting.
 | * Care Plan template to be reviewed
* Care Plan Procedure to be created
* Termly monitoring of Care Plans and SHANARRI strategies.
* Input from Autism outreach
* Staff engage in Circle, Up , Up and Away Resource
* Monitoring of staff and child interactions
* Staff self- evaluation against HGIOELC
 |  August to June 2023 |  HGIOELC Circle Up and AWAY |   |   |   |