

# Fernielea School Standards & Quality Report

2023



<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 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.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>Improvement Priorities (Previous Year)</b></p> <p>Priority 1 – Raising Attainment in Literacy – specifically writing</p> <p>Priority 2 – Ensuring Wellbeing, Equity and Inclusion -Developing a whole school universal approach to reduce barriers to learning</p> <p>Priority 3 – Health &amp; Wellbeing – developing a whole school relationship approach; developing a programme of RSHP education for ELC to P7.</p> <p>Priority 4 – ELC – implementing the 1140 programme successfully taking into account planning and reporting.</p>	<p><b>Improvement Priorities (Current Year)</b></p> <p><b>Priority 1 – 3.2 Raising attainment in Numeracy and Literacy</b> with a focus on Reading, Listening &amp; Talking and Maths</p> <p><b>Priority 2 – 2.2 Curriculum Development</b> - Developing play-based approach in P1 to extend and enrich learning at the early level and developing a skills based approach</p> <p><b>Priority 3 – 2.3 Learning and Teaching and Assessment</b> – improving quality of learning and teaching through focusing on moderation cycle</p> <p><b>Priority 4 – 3.1 Ensuring Wellbeing, Equality and Inclusion</b> embedding a universal approach to supporting learners (CIRCLE)</p>

## Context of the school:



Happy Safe Achieving

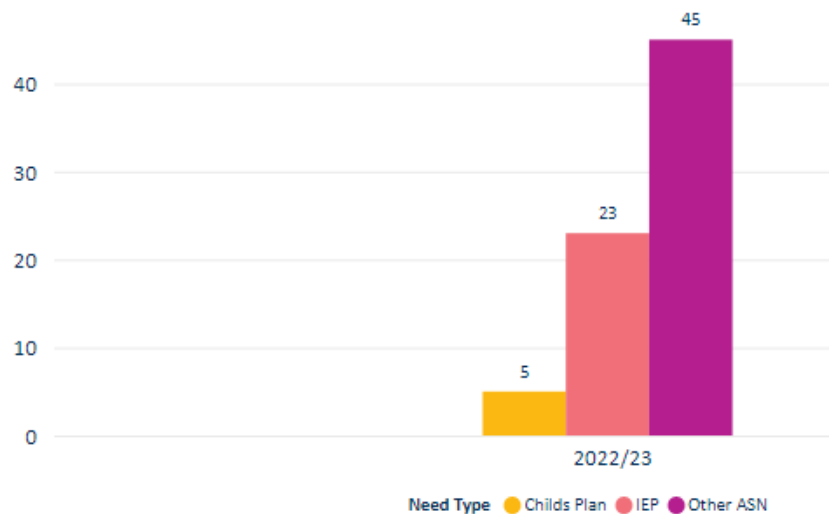
Fernielea Primary is a co-educational, non-denominational school, which was built in 1962. It is situated in the Summerhill area of the city, in an area of mainly council-built housing, (some rented, some now owned by occupants) with a small proportion of private housing. The school roll has increased this session as a result of new housing developments and families of students studying at RCU. Over the year the average is 254 (P1-7) and 54 ELC

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%.

Over the course of the year we have maintained a mostly consistent staff. ELC is fully staffed which is a significant change from the previous year. This has allowed for the ELC setting to make improvements and develop CLPL opportunities for staff to improve delivery of the service. A Care Inspectorate Inspection took place in November 2022 which highlighted the care of the children as a strength as was the quality of the environment provided for the children. All improvements which had been planned as part of the action plan for the Care Inspectorate were met and recognised in the [Care Inspectorate Report Nov 2022](#)

- 28.3% (21 children) of P6 and P7 pupils (74 pupils) are registered for Free School Meal on the basis of receipt of benefits, this has been an upward trend impacted by COVID.
- 70% of primary pupils live in the lowest 2 (of 5) Scottish Index of Multiple Deprivation (SIMD) quintiles which has been the case for the last 4 years.
- The national identity of 15.74% (40) of pupils P1-7 is recorded in categories other than Scottish or British/English.

## ASN Need Type by Year



- Of the children who are recorded as having an additional support need, 11.4% (29 pupils) have an IEP and 3% (8 pupils) have a Child's Plan
- Average Overall attendance rate for the school year 22/23 was 91.22% (as of 30 June 23) which is a 2% drop from the previous year (21/22) . Punctuality has also fallen significantly.
- *All statistics are based on the total school roll (254 pupils) for primary school.*

**CfE Levels (June 2023) for Period 20/21 to 2022/23 were:**

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
Year 22/23	Reading %	Writing %	L&T %	Numeracy %
P1	72.3	72.3	85.1	76.6
P4	76.9	74.4	92.3	87.2
P7	68.6	68.6	71.4	71.4
School Average	72.6	71.7	82.9	78.4
Compared to previous year	+3.1%	+3.97	-8.8	+6.74

During the academic year 21/22 there was a downturn in the school average in Numeracy achievement, this has been a focus of Staff development in terms of pedagogy and in this current year the school average for Numeracy has improved by nearly 7%.

Due to the focus on the moderation process for teaching staff CLPL this session, we have seen a drop in the attainment in Listening and Talking – this is due to true engagement with the benchmarks and teacher judgement being based on relevant evidence.

As a result of the introduction to consistent pedagogy for phonics in P1 (Read, Write, Inc), there has been a rise in attainment for by 4.4% in Reading and 11% in Writing. Teacher confidence in delivering phonics has risen as a result.

The pupils are instrumental in the school improvement process with each class focusing on an area of improvement. 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 continued 22/23 with each class visiting and engaging with residents and staff. The community focus culminated in a Culture Week and Community Week where the diversity of our school was celebrated and the community was improved by planned actions by the pupils.

Most staff have gained confidence in the delivery of effective lessons with a focus on effective use of Learning Intentions and Success Criteria to support learners in leading their own learning.

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), SAMH 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 at 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 felt mentally well.

The ASG partnership forum appointed a transition teacher (0.6 FTE) for a second year to lead transition between P7 and S1 which takes into account the ASG skills progression and also the key wellbeing areas identified in the SHINE survey. Science moderation was also a key focus for all ASG teaching staff with interschool working leading to a greater understanding of moderation within Science.


The use of Emotion Works programme has impacted on the continuity of language and approaches used to discuss emotions with pupils.

The embedding of the CIRCLE document has impacted on the effectiveness of targeted interventions where pupils have been referred by staff after robust evaluations of prior interventions and analysis of the pupil needs. This has led to improved planning of interventions and the impact of interventions. 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 position of a Family Learning Support Worker has been vacant for the majority of the academic year so interventions for families have been fewer than expected.

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. The requirement to refresh devices has however impacted on the accessibility of digital tools for learners.

Quality Indicator	Evaluation 1-6
QI1.3 Leadership of Change	3
QI2.3 Learning, Teaching & Assessment	3
QI3.1 Ensuring Wellbeing, Equality & Inclusion	4
QI3.2 Raising Attainment & Achievement	3

<b>HGIOS</b> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change		<b>HGIOELC</b> Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change
<b>How well are we doing?</b> <b>What's working well for our learners?</b>	<b>How do we know?</b> <b>What evidence do we have of positive impact on learners?</b>	<b>What are we going to do now?</b> <b>What are our improvement priorities in this area?</b>
<b>Developing a shared vision, values and aims relevant to the school and its community</b>		
The school values of Happy, safe and Achieving are firmly embedded in school. Characters support the learners in transitions, learning and supporting positive behaviours and relationships.	Evident from discussions with parents and pupils. Evident in assemblies where achievements in and out of school are celebrated. Key components in the transition process – <a href="#">school transitions website</a> .  Also evident on Seesaw transitions page	Continue to find ways to embed the values characters into the learning process.
<b>Strategic planning for continuous improvement</b>		
The school ensures that parents and pupils are regularly consulted on changes being made, strengths of the school and areas to be developed. Pupils have a voice in how the changes will take place as part of the School Improvement groups and pupil council.	Parents are consulted on the use of PEF funding, improvements that are required and our strengths as a school at least twice a year June 2022, Sept 2022, Feb 2023. Pupils are consulted in a range of self evaluation activities which reflect on their own experiences in school – paper - based. Almost all pupils enjoy school and most pupils enjoy Maths and Literacy. Almost all want more Science activities and the playground to be improved. All pupils are part of a school improvement group – all short term and long term aims and achievements for the groups are displayed in the school hall. Almost all pupils could talk about the improvements they have made as a result of their pupil improvement group.	Continue to seek ways to gather parental views on improvements and strengths.  Develop a way to gather views of partners as they work with us and at the end of the input. Develop further ways to embed self-evaluation into various aspects of the school life. Focus on STEM/Science as majority of pupils were unaware that they had engage in Science learning
Time is carefully considered to allow for staff to discuss and contribute to the need for improvements and the impact of changes on	Development Time overview for 2022/23 shows the staff training, collaboration that has taken place over the course of the year resulting in	Introduce the use of practitioner enquiry to further develop teacher professional learning.

<p>the learning and outcomes for all learners.</p> <p>All staff are committed to improving the school and attainment for all. Staff work as part of working parties and have developed leadership roles leading/overseeing the pupil voice groups. Collaborative practices support teachers to plan effectively taking into account the context of the school and our learners.</p> <p>In line with the school QA calendar, staff self-evaluation against HGIOELC/HGIOS4 takes place at regular points in the year ( ELC monthly). The whole team attends these, and it is an open forum to feedback, evaluate and plan.</p>	<p>significant changes for learners and the community</p> <ul style="list-style-type: none"> <li>Improving staff confidence in the use of active approaches to Maths and numeracy</li> <li>Improving staff knowledge of Maths concepts and teaching Maths – Maths CPD online undertaken by P4-7 teaching staff</li> <li>Increasing the confidence of staff to make use of manipulatives when teaching Maths and Numeracy</li> <li>Improvements in Reading and Writing in P1 as a result of the introduction of Read, Write Inc pedagogy for teaching phonics.</li> <li>Improving Staff knowledge of assessing Reading</li> <li>Improving staff understanding of the moderation process</li> </ul>	<p>Consider including it in the WTA.</p> <p>Re-introduce leadership areas for all staff which will enable staff to lead in a specific area in line with GTCS expectations.</p>
<b>Implementing improvement and change</b>		
<p>Staff make regular use of data to inform the need for improvements.</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning</p>	<p>In almost all PRD meetings held, staff have requested leadership areas to lead improvements.</p> <p>Development Time and curricular development sessions are planned to address the improvement needs of learners, school and staff. <a href="#">See overview</a></p> <p>Garden evaluation was completed in September/October by the team, using Realising the Ambition, CfE, My World Outdoors. Next steps were collated into a mindmap. Most actions from this evaluation have now been completed.</p> <p>Funding for Loose Parts and Training was provided by Learning through Landscapes to a value of £500. A Leuven Scale audit was carried out before and after the introduction of</p>	<p>Create a spreadsheet to record CLPL needs of staff to ensure breadth, relevance and appropriateness for aligning with professional, school and national priorities.</p> <p>Official opening” of new garden area to be incorporated into Stay and Play Sessions in Term 1 of the 23/24 session.</p> <p>Re-evaluate the outdoor environment with key documents</p> <p>Re-evaluate the learner engagement using Leuven scale to ensure continuous improvement of the outside area as a high quality environment.</p>

	<p>the loose parts, with engagement higher after.</p> <p>Parents have been consulted via questionnaires throughout the year on various aspects of improvement of the outdoor area. Engagement has been good with most parents responding to the questionnaires. Suggestions have been actioned as far as is reasonably practicable within our resources</p> <p>All children have been offered the opportunity to be included in the development of plans and the plans for the garden/outdoor space relate back to children's next steps identified through observations. For example, introduction of soft play items to outdoor area and additional mud kitchen added.</p> <p>Progress with outdoor space was evaluated by staff at QA meeting in June 2023. It was agreed by most that progress had been made and that there were further actions that could be taken to improve the area further, e.g., rearranging the garden and designating areas once the new area is open for play.</p> <p>Funding was received from Appetite for Business which was used to supply flowers, planters and soil. This was part of the Bee Friendly Initiative. ACC Estates Team have been involved in supporting the development of the garden area with provision of pebbles, grass cutting and labour.</p> <p>The journey of improvement with the outdoor learning environment is documented on the wall outside the nursery and in the Quality Assurance folder.</p>	<p>Evaluate the new garden / outdoor area with questionnaires for parents, staff and children.</p> <p>Maintain the outdoor area with learners.</p> <p>Outdoor area to be rearranged following feedback from QA meeting. For example, rearranging into a "messy" area, literacy area, bikes area, etc.</p>
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## Learning, Teaching & Assessment (QI2.3)

### HGIOS

Learning and engagement  
Quality of teaching  
Effective use of assessment  
Planning, tracking and monitoring

### HGIOELC

Learning and engagement  
Quality of interactions  
Effective use of assessment  
Planning, tracking and monitoring

#### How well are we doing?

What's working well for our learners?

#### How do we know?

What evidence do we have of positive impact on learners?

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

What are our improvement priorities in this area?

### Learning & Engagement

Most pupils are engaged in varied and appropriately planned lessons. Almost all pupils behave well and the inclusive ethos of the school is warm and welcoming.

Pupils have varied opportunities to participate in clubs and activities led by all teachers and some support staff.

Achievements inside and outside of school are celebrated and shared in assemblies and via the Seesaw platform.

In discussion with learners the majority feel included and that they have what they need to learn effectively. Some expressed that they would like to have access to learning aids as and when they need it.

Almost all teaching staff lead activities as part of the WTA. Clubs include, singing club, netball, boardgame club, Euro quiz club, Coding club. **Awaiting participation data from Active Schools**

The number of achievements being acknowledged and shared from home has increased significantly since the start of the year, Seesaw has facilitated this increase in pupil and parental engagement in regard to achievements,

Records of achievements are held in assembly presentations.

Review behaviour management approaches – Teacherhead.com

Create Help Desks for each class/area which contains learning aids ie ear defenders, overlays, sensory toys, number lines etc

Link more with Active School and Holy Family to provide more local opportunities for pupils in school time and outwith school – Festival programme

Ensure the class tracker is completed by staff when achievements are shared.

### Quality of Teaching

As a result of professional learning in relation to the moderation process, learning intentions and success criteria are shared and used by learners in almost all lessons.	<p>Almost all lessons observed learning intentions were shared and in most lessons success criteria were shared and referred to by teacher and pupils.</p> <p>Staff confidence in understanding and effective use of SC and LI</p> <table><thead><tr><th colspan="2">Success Criteria</th><th colspan="2">Learning Intentions</th></tr><tr><th>Pre CLPL</th><th>Post CLCP</th><th>Pre CLPL</th><th>Post CLPL</th></tr></thead><tbody><tr><td>3 - 28%</td><td>3 - 0%</td><td>3 - 7%</td><td>3 - 0%</td></tr><tr><td>4 - 57%</td><td>4 - 91.6%</td><td>4 - 64%</td><td>4 - 66.6%</td></tr><tr><td>5 - 14%</td><td>5 - 8.4%</td><td>5 - 28.5%</td><td>5 - 33.3%</td></tr></tbody></table>	Success Criteria		Learning Intentions		Pre CLPL	Post CLCP	Pre CLPL	Post CLPL	3 - 28%	3 - 0%	3 - 7%	3 - 0%	4 - 57%	4 - 91.6%	4 - 64%	4 - 66.6%	5 - 14%	5 - 8.4%	5 - 28.5%	5 - 33.3%	<p>Continue to engage in professional dialogue relating to the SC and LI to uplevel the quality of LI and move to all teachers co-creating SC with learners.</p> <p>Engage with Shirley Clark CLPL as an ASG in the moderation process</p> <ul style="list-style-type: none"><li>• Feedback</li><li>• SC and LI</li><li>• Assessment</li></ul>
Success Criteria		Learning Intentions																				
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Effective Use of Assessment																						
<p>ELC are making effective use of assessment to evaluate learning through the use of agreed observation approaches and models. The observations are used to plan effective next steps for all learners.</p> <p>Professional learning has supported the development of high quality observations by almost all staff.</p>	<p>Templates for observations created and shared; these are available for use on the wall outside nursery, along with all other documents required for observations, reporting, tracking and next steps. Feedback regarding these templates has been positive and all staff have said that it is very useful having all documents easily accessible in one place.</p> <p>Mind-maps are created based on topics/areas that the children have been observed taking an interest in and any next steps that the children may have. These are displayed in the corridor between the two rooms. These mind-maps are then used for planning learning provocations in the setting the following week.</p> <p>Observation policy has been created and displayed on Quality Improvement wall outside nursery. This is used routinely by all staff.</p> <p>Learning Journeys are recorded in individual folders for each child. These are updated with observations and next steps. There has been some discussion within the team about the best way for parents to access these. Almost all staff feel that the Learning Journeys are working well as an effective way to record children's learning.</p> <p>SEYPs have been supporting and modelling best practice of observations. All staff agree that support is available for observations.</p> <p>All Staff have participated in training on the use of new observations templates and support/training is ongoing as required.</p>	<p>Mind-maps will now be created for individual areas/activities to showcase which areas of CfE can be achieved in addition to Schemas and "I can" statements, where suitable.</p> <p>Review the use of cohort weeks in line with the feedback from staff team meetings. Most staff indicated that they felt cohort weeks were not working and requested a review.</p>																				

<p>Assessment is used to evaluate progress and more effective use of the CfE benchmarks is being made to assess all areas of the curriculum. Reading assessment has improved with the use of reading challenges and a range of assessment tools and approaches to gathering evidence to make professional judgements. This is linked to the moderation process.</p> <p>Effective use of assessment to facilitate fluid maths groups allows learners to be supported effectively to progress and supports put in place where necessary.</p>	<p>A question stems board is available in the corridor between the rooms which has significantly improved the interactions observed in the ELC between learners and staff.</p> <p>Termly monitoring and feedback – one to one meetings are used to discuss individual learner progress and all staff have indicated that this has allowed them time to discuss in depth their key children. The monitoring of Learning Journeys has highlighted some good practice and some areas for development in terms of the language used and the learning highlighted.</p> <p>CLPL has focused on moderation and the use of assessment tools to make professional judgements. Staff have participated in regular professional dialogue and shared practice in development time meeting to improve assessment of Listening &amp; Talking, Reading and Maths.</p> <p>Collaborative planning and teaching within P4-7 Maths and Early level literacy has facilitated professional dialogue, challenge and support for teaching staff with stage partners, planning that supports almost all learners and the opportunity for pupils to work with learners across the level.</p>	<p>Continue to focus on the development of evaluative language and developing a professional voice when reporting to parents.</p> <p>Continue to plan for collaboration – planning, assessing and moderation</p> <p>Continue to create and share reading challenge assessments and evaluate the impact of the use of HOTS, EARS assessments (Fluency) for reading and Listening and Talking</p> <p>Evaluate with pupils the collaborative approaches to maths and the impact it is having on attainment/engagement.</p>
<b>Planning, tracking and monitoring</b>		

<p>The school make use of robust termly trackers which highlight learners who require support and those who require to be challenged. Regular learning conversations with SLT and interrogation of data and evidence ensure that interventions are timely and well placed especially for those who face additional challenges. Data is held for cohorts is held over a longer period of time which enables focused discussions to take place.</p> <p>Progression pathways are in place to support the planning of all areas of the curriculum. Staff make use of a range of resources to support learning and various approaches to suit all learners.</p> <p>Almost all teachers plan for all learners.</p>	<p>Tracking meetings which focus on data have been introduced and professional dialogue in relation to the data for the cohort at present and over time is key to the discussion. All staff have participated in this new format and some have found this challenging as the use of data over time is new.</p> <p>Termly trackers</p>	<p>Continue to make use of data for present time and over time as part of the tracking process.</p>
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### Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

<b>HGIOS</b> Wellbeing Fulfilment of statutory duties Equality & Inclusion		<b>HGIOELC</b> Wellbeing Fulfilment of statutory duties Equality & Inclusion
<b>How well are we doing?</b> <b>What's working well for our learners?</b>	<b>How do we know?</b> <b>What evidence do we have of positive impact on learners?</b>	<b>What are we going to do now?</b> <b>What are our improvement priorities in this area?</b>

## Wellbeing

Relationships across the school highlight the inclusive approaches to wellbeing and the staff commitment to ensuring that all pupils are supported to succeed. There is a growing sense of community within the school and community. SHANARRI strategies (ELC -P7 ) and Personal Plans (ELC) are shared with all practitioners to ensure that there are consistent approaches in supporting the wellbeing of all learners.

SHANARRI strategies planners are used by almost all practitioners effectively to plan and share effective approaches - some are created in consultation with learners.

Personal Plan reviewed and amended. The updated version is in use for 2023/24 ELC Admissions.

ELC -Termly monitoring of Care Plans and SHANARRI strategies is in place. This is documented in Personal Plan folders and the Quality Assurance folder. Medical information including allergies and dietary requirements are displayed in rooms. Blue card system is use in the dining hall for children with food allergies/dietary restrictions.

Continue to make use of SHANARRI strategies planners.

## Fulfilment of statutory duties

All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.

All staff completed statutory training for working within the Local Authority.

All SLT have attended training relevant to their remits ie LAC, CP, ASL, CSP, GIRFEC

Staff have attended training relevant to their roles ie first aid, moving and handling, Infection control etc which has enabled confidence in carrying out their roles.

Continue to maintain a record of all training completed and renewal dates.

## Equality and Inclusion

The inclusive approaches in school support the needs of almost all learners with a robust referral and evaluation of impact system in place based on the embedding of the CIRCLE document. Interventions are well planned and relevant to the learners. Staff are committed to include all learners and support staff have all undertaken additional training to lead aspects of support for the learners.

Almost all learners feel safe in school with some feeling that the behaviour of some is affecting their learning.

Very good working relationships with partners supports the progress of learners who have additional challenges.

Referral System:  
<https://forms.gle/UEoM6NxXZ8w64qds6>

Staff evaluation of new intervention referral system ( May 2023) highlighted that almost all staff felt the system was beneficial to them as practitioners as it afforded them thinking time and developed their understanding of the CPS (CIRCLE) and the pupils they were referring. It was also highlighted that staff felt that they understood their role more in terms of their professional responsibility to support learners.

All staff evaluated the Referral system as easy or very easy to use.

86% of teachers who used the referral system said it improved their understanding of the areas of strength and/or development for the child (within the CIRCLE categories e.g. motivation, physical environment etc)

86% of teachers said it was clear to see the progress made after the interventions

Almost all staff said it enabled them to reflect on the small changes that could be made with big impact for learners and that it gave them time to think about a learner in terms of what they actually need and what they as the class teacher can provide.

There has been a noticeable increase in most areas of the CPS. This is due to the intervention being appropriate for the need of the child based on the pre referral.

A very small group of pupils did not make progress within the CIRCLE as expected

More robust [flow chart](#) for staff to follow to access support for their pupils

Continue to implement referral system to seek appropriate support/intervention.

Continue to measure impact of specific interventions using post referral.

Allocate time within tracking meetings to discuss CICS and CPS completed.

Significant work has been done to highlight the relationship approaches and trauma informed approaches required to support all learners.

Relationship policy provides a framework for supporting learners in a way that takes into account their individual needs.

based on the intervention however after gathering more information about those children and their other needs an alternative was implemented.

Verbal and Nonverbal Communication is identified as having the least amount of increase, however we have had recent staff development sessions on establishing an environment for positive and successful listening and talking including use of HOTs questions (within reading)

Autism Outreach have supported staff to evaluate the environment, approaches and support strategies for learners with ASC. Almost all staff who have worked in partnership with Autism Outreach have noted improvements in the outcomes for those with ASC. Staff have also reported that they have build capacity and understanding to support those with ASC.

ELC  
Circle Up, Up and Away – there has been minimal progress with this, and we have committed to looking into how to progress this.

The whole staff team discussed confidence in supporting children. Most staff members feel confident in supporting children and all staff agreed that they felt supported if they needed guidance.

Almost all staff have completed Connected Compassionate Classrooms training. All staff attended CALMS de-escalation training which has supported staff to approach

pupils in a calm manner without escalating. There has been a reduction in playground situations escalation for the majority of pupils.

[Relationship approaches](#) shared with community, pupils and partners.

Implement training for staff on the effective use of Up, Up and Away CIRCLE resource in ELC and P1 as relevant.

Implement referral system to measure impact of interventions offered to ELC and P1 pupils.

Work with SALT to ensure effective use of CIRCLE resource in ELC and P1.

Provide training for those who have not completed CCC training (ASG level).

## Raising Attainment and Achievement/ Securing Children's Progress (Q13.2)

<b>HGIOS</b> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners		<b>HGIOELC</b> Progress and communication, early language, mathematics and health & wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children
<b>How well are you doing?</b> <b>What's working well for your learners?</b>	<b>How do you know?</b> <b>What evidence do you have of positive impact on learners?</b>	<b>What are you going to do now?</b> <b>What are your improvement priorities in this area?</b>
<b>Attainment in literacy and numeracy</b>		
<p>Focus has been on improving attainment in these Reading, Writing and Listening and Talking.</p> <p>A drop in attainment in Listening and Talking reflects the more robust use of CfE benchmarks and assessment approaches in Listening and Talking which has led to more accurate professional understanding and judgement.</p> <p>The introduction of HOTS to the teaching of Reading and Listening and Talking has improved engagement and participation for learners.</p> <p>The impact of Read Write Inc on attainment in P1 has been positive in the first year of implementation.</p>	<p>This session saw an increase in Reading and Writing attainment by between 3% and 6% as a school average and a reduction of 8.8% Listening and Talking.</p> <p>All classes from P1-P7 are making use of HOTS to support literacy as a starting point. All classes make use of a Y chart to share what good listening and talking looks like. Staff are making better use of bench marks to inform assessment opportunities in Listening and Talking.</p> <p>Developed increased confidence and understanding of pedagogy behind the different steps that are involved in learning to read i.e from decoding to fluency and writing. Initially some staff wanted to stay with original programme (Jolly Phonics) and were reluctant to start RW Inc. By starting the RW inc programme, staff were quickly able to 'see' the rapid progress (initial sounds, oral blending, magnetic letters to green words)most children were making. All staff agree that they find this a more effective</p>	<p><b>Continue to make use of HOTS in the teaching of Reading and Listening &amp; Talking and evaluate impact with pupils and staff.</b>  <b>Introduce HOTS to parents and share how they can support learners at home with this.</b></p> <p><b>Implement use of RWinc across P1-3</b></p> <p><b>Train support staff in supporting the learners in the programme.</b></p> <p><b>Share the programme with parents and the community.</b></p>

<p>The use of manipulatives and the professional development of mathematical understanding in P4-7 staff has impacted on the engagement and attainment in Maths and Numeracy.</p>	<p>programme.</p> <p>By following the rhymes for teaching the formation of letters has allowed consistency and shared agreement (of teaching and expectations of formation of letters in all classes).</p> <p>The continuous assessment and tracking has enabled teachers to analyse individual children's reading progress and plan next steps in their learning. During meetings, staff can confidently talk and show evidence of where each child is in their learning.</p> <p>Regular meetings to discuss the assessments has allowed a more collegiate approach.</p> <p>Staff have found that by regular streaming (after assessments), it has allowed them to teach and challenge groups appropriately.</p> <p>Staff in P4-7 report a significant increase in their confidence when using manipulative in Maths compared to confidence levels in September. None reporting that they were lacking in confidence and almost all reporting very confident.</p>	
<b>Attainment over time</b>		
<p>Attainment over time has shown that there is inconsistency in all areas with large gains some years and some significant dips in attainment. With the focus on the moderation cycle at school and ASG level, this has enabled teachers to engage with high quality discussion about evidence, moderation and attainment which has focus o the use of CfE benchmarks to create professional judgements with increasing confidence.</p>	<p>Attainment over time:</p> <p>The tracker clearly shows the impact over time for cohorts since 2015/16. The impact of COVID on attainment in 20/21 for the P4 cohort is significant, especially in Writing. The Impact on P7 cohort is not evident in 20/21 but it is evident the following year (21/22) in the P7 cohort but not the in P4 cohort.</p>	<p><b>To achieve more consistency, increased moderation opportunities will be built in to the school year and opportunities for ASG level moderation will be created.</b></p> <p><b>Engagement with Shirley Clark CLPL at ASG level will further improve understanding and use of the moderation process.</b></p> <p>Continue to upskill SLT and teaching staff on the use of data to structure learning</p>

		conversations regarding learner progress, interventions and professional dialogue.
<b>Overall quality of learners' achievement</b>		
<p>Almost all of our learners are confident and increasingly more able to recognise successes in and out of school. The emphasis on achievements has raised awareness in school of the range of talents and success our learners experience in their lives. This is increasingly supported by families.</p> <p>Learners demonstrate high levels of responsibility and P5-7pupils regularly volunteer their time to support and help others in the life of the school. Pupils are actively encouraged to take on leadership and responsibility roles to build life skills and to experience success within the school community. A range of formal roles and informal roles are available for all pupils which provide natural opportunities to build on and develop skills and allow for partnership working.</p> <p>The expectations of almost all staff are high in terms of responsibility and leadership.</p>	<p>Almost all P7 pupils applied for a role. Pupils processes for applying for roles i.e. prefects, house captains, playground leaders, buddies, lunchtime volunteers encourage attract a wide range of pupils and provide cross curricular learning opportunities and partnership working. Oracy and literacy being key components in the process.</p>	<p>Continue to develop the application process to incorporate the ASG skills progression.</p> <p>Link in other roles i.e. pupil council, class jobs i.e. resource managers, messengers to embed it more readily and provide opportunities for language consistency and developing more understanding of the skills in action.</p> <p><b>Encourage more pupils to run clubs for other pupils.</b></p>
<b>Equity for all learners</b>		
<p>We carefully track progress of all learners with a focus on those who would be disadvantaged. Funding has been used to create specific interventions to address engagement, attendance, participation, achievement and exclusions/inclusion with interventions impacting on learners in all of these focus areas. Tracking the impact of all interventions has been a focus this year and it has clearly highlighted the interventions which</p>	<p>The biggest impact in terms of disadvantaged learners and those with additional challenges was recorded in the social learning environment (CIRCLE CPS) where 83% increase in terms of inclusion by peers, understanding of needs by staff and peers.</p> <p>78% increase in attention and concentration</p>	<p>Continue to make use of the pre and post referral questionnaires to evidence impact.</p> <p>Focus on increasing impact on Verbal and non-verbal communication. This may include developing the staff understanding of the terminology and what it looks like in practice.</p>

have been impactful and those which have not.	<p>was recorded after interventions (post questionnaire based on CPS CIRCLE)</p> <p>The areas highlighted as a focus for next session is verbal and non-verbal communication which saw a 56% reduction in impact after interventions.</p>	
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Curriculum (Q12.2)		
<b>HGIOS</b> Rationale and design Development of the curriculum Learning Pathways Skills for learning, life and work	<b>HGIOELC</b> Rationale and design Learning & developmental pathways Pedagogy & play Skills for life and learning	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
<b>Rationale and design</b>		
<p>Fernielea School work hard to ensure that all learners and families understand and share our goals in terms of school uniqueness, values and vision. Learners and families have been included in the design of the rationale but with the changes in the school community new engagement opportunities could be beneficial.</p> <p>Curriculum development is built into the school calendar for pupils and staff in order to ensure that the curriculum is under review regularly and is suitable for the learners. Staff work as part of working parties to ensure that changes to the curriculum are timely, relevant and impactful.</p>	<p>Pupils, staff and families have been involved in the design of the curriculum in the past but it requires to be refreshed after COVID as the impact of COVID has shaped and changed the community.</p>	<p>Work with families, staff, learners, partners and the community to refresh the curriculum rationale taking into account the changes in the school community and in education.</p>

<b>Development of the curriculum</b>		
Our curriculum reflects the community it represents and the inclusive approach that we aspire to for all of our learners. It has been developed over time and review of the curriculum will strengthen this further.	<p>Pupils responded in paired and school discussions that:</p> <ul style="list-style-type: none"> <li>• The majority felt that not enough Science was represented in our curriculum.</li> <li>• They enjoyed Maths, Writing and Reading.</li> <li>• The majority of pupils enjoy expressive arts but felt that drama and music were not delivered as often as they wanted.</li> </ul>	<p>Review the curriculum with pupils, parents, staff, partners and community.</p> <p>Review science progressions and IDL planners.</p>
<b>Learning Pathways</b>		
There are clear and robust learner pathways (ACC ) for all areas of the curriculum which support staff to plan progressions and relevant learning experiences for learners .	<p>All staff make use of ACC pathway progressions.</p> <p>All staff have made use of planning formats which highlight the 4 capacities and 4 contexts for learning for specific purposes.</p>	<b>Continue to embed the use of the 4 capacities planners and 4 contexts for learning planners which should be shared and completed with learners to highlight shared learning experiences and opportunities.</b>
<b>Skills for learning, life and work</b>		
The school has a clear progression for development of skills which is beginning to be embedded across all stages. Learners are developing their understanding of each of the skills. Links to real world applications are encouraged to support learners in understanding the relevance of what they are learning.	<p>Assemblies have focused on developing pupil understanding of skills within the skills progressions (ASG).</p> <p>Focus months have enabled teachers and pupils to further develop their understanding of the skills.</p> <p>Symbols to support learners understand the skills they are focusing on in individual</p>	<p>Continue to highlight skills to further develop understanding.</p> <p>Ensure that symbols are being used regularly in every lesson and pupils are exposed to the in all aspects of school life.</p> <p><b>Share skills progression with parents.</b></p>

	lessons are evident in some classes.	
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