



# Information for Parents and Carers Standards and Quality Report 2022-2023 Session



### ***Vision (this is being revised this year with staff/families and partners)***

We are passionate about learning, achievement and enjoyment for all. We will work in partnership, challenging ourselves to improve and innovate to meet the individual needs of children and young people with complex and enduring needs, in an ever changing world.

### ***Values***

**Respect      Integrity      Empowerment      Compassion**

### ***Aims***

In line with Getting It Right for Every Child and the Wellbeing indicators. Our overarching aim is to support children and young people to be the best they can be by developing skills for life, work and learning. We aim for our pupils to be included and have a voice in society, to be safe and healthy and go on to have a positive and successful post school destination

### ***Learning***

#### **Broad General Education:**

The Curriculum at Fairview is appropriate and individualised to meet the needs of every learner. We work closely with parents and partners to allow children and young people to be the best that they can be. Many of our learners work at a pre-early and early level of the curriculum with some learners working at first level. Children and young people progress at different rates and the individual needs and learning styles of each child are taken into account when planning the curriculum.

Children and young people have made good progress in achieving their targets over this session. All children were set individualised targets to develop their social communication and life skills. In Primary and Secondary targets achieved within these areas averaged 80.2% (this is down from 87.6% the previous year).

#### **Senior Phase Attainment Data**

Summary of SQA Qualifications	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Modules Entered at Nat 1	116	96	80	58	99
Number of Pupils Entered at Nat 1	15	15	15	12	11
Number of Modules Entered at Nat 2	55	33	26	15	11
Number of Pupils Entered at Nat 2	10	7	8	4	2

#### ***Other whole school achievements***

<b>Hi5</b>
<b>Duke Of Edinburgh</b>
<b>Youth Achievement Award</b>
<b>John Muir Junior Ranger Programme</b>
<b>Wild Challenge Gold Awards</b>
<b>Eco School Green Flag (5<sup>th</sup>)</b>
<b>Registered for Rights Respecting Schools – Gold Award</b>
<b>Stem Grant bid successful (round 2)</b>
<b>Education Scotland Parent and Family Engagement Award</b>
<b>Huge number of funding opportunities secured to enhance our outdoor learning environment and learning experiences</b>
<b>Senior pupils taking part in Transition Work Skills Course</b>
<b>Increased number of work experience opportunities</b>
<b>Range of sporting achievements</b>

Summary of ASDAN awards	2019-20	2020-21	2021-22	2022-23
Towards Independence modules (These are verified in S6 only)	21	18	21	25
Number of pupils entered for an award in the current school year	3	10	11	5
Number of pupils achieving New Horizons awards (internally moderated)				13

#### Positive Destination Data:

Year	Number of Leavers	Number in Positive Destinations (at point of leaving):
<b>2019.20</b>	4	100%
<b>2020.21</b>	7	100%
<b>2021.22</b>	5	100%
<b>2022.23</b>	5	100%

**Positive destinations include:** College, Kinnoull Day Opportunities, Gleneagles, Corbenic, Upper Springlands, Blairgowrie Day Opportunities, Blair Drummond, staff supported destinations such as SDS/Carer Providers, Scottish Autism supported accommodation.

#### ATTENDANCE INFORMATION:

Year	Possible Attendance	Total Absence	Authorised Absence	Unauthorised absence
<b>2019.20</b>	100% (until school closure)	7.76%	6.91%	0.85%
<b>2020.21</b>	100% outwith school closure	7.2%	5.7%	1.4%
<b>2021.22</b>	100%	13.24%	12.06%	1.18%
<b>2022.23</b>	100%	12.8%	10.97%	1.78%

#### LEADERSHIP:

- Pupils encouraged to make choices about their everyday learning and throughout their days relating to the UNCRC. The pupil council plays a role in decision making.
- High expectations on older pupils to model positive relationships and behaviour and for all pupils to help look after their school, including older pupils from other school and adult volunteers
- Parents fully involved in the life of the school through the Parent Council and a range of questionnaires and wellbeing opportunities supported by CLW and SSCO
- Support staff have had a range of opportunities to develop their skills –CALM trainers, TAS5 roles, Moving and Handling Trainers, Makaton, developing IT skills relevant to our pupils
- Continuing the SSCO role created through the use of PEF money after positive feedback from staff, parents and partners.

- All staff, pupils and parents are encouraged to become involved in the wider life of the school.
- The TLC worked on continuing to develop our relevant curriculum.
- Pupils and staff have raised money for other charities and groups, including funding items for their own school – such as bus fares for pupils without bus passes and buses to sporting events.
- Pupils have responsibility for looking after their playground including the polytunnel and orchard areas.
- Pupils have responsibility for recycling a range of materials across the school including batteries.

## OVERALL

- Learners are given a wide range of learning experiences. They develop their individual skills and then are able to use these in real life learning experiences. Community based learning is an integral part of experiences and has been well supported by the DYW Coordinator
- Learning is personalised for each child according to need, strengths, aptitudes and interests
- All children and young people have support strategies in place to enable their learning to be optimised
- Active and multi-sensory learning are key learning strategies for all learners 3-18
- ICT is a key ingredient of children's and young peoples' learning experiences. They learn through ICT – switch technologies, interactive plasma screens, toys and in the sensory studio as well as through using appropriate communication strategies
- Adults have high expectations of children and young people and they are enabled to be independent and take responsibility relevant to them
- Teaching and support staff work in close collaboration with Allied Health Professionals and other colleagues to ensure the best experiences for children and young people
- Children and young people demonstrate that they feel safe, respected and included and are happy to come to school
- Parents and carers are seen as partners in learning and are valued members of the school community
- All young people are encouraged to be as independent as possible and develop relevant skills for life, work and learning
- We continue to look outwards to ensure our curriculum is meeting all learners needs and have adapted timetables and planning accordingly. SMT have visited outstanding rated schools in England, have taken part in Equals conferences and are now an Equals exemplar school and all staff have received training on a low arousal approach.
- Families continue to be positive about the support they receive from the school.
- We secured funds to provide opportunities for parents to build networks with other families and supported families with the cost of living.

## Consultation Process:

In order to compile this report, we consulted with staff, learners, parents and local authority representatives throughout the school session. In addition, we analysed achievement and attainment data and drew on evidence from reviews, classroom visits, observations (including with Peter Imray) including through SeeSaw and moderation and inset day events as well as discussions.

**SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2023/24:**

<p><b>Key Priority One: To have an effective tool that shows progression and allows staff to build on prior learning.</b>  Rationale: As the curriculum has been adapted to meet pupil needs it has meant that the current tracking system is not fit for purpose for the majority of pupils and does not track the skills which pupils are developing, thus making it difficult to build on prior learning.</p>	<p><b>Key Priority Two: To refresh the school's vision, values and curriculum rationale.</b>  Rationale: As the school has developed a new curriculum, it has become apparent that there is huge importance needing to be placed on the culture, stemming from the vision and values and tying this to the curriculum rationale. For all stakeholders to have ownership of this would be beneficial to the confidence of staff and families.</p>	<p><b>Key Priority Three: Implement robust processes to ensure quality learning and teaching and improvement.</b>  Rationale: Through our self-evaluation of 2.3, observations (SMT and peer) and professional dialogue with teachers we have identified this as an area to work on. This is due to changes in our curriculum and tracking approaches which means that we are in a period of change.</p>
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**School improvement aims 2022/23:**

<p><b>Improvement Outcome 1:</b> The Fairview Curriculum will be relevant, inclusive and meet the needs of all learners. All learners will be supported to be the best they can be through following individualised and relevant curricular outcomes which focus on skills for life, learning and work along with a focus on self-regulation to allow learning to take place when pupils are calm and ready to learn.</p>	<p><b>Improvement Outcome 2:</b> Parents are supported to be actively and meaningfully involved in their child's learning and life at school. Staff work with parents to reduce potential barriers to engagement.</p>	<p><b>Improvement Outcome 3:</b> Staff will feel supported to develop their skills to support a relevant curriculum and focus on their wellbeing so are able to support pupils and each other.</p>
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