



## Information for Parents and Carers Standards and Quality Report 2024-2025 Session



### Our Vision

We want every child to feel valued, supported, and able to be their best. We work together—families, staff, and partners—to create a caring and inclusive learning community.

## Our Values

- **Fun** – Learning should be joyful and exciting.
- **Ambitious** – We aim high and encourage children and young people to do the same.
- **Inspiring** – We help children and young people to discover their passions and potential.
- **Respectful** – We celebrate everyone’s uniqueness and treat each other with kindness.

## Our Aims

- Support every child and young person to thrive.
- Work closely with families and partners.
- Provide creative and high-quality learning.
- Celebrate each child and young person’s individuality.
- Help children and young people to build life skills.
- Support staff and families to keep learning.
- Care deeply about our whole school community.

<i>Other whole school achievements 2024/5</i>	
<b>Hi5 Awards</b>	
<b>Duke Of Edinburgh</b>	
<b>Youth Achievement Award</b>	
<b>Level 1 Nurture Award</b>	
<b>Eco School Green Flag (6<sup>th</sup>)</b>	
<b>Rights Respecting Gold Award</b>	
<b>Increased number of work experience opportunities including in house job fairs</b>	
<b>Range of sporting achievements including table top cricket, cross country and swimming</b>	
<b>Supporting a wide range of charities</b>	
<b>Funding obtained for Judo next year and new power assisted wheelchair bike</b>	
<b>Whole School Trips to Active Kids and Safari Park</b>	
<b>Start of our breakfast club</b>	
<b>Secondary residential experience to Dalguise</b>	
<b>School dog Lilly started with us</b>	
<b>Day of Dance Attendance at Oaklands School, Edinburgh</b>	
<b>Wellbeing opportunities for parents and family activities funded by the school</b>	
<b>Range of volunteers supporting our school and staff and families raising funds to improve our offer</b>	

## ***Learning***

### **Broad General Education:**

## **Learning at Fairview**

Our curriculum is tailored to each child and young person's needs. Children and young people work at different levels and progress at their own pace. We focus on:

- Communication & Literacy
- Wellbeing
- Creativity & Independence

- Play & Leisure
- Thinking & Numeracy
- Community

### Target Achievement:

Average achievement of individualised My Learning outcomes across Nursery, Primary and Secondary:

Learning Area	% of Targets Achieved
My Communication, Interaction & Literacy Skills	94.2%
My Wellbeing (Physical, Social & Emotional)	94.4%
My Creativity, Independence & Vocational Skills	92.1%
My Play, Leisure & Choices	93.8%
My Thinking, Problem Solving & Numeracy Skills	90.8%
My Community	89.4%

Summary of SQA Qualifications	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of Modules Entered at Nat 1	116	96	80	58	99	177	221
Number of Pupils Entered at Nat 1	15	15	15	12	11	19	25
Number of Modules Entered at Nat 2	55	33	26	15	11	19	17
Number of Pupils Entered at Nat 2	10	7	8	4	2	5	5
<b>Summary of ASDAN awards</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	
Towards Independence modules (These are verified in S6 only)	21	18	21	25	2	8	

Number of pupils entered for an award in the current school year	3	10	11	5	0	5
Number of pupils achieving New Horizons awards (internally moderated)				13	10	12
Number of pupils achieving Transition Challenge awards (internally moderated)						6

Positive Destination Data:

Year	Number of Leavers	Number in Positive Destinations (at point of leaving):
2020.21	7	100%
2021.22	5	100%
2022.23	5	100%
2023.24	2	100%
2024.25	4	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, supported work opportunities.

ATTENDANCE INFORMATION:

Year	Possible Attendance	Total Absence	Authorised Absence	Unauthorised absence
2020.21	100% out with school closure	7.2%	5.7%	1.4%
2021.22	100%	13.24%	12.06%	1.18%
2022.23	100%	12.8%	10.97%	1.78%
2023.24	100%	13.04%	10.83%	2.21%
2024.25	100%	10.3%	7.46%	2.82%

## Leadership & Community

- Pupils help shape their learning and school life.
- Older pupils' model positive behaviour and help care for the school.
- Parents are actively involved through the Parent Council and wellbeing events.
- Staff have developed skills in areas like CALM, Makaton, IT, and first aid.
- Pupils take part in work experience, recycling, and caring for the school grounds.
- Everyone contributes to charity and community projects.

## Overall Learning Experience

- Learning is personalised and multi-sensory.
- ICT and communication tools are widely used.
- Staff work closely with health professionals and other multi-agency partners.
- Pupils feel safe, respected, and happy.
- Families are valued partners.
- We continue to improve our curriculum, tracking and support systems.

### 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 through Learning Journal and moderation and inset day events as well as discussions.

### SUMMARY AIMS OF SCHOOL IMPROVEMENT PLAN 2024/25:

<b>Priority 1: Listening to Our Learners – Embedding Pupil Voice</b> <b>What we're focusing on:</b>	<b>Priority 2: Learning Through Play and Communication</b> <b>What we're focusing on:</b>	<b>Priority 3: A Shared Understanding of Learning and Support</b> <b>What we're focusing on:</b>
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<ul style="list-style-type: none"> <li>• Making sure every pupil's voice is heard in planning, assessment, and school decisions.</li> <li>• Supporting pupils to take part in school groups like the pupil council and other community group</li> <li>• Continuing to involve pupils in planning and giving them feedback in ways they understand.</li> <li>• Training all teaching staff in the SCERTS (Social Communication, Emotional Regulation, and Transactional Support) approach to support communication and emotional regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Friday play sessions for all pupils, with parents invited to join a session in term 1.</li> <li>• Observing play to understand what motivates each child and using this to plan learning.</li> <li>• Sharing play-based insights with families through Learning Journals.</li> <li>• Ensuring all staff use consistent communication strategies (e.g. visuals, AAC).</li> <li>• Encouraging staff to model and scaffold learning to support independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Making sure all staff, families, and partners understand our curriculum and how we support learning.</li> <li>• Providing training on curriculum pathways, Low Arousal, and Nurture approaches.</li> <li>• Creating clear information for families about how learning is planned and assessed.</li> <li>• Helping staff promote independence and use consistent strategies across the school.</li> </ul>
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#### PUPIL EQUITY FUND AIMS:

To improve communication skills and support sensory regulation

To improve family engagement