

Driving Excellence and Equity **Standards and Quality Report**



Name of school: St Fergus

Date of report: June 2026

Our School:

We are a nurturing, inclusive school, situated in Ardler which is in the Starthmartine Ward. Our school consists of around 180 children. We have 7 mainstream classes, two enhanced support areas and three specialist provisions.

Many of our learners require additional support, and we work closely with families and partners to meet these needs.

Supporting wellbeing and removing barriers to learning (e.g. breakfast, uniform, cost of school day) is central to our work

The Gospel Values underpin all our interactions and guide our way

School Improvement Priority 1: Develop a shared school vision, values and aims that everyone understands and lives every day.

What is going well?

Children, staff and families helped create our new values: Love, Inclusion and Respect.

All children can now talk about and explain the values

We see:

- Improved relationships and behaviour
- Stronger sense of belonging
- More consistent language and expectations across the school

Parents reported feeling more involved and valued

Our next steps:

- Teach values more explicitly through a whole-school behaviour curriculum

- Continue to embed values in learning and teaching in every class
- Increase pupil leadership and voice
- Strengthen how we measure impact (attendance, attainment, wellbeing).

School Improvement Priority 2: Help children build resilience, confidence and ownership of their learning using meta-skills (e.g. collaboration, curiosity, self-belief)

What is going well?

At the start, no pupils could identify meta-skills - now:

- Many children can name and discuss them
- Some can explain how they use them in learning

Staff confidence has increased and meta-skills are beginning to be used in classrooms.

Families are more aware through weekly communication

Our next steps:

- Embed meta-skills in all learning, not as an add-on.
- Increase pupil independence and self-assessment.
- Make meta-skills more visible and consistent across all classes.
- Use monitoring (learning walks, pupil voice) to ensure consistency.

School Improvement Priority 3: Improve children's numeracy skills, teaching approaches and attainment.

What is going well?

- Attainment is improving overall (59% → 69%), showing recovery.
- Strong improvements in P4 and sustained performance in P7
- Staff confidence improved through training (CLPL).
- Resources and teaching approaches are more consistent across classes.
- Targeted support helped most identified pupils make strong progress

Our next steps:

- Attainment is still below the target (80%).
- Early years (P1) outcomes remain inconsistent.
- Develop a whole-school numeracy approach (teaching and assessment).
- Improve differentiation to support and challenge all learners – including challenge for our high attaining children
- Provide more real-life and engaging numeracy experiences

Our Achievements and progress

What is going well?

HWB

Interventions such as: Zones of Regulation, Goals Group, outdoor learning and football partnerships improved:

- Engagement
- Behaviour
- Emotional regulation

Children report feeling calmer, safer and more ready to learn.
Strong progress in Rights Respecting Schools, building respect and pupil voice

Attendance

Attendance improved to **92.6%**, but still below the 95% target

Our next steps:

HWB

Extend successful approaches to more children and staff.
Strengthen links with families for consistency at home and school.

Attendance

Target support for families and pupils with lower attendance.
Increase engagement strategies and incentives for attendance

How we used PEF funding:

What went well:

Provide targeted teaching for children and support staff to provide extra support to learners
Deliver interventions for children most at risk
Remove barriers (trips, clubs, food, resources)

The impact of PEF:

Most targeted pupils improved attainment and confidence.
Increased participation, inclusion, and wellbeing

Overall:

The school is improving strongly, with clear progress in:

- Values and relationships
- Learner engagement
- Numeracy outcomes

Strengths: inclusion, relationships, wellbeing, pupil voice

Next Steps: consistency, attainment, and embedding improvements across all classes