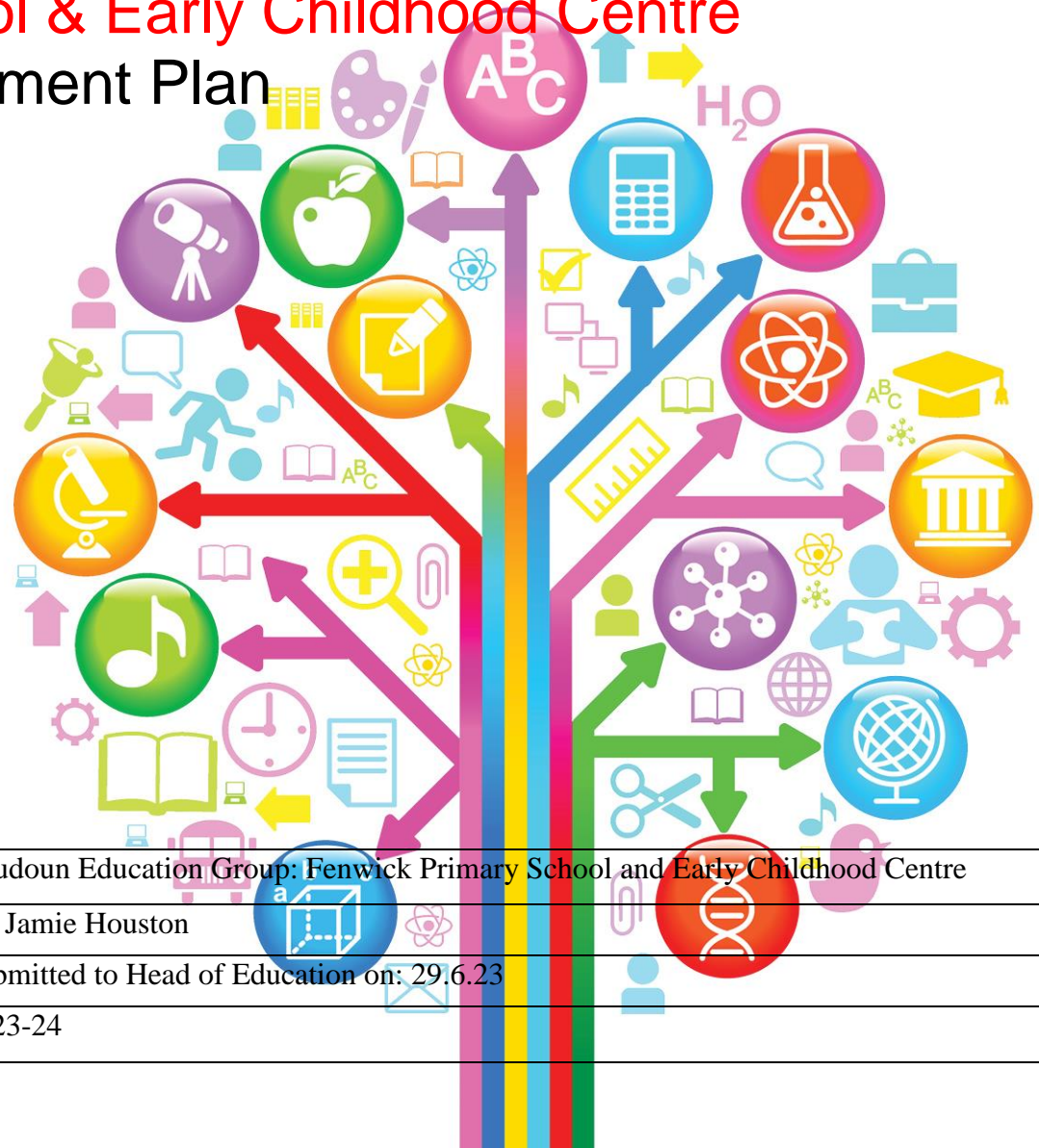




# Fenwick Primary School & Early Childhood Centre Establishment Improvement Plan 2023/24



School Improvement Plan	Loudoun Education Group: Fenwick Primary School and Early Childhood Centre
Head Teacher	Mr Jamie Houston
Date Submitted	Submitted to Head of Education on: 29.6.23
Session (Date when each year is written)	2023-24



School's/Centre's Vision and Values

During the early part of session 2022-23 a whole school consultation was undertaken as part of our identified key strategic priority, which was to refresh the vision, values and aims of the school. Parents, staff, children and the wider community were involved by means of paper based and on-line surveys. After gathering everyone's views the finalised version of our refreshed VVA's is as follows:

**Our Vision**

Our Vision is to deliver equity for all in a safe, happy and nurturing environment, thus allowing everyone to achieve their maximum potential by being the 'best they can be'!!

**Our Values & Aims**

**Kindness**

**Aim** – As an inclusive and caring whole school community, we show kindness in our friendships and relationships with others.

**Ambition**

**Aim** - We set high expectations for all, promote a 'can do' attitude and provide lifelong learning opportunities linked to our local community and wider world.

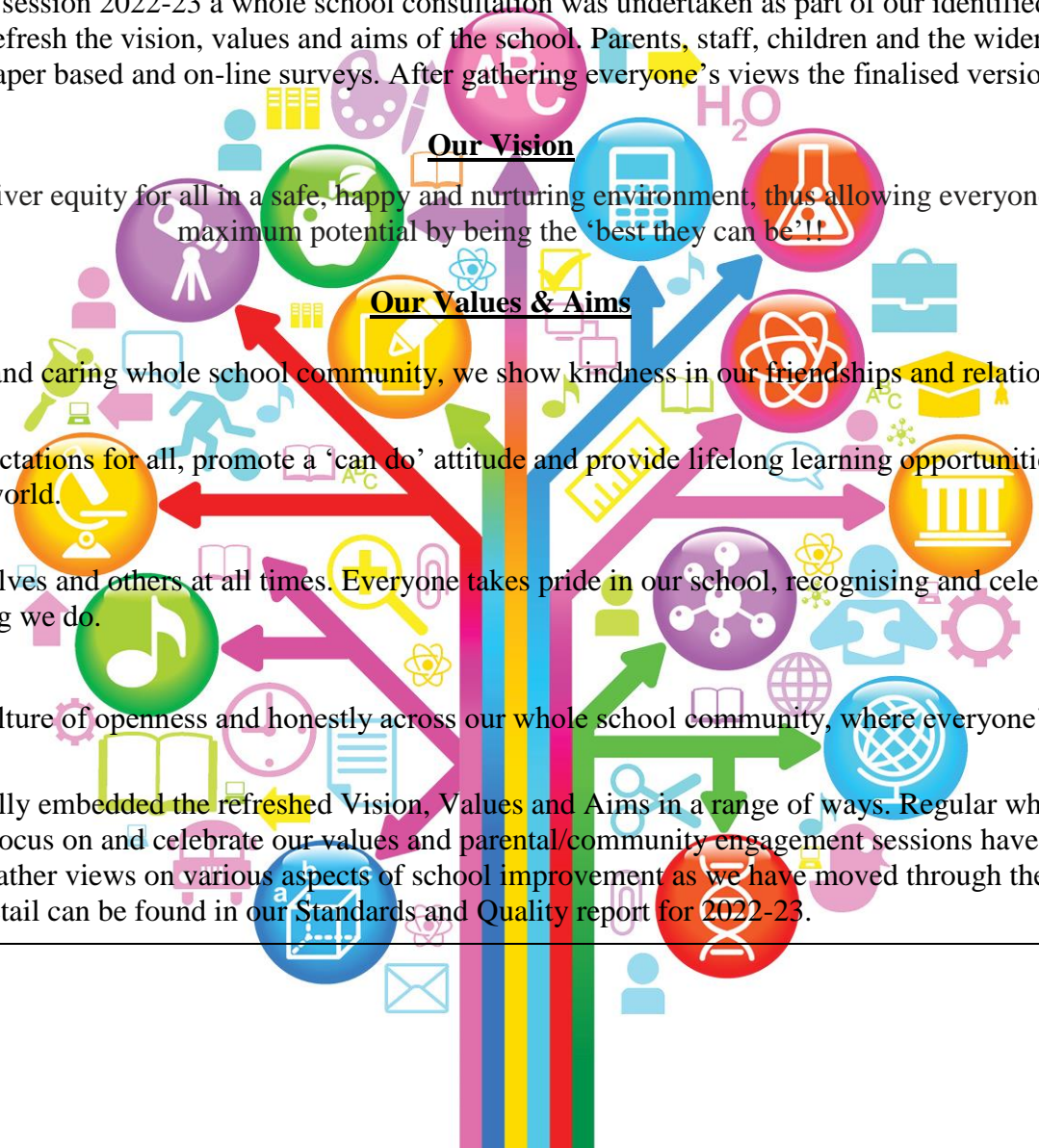
**Respect**

**Aim** - We respect ourselves and others at all times. Everyone takes pride in our school, recognising and celebrating our differences in everything we do.

**Honesty**

**Aim** - We promote a culture of openness and honesty across our whole school community, where everyone's opinion is listened to and valued.

This session we have fully embedded the refreshed Vision, Values and Aims in a range of ways. Regular whole school assemblies allow us to focus on and celebrate our values and parental/community engagement sessions have given us the forum to share our work and gather views on various aspects of school improvement as we have moved through the year. Specific examples and further detail can be found in our Standards and Quality report for 2022-23.



In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

Head Teacher Signature: *Jamie Houston*

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

## **Pupil and Parental Strategic Involvement**

<i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>All pupils will continue to be involved in committee groups which link to key aspects of school improvement. Each group will have an action plan which will clearly state the aims of each group. Each plan will be regularly evaluated and actions/next steps will be progressively planned across the school year by means of achievable timescales.</p> <p>The committee groups will be set up to run as sub-sections of the school improvement plan. Each group will share work done throughout at regular update assemblies and the plans will also be available for the whole community via the school website. Significant developments carried out by the pupils will be celebrated and shared via appropriate lines of communication i.e. Twitter, Class Blogs and the School APP.</p> <p>As well as the continuous improvements being undertaken by each committee, we will build on the work done this session by our HGIOURS pupil group. A year two action plan is already written and the children have become increasingly confident when carrying out audits, surveys and other actions linked to each of the 5 themes within the HGIOURS framework.</p>	<p>During session 2022-23 we have worked closely with parents to provide a greatly increased range of opportunities in relation to being part of decision making within the school. We have worked closely with the parent council and we fully intend to build on and keep expanding the joint approaches we have put in place.</p> <p>Work has already begun in relation to parental involvement in our curriculum rationale and a particular focus has been placed on literacy across the curriculum. Parents will now have opportunities to be part of working groups aimed at focusing on key curricular developments. More specific information is detailed in the improvement plan for 2023-24.</p> <p>A range of in person events and forums, as well as digital methods of communication, will be utilised to cater for parents' working hours and family circumstances, such as individual and group meetings, class workshops and the use of on-line platforms to share and gather information i.e., Microsoft Forms, Twitter, Class Blogs, School Website, Head Teacher Updates, School App. The ECC will continue to utilise online learning journals as well as the aforementioned methods of communication.</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To improve educational attainment in Literacy & English and Numeracy & Mathematics across all areas of the school, with a particular focus on reading, spelling, and core skills development in number, money and measure.	<b>Rationale for improvement priority based on evidence:</b> ACEL data shows a significant improvement when correlated with our cohort data and accounting for new enrolments and specific support groups we have been tracking. For session 2023-24 the focus will be on pushing up reading attainment (>85%) in P1 and P4 by enhancing the structure of our phonics-based reading programme in terms 1 and 2. We will utilise feedback from formative and summative assessment processes within active literacy and GL Assessments appropriate to age and stage to support, boost and challenge pupils accordingly. The development of detailed cohort trackers will be used to further track the progress of all children across the school with the ultimate end of session target of >90% achievement of a level for P1, P4 and P7 in all areas.
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> Curriculum and assessment School and ELC improvement Performance information	<b>HGIOS/ HGIOSELCC QIs for self-evaluation:</b> 1.1, 1.3, 1.4, 2.2, 2.3, 2.4 & 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• Completely embed the work done in relation to the internal moderation of writing across the whole school and finalise the format for gathering views and capturing common themes as part of a continuous improvement cycle.</li> </ul>	All Staff	As Termly Planner
<ul style="list-style-type: none"> <li>• Contribute to the development of Education group moderation activities in literacy and maths by sharing and supporting the development of consistent approaches during in-service and workshop sessions.</li> </ul>	All Staff	As Annual Calendar
<ul style="list-style-type: none"> <li>• Establish a clear plan for the journey towards a communication friendly ECC and consider how this will follow in to P1 in relation to benefits for the children in all areas of literacy and across the curriculum.</li> </ul>	S Sykes & J McKay	Ongoing 2 Year Plan
<ul style="list-style-type: none"> <li>• Further establish clear methodologies in relation to the balance and implementation of play pedagogy and structured approaches to delivering the curriculum, thus supporting learners by catering for their cognitive abilities and preferred learning styles.</li> </ul>	C Stevenson	By end June 2024
<ul style="list-style-type: none"> <li>• Contribute to support the development and implementation of all local authority tracking and monitoring priorities relating to transition from ECC to P1.</li> </ul>	J McKay & C Stevenson	Ongoing

<ul style="list-style-type: none"> <li>• Introduce a more focused approach to self-evaluation across the school session in line with HGIOS4, HGIOELC and HGIOURS.</li> </ul>	J Houston & R McKillop	As Annual Calendar
<ul style="list-style-type: none"> <li>• Link staff personal PRD work to whole school priorities where appropriate and strategically make connections with SIP development calendar and committee groups to maximise impact for staff, pupils and the whole school in relation to continuous improvements.</li> </ul>	J Houston	As Annual Calendar
<ul style="list-style-type: none"> <li>• Ensure all ECC staff are aware of and using key documentation as part of self-evaluation activities and build this into the quality assurance calendar i.e., Realising the Ambition and key guidance documents located within the Care Inspectorate Hub.</li> </ul>	J McKay & R McKillop	Ongoing
<ul style="list-style-type: none"> <li>• All ECC staff should be kept informed in relation to the proposed joint frameworks for improvement and self-evaluation (Amalgamation of HGIOELC and C.I. Quality Framework), along with any amendments to policy and practice required as a result of this.</li> </ul>	J McKay & R McKillop	Ongoing
<ul style="list-style-type: none"> <li>• Fully embed the newly revised assessment calendar for the school and ensure clear methodologies are in place in relation to high quality, relevant AifL strategies and their use across the classes as part of formative assessment.</li> </ul>	J Houston	By end Oct 2024
<ul style="list-style-type: none"> <li>• Fully embed new processes for undertaking summative assessments across the school and continue to utilise and interpret data to ensure progress, support and challenge is in place for all learners.</li> </ul>	All Staff	By end May 2024
<ul style="list-style-type: none"> <li>• Develop known methods and procedures for reporting and sharing data with parents to further support learning at home and wider achievement.</li> </ul>	J Houston	By end Term 2 2024
<ul style="list-style-type: none"> <li>• Gather and evaluate further evidence and opinions of staff, parents and children in relation to assessment. Use this information to support the development of a clearly understood assessment policy for school and ECC.</li> </ul>	J Houston	By end May 2024
<ul style="list-style-type: none"> <li>• Showcase the work and learning taking place in the ECC by means of the appropriate communication channels and maintain a record of achievements to support the ongoing standards and quality within our ECC</li> </ul>	A Clark & J McKay	Ongoing
<ul style="list-style-type: none"> <li>• Further develop the use of cohort tracking tools in ECC and in P1-P7 to ensure all staff have a detailed knowledge of the children that require support, boost and challenge.</li> </ul>	Class Teachers, M Moore and J Gallagher	Ongoing

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Funding will be used to secure a small amount of additional hours for school support staff	Teachers and support staff will further develop the use of high quality pupils support diaries. These will track interventions and gather pupil/parent views relevant to both targeted and universal approaches	Class Teachers and Classroom Support Assistants	Ongoing across the timeframes of the planned intervention packages

Evidence of impact against outcomes for learners.

- The development of high quality internal moderation processes will ensure pupil progress and achievement is understood and relevant differentiated learning and teaching will follow
- Pupils' knowledge of their own learning and progress will be clearer due to the processes of assessing and sharing information with parents. This will result in meaningful engagement in target setting via e-portfolios
- Staff knowledge and ability in relation to data interpretation will allow for well-planned interventions and these will planned in conjunction with classroom support assistants, with all progress recorded and evaluated via group and individual support diaries
- Raising of attainment in P1 reading will be supported by the implementation of a wider range of phonics based reading books
- Greater focus and sharing of teaching methodologies/formative assessment strategies will enhance the ability of all children in relation to identified core skills in spelling, grammar, punctuation, handwriting and mental maths by providing consistency across the school
- Improved outcomes across the school in Numeracy and Literacy will be evident from ACEL data, cohort trackers and GL Assessment information with target measures of >90 achievement of a level in P1, P4 and P7 becoming the expected achievable standard (within the context of family backgrounds/culture and specific ASN or other identified challenges)

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To further develop the data analysis and tracking of attainment and achievement across the whole school and to use the information to identify support pathways for children and families who are in any way vulnerable. This would include all issues related to poverty and the cost-of-living crisis.	<b>Rationale for improvement priority based on evidence:</b> The cost of the school day remains a national issue and are still has a major impact on families and their ability to sustain financial stability. This results in poorer attainment for some children. As a school community, we are aware of our context and by building on last session, we now have more partnerships in place to support these challenges. Additionally, we have more tools for assessing and measuring the level of need and indeed the impact of interventions.
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Parent/Carer involvement and engagement Curriculum and assessment School and ECC leadership	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 1.1, 1.2, 1.3, 2.3, 2.5, 2.6, 3.1 & 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Fully embed the revised homework policy and support identified families who require additional help to access educational content by providing both paper based and digital options.</li> </ul>	Class Teachers	By end Sept 2023
<ul style="list-style-type: none"> <li>Signpost and explore all available opportunities in the community and with partners to support families who may be experiencing difficulties relating to the cost of living and poverty related attainment gap.</li> </ul>	J Houston/A Stark	Ongoing
<ul style="list-style-type: none"> <li>Identify a parent working group who can support the parent council and school in relation to the ‘Reading Schools’ initiative.</li> </ul>	C Thomson & J Ross	By end Aug 2023
<ul style="list-style-type: none"> <li>Further develop the challenge group work by means of the ‘Champion Role’ started in our ECC as part of enhanced transition planning. Incorporate support where appropriate for those who may not necessarily defer entry.</li> </ul>	J McKay & G Borland	By end Jan 2024
<ul style="list-style-type: none"> <li>Continue to develop approaches for managing attendance and ensure correlations with related attainment gaps are known, along with relevant plans to address underlying barriers to attainment and achievement.</li> </ul>	J Houston/A Stark	By end Sept 2023
<ul style="list-style-type: none"> <li>Ensure wider achievement is tracked across the whole school by continuing to liaise with parents and families ahead of celebration assemblies. Ensure all successes are recognised and celebrated appropriately.</li> </ul>	R McKillop	Ongoing



<ul style="list-style-type: none"> <li>• Work closely with the Loudoun project staff team to effectively manage supports and raise awareness of families who require interventions or bespoke packages to help in relation to financial inclusion.</li> <li>• Continue to align our actions with key national guidance and reviews such as the ASL Implementation Review and ‘The Promise’ in line with the expectations of a Gold Rights Respecting School.</li> <li>• Plan and undertake whole staff SIP development sessions to increase knowledge and promote reflection using the self-evaluation tool and template ‘Rights, Reviews, Promises and Inclusion for All’.</li> <li>• Create a new pupil and staff group who will maintain the very good practice of the ‘Sanitary Samurais’ in relation to the period protection national guidance and provision of free products.</li> <li>• Continue with themed days aimed at supporting our local community i.e., school uniform recycle initiative and swap shop days, Christmas jumper swap, food bank donations and other local and national themes that occur throughout the school year.</li> <li>• Build on the staff nurture training in the ECC by engaging in further training and workshops with our link Educational Psychologist links in relation to Attachment and Attunement.</li> <li>• Work closely with partners in ECC and Secondary schools to ensure appropriate transition planning is in place for individual children and families and where required, enhanced transitions are organised.</li> </ul>	J Houston/R McKillop	Ongoing
	All Staff	As Annual Calendar
	J Houston	As Annual Calendar
	J Ross	By end Aug 2023
	F Sweeney	By end June 2024
	J McKay & A Graham	As Annual Calendar
	J McKay, C Stevenson & J Houston	Ongoing

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
If time allows PEF allocated Classroom Assistant to provide pastoral care and check-in support for specific pupils at key times in the school day, in line with targets from child planning process.	Classroom Assistant will further develop the use of high-quality pupil support diaries. These will track interventions and gather pupil/parent views relevant to both targeted and universal approaches.	Class Teachers and Classroom Support Assistants	Ongoing across the timeframes of the planned intervention packages

Evidence of Impact against outcomes for learners:

- Pupils will feel a strong sense of ownership and value as their views will be constantly sought and acted upon through the conduit of the pupil support diaries. This will motivate them to engage in their learning and discuss their progress, along with any concerns they may have and ultimately, they will be in a better place to learn and achieve their potential.
- All staff will be fully trained in nurture, trauma informed practice, ACE's and attachment/attunement which will result in very high-quality pastoral care in our school. Families will be able to speak freely, knowing that their needs will be discussed sensitively by staff who understand the impact of trauma and background challenges.
- Pupils will feel appropriately supported in their learning and additional family supports will enable increased home-school links where appropriate to facilitate closing identified attainment gaps.
- Children and families in our ECC will feel benefit from enhanced transition work being undertaken as part of challenge and support groups within Early Level. This will help prepare them for a successful start in P1 and result in help them reach their maximum potential across developmental milestones and relevant benchmarks.
- By undertaking self-evaluation using the 'Rights, Reviews, Promises and Inclusion for All' template and toolkit, all staff will be fully aware of the need to signpost and support children and families with the cost of the school day. As such, well-informed care and advice can be given to our families in a consistent manner.
- Our 'Sanitary Samurai' pupil group will feel empowered and independent by managing the stock levels and delivering communications as necessary and when appropriate to the age and stage of other school children. Such leadership opportunities will help nurture life skills and sit perfectly with the aims of equity, equality and dignity that we must promote and 'live' by as a Gold Rights Respecting School.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	All children and families in our school will feel a sense of equity, equality and dignity. They will know that they are valued and that they have a strong voice in relation to continuously improving our school.	<i>Rationale for improvement priority based on evidence:</i> Evaluations and outcomes from child plans, pastoral support notes, pupil support diaries, EAST support staff assessments, PASS assessment activities and rights based formative assessment activities will provide essential feedback in relation to pupil health and wellbeing.
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> Teacher and Practitioner Professionalism Parent/Carer involvement and engagement	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 3.1, 3.2, 3.3, 1.5, 2.1, 2.3 & 2.4

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Follow-up the work done in achieving RRSA Gold by creating an action plan which ensures the expectations and key strengths are known and built on this session. For instance, all activities relating to the UNCRC articles, class and playground charters and the outright campaign should continue and grow in line with the expectations of the Gold standard.</li> </ul>	G Eccleston	Ongoing until May 2024
<ul style="list-style-type: none"> <li>Continue to ensure new staff members are fully aware of the HWB curricular frameworks and that they know their expectations in relation to being 'duty bearers' and upholding the rights of the children.</li> </ul>	J Ross & G Eccleston	Ongoing
<ul style="list-style-type: none"> <li>Ensure that there are regular opportunities for parental engagement such as open mornings/afternoons, themed HWB days and 'Meet the Teacher' events as part of both formal and open-door policy implementation.</li> </ul>	J Houston	As Annual Calendar
<ul style="list-style-type: none"> <li>Use PASS data to identify children who may require support in specific areas i.e., PASS factors/SHANARRI indicators.</li> </ul>	J Ross	As Assessment Calendar
<ul style="list-style-type: none"> <li>Establish processes and procedures for further developing the use of HWB planning in Fenwick ECC. Aim to develop a system which allows for more robust tracking of HWB in line with children's targets from personal plans.</li> </ul>	J McKay & R McKillop	By end May 2024
<ul style="list-style-type: none"> <li>Plan staff development sessions to increase the knowledge, skills and abilities in relation to implementation of the PASS intervention packages for each of the 9 areas being measure in relation to HWB.</li> </ul>	J Houston & J Ross	As Annual Calendar

<ul style="list-style-type: none"> <li>Finalise the annual school calendar relating to the assessment and review of child plans/pupil support diaries and specific targets identified for pupils across the school/ECC.</li> <li>Streamline and evaluate the ASN log in line with assessment information gathered via PASS and as follow-up actions for children who have child plans in place.</li> <li>Explore and develop the range of multi-agency supports available via the HEART model and through partnerships with counselling services such as ‘Exchange’, the Ayrshire Hospice and i-Sgoil provision for children who would benefit from these supports.</li> <li>Continue to foster positive wellbeing in our school community by fully embedding our values-based approaches to promoting positive behaviour via the newly created ‘STAR’ three-point system.</li> <li>Ensure all ECC staff have a sound working knowledge of the principles of ‘Realising the Ambition: Being Me’ in relation to child development and transition through N4, N5 and on into P1.</li> <li>Provide the school pupil ‘wellbeing bees’ with opportunities to model, support and recognise positive behaviours in our school and at break times.</li> <li>Provide pupils with the opportunity to lead learning across the curriculum by tasking them with the development and re-design of the school garden to create a new ‘Wellbeing Garden’. The aim is to provide our whole school community with an outdoor space for promoting and nurturing positive physical and mental wellbeing.</li> </ul>	J Houston	By end Aug 2023
	R McKillop	By end Sept 2023
	J Houston & R McKillop	As required
	All Staff	Ongoing
	J McKay	By end Oct 2023
	J Ross	Ongoing
	C Thomson & G Eccleston	Ongoing in Stages

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
As previous PEF info due to very limited funds.			

Evidence of Impact against outcomes for learners:

- The HWB needs of all children will be met by means of strong partnership working and regular engagement with key services and families.
- All children will know that support exists to ensure they are cared for and valued by everyone in the school, including fellow pupils who will model appropriate behaviours and support as and when necessary, by means of clubs such as mindfulness, yoga, massage and arts and crafts clubs that will be hosted in the wellbeing garden.
- Seeking out a range of supports in relation to HWB interventions from other services will benefit our children and families significantly in relation to positive health and wellbeing. Consistent approaches that can then be implemented at both school and home.
- Our newly created 'STAR' system will encourage reflection and a continued sense of positivity around relationships and how we resolve challenging situations in our school.
- The mentoring and supporting of new staff in the school will ensure consistency for our children in terms of using the supportive language and resources identified in our Positive Behaviour Policy and Rationale
- Regular parental workshops and opportunities to learn about school initiatives such as massage, wellbeing interventions and all relevant policies and developments ensure a strong, continued sense of community as part of our 'team' ethos and culture.
- Enhanced tracking of HWB in the ECC will provide higher quality information ahead of transition and support required in P1.
- Our child centred, values focused approaches to reflecting and supporting each other every day means that pupils will feel happy, safe and secure in our school.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<p>To further develop and maintain relationships with partners across our community and beyond. This includes those that have been newly created and others that we have successfully re-established in the 2022-23 session.</p> <p>We will have a continued focus on providing our pupils with a wide range of opportunities that link to all aspects of learning, life and work and serve to support raised attainment and positive pathways across the curriculum, both in an academic and aspirational sense.</p>	<p><i>Rationale for improvement priority based on evidence:</i></p> <p>We want to ensure all our learners have the opportunity to experience a holistic curriculum that allows them to aspire to do their best, recognise their strengths and potentially uncover unique talents in specific areas. This means tracking and celebrating wider achievements at clubs, after school groups and the whole range of activities and interests our children have.</p> <p>Our evidence from pupil surveys and wider achievement assemblies tells us that we have a high number of families in our school who have a wide range of skills in relation to their careers. The rural nature of our setting adds another unique dimension in terms of the knowledge capital that exists within our locality. We want to ensure our pupils have every opportunity to benefit from this.</p>
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> School Leadership Parental Involvement and Engagement	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 3.2 & 3.3

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Build on the wide range of partnerships and joint working that has been established this session in relation to our World of Work Fayre, STEM and Science activity/information days. In doing so, we must strive to maintain the excellent engagement of our parents as partners to establish maximum parental involvement in relation to developing our curriculum</li> </ul>	G Eccleston	As Annual Calendar
<ul style="list-style-type: none"> <li>Promote and encourage all staff to showcase and share personal skills and abilities as a means of adding meaningful contexts to the curriculum and as another way of enhancing CLPL across the whole staff team.</li> </ul>	J Houston	Link to Annual Calendar
<ul style="list-style-type: none"> <li>Introduce a communication book for all of our visitors as a means of enhancing self-evaluation and feedback, thus facilitating greater reflection and continuous improvement in relation to hosting and delivering whole school events. Share relevant feedback via the various school communication channels.</li> </ul>	J McKay & C Thomson	By end Aug 2023

<ul style="list-style-type: none"> <li>• In line with the evaluations from our RRSA Gold discussions, further promote and encourage independent thinking among pupils by giving them increased ownership in terms of linking with their local community. Issues such as learning for sustainability and global themes should be explored in more detail.</li> <li>• The HGIOURS pupil group and the Pupil Council action plan from session 2022-23 should be used to drive forward even greater engagement in the 5 key areas and children will be encouraged to carry out audits, interviews and make connections with wider partners in the community and beyond as a means of ‘looking outward’ and being ambitious to be the best we can be!!</li> <li>• Further maintain and develop the Clean Green approach to Global goals and sustainability by building on the successful Bronze Award and related action plan.</li> <li>• Create a newly formed JRSO group and re-engage the children in processes linking to road safety in their community as part of new and ongoing work involving traffic management and good road safety sense for all children.</li> <li>• As part of the Digital Schools Award, continue to maintain the excellent standards set when sharing and promoting the school via communication channels and beyond.</li> <li>• Further promote the use of e-portfolios as a meaningful tool for pupil target setting and tracking their learning journeys. Develop parental knowledge where appropriate via pupil/parent technology workshops and open afternoons.</li> <li>• Further develop the excellent work of last session by seeking out even more opportunities in respect of inter-generational activities, local and national theme days and initiatives which link to the world of work.</li> <li>• Increase the level of partnership working within our education group in relation to both primary and secondary transition activities for children and staff. Explore and embrace opportunities to work together with business and industry partners as a means of fostering important connections ahead of transitioning to Loudoun.</li> </ul>	G Eccleston	Ongoing
	J Houston	Ongoing in Stages
	C Thomson	By end May 2024
	Z Anderson	As directed by ARA
	C Thomson	Ongoing
	C Thomson	Ongoing
	G Eccleston & C Thomson	Ongoing
	G Eccleston, Z Anderson & J Houston	Ongoing

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
As previous PEF info due to very limited funds.			

#### Evidence of Impact against outcomes for learners

- Parental and business partnerships will greatly enhance the variety in our curriculum, and this will motivate learners in relation to the world of work and hence, the further development of skills linked to lifelong learning and employability.
- By increasing and building on the connections and partnerships made in session 2022-23, we will further enhance the quality of relationships across the school community, this will significantly benefit our learners in the form of wider opportunities and meeting future potential employers.
- Staff will be confident in the use of a wider range of skills that can be replicated and delivered effectively in all areas of the curriculum, resulting in a greater range of experiences being delivered and different learning styles being catered for in all classes.
- Children will be able to lead learning in new areas and motivation to learn new skills for life and work will help shape their future aims and provide positive views in relation to transition and undertaking different subjects at secondary school.
- The ever-increasing involvement and engagement from our parents in relation sharing their knowledge and participating in school events will consequently empower our school community as they will have greater ownership and input in terms of our curriculum and the overall life of the school.
- Pupils will have more opportunities to try different activities and learn new skills. Hence, they will become more independent and confident in terms of undertaking and taking on new challenges. This will build resilience ahead of transition and residential trips for the P7 pupils.
- Pupils will be able to identify their prior learning and become more confident in relation to setting targets and sharing their learning via digital platforms by using and managing their own e-portfolio content.
- Pupils' confidence when communicating and interacting with different generations will help them grow as individuals and allow them to put our school values in real-life contexts as they appreciate and understand different viewpoints and career opportunities.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



## Summary of Improvement Plan 2023-24

<b>Raising Attainment, particularly in Literacy and Numeracy</b>	<b>Increased in sustained positive destinations and employability skills</b>
<ul style="list-style-type: none"> <li>• Completely embed the work done in relation to the internal moderation of writing and contribute to the development of Education group moderation activities in literacy and maths.</li> <li>• Establish a clear plan for the journey towards a communication friendly ECC.</li> <li>• Fully embrace the ‘Reading Schools Scotland’ processes and drive this forward by means of a school ‘working group’ that includes parents, staff and children.</li> <li>• Further establish clear methodologies in relation to the learning and teaching of core literacy and numeracy skills across the school stages and throughout the curriculum. Link this to the balance and implementation of play pedagogy v’s more structured approaches in ECC and Early Level classes.</li> <li>• ECC to fully embrace and participate in the development of local authority tracking and monitoring relating to transition from ECC to P1. Align this work with our own cohort tracking tools in ECC and in P1-P7.</li> <li>• Introduce a more focused approach to self-evaluation across the school session in line with HGIOS4, HGIOELC and HGIOURS. Link this work to staff personal PRD’s and the SIP development calendar.</li> <li>• Ensure all ECC staff are aware of and using key documentation as part of self-evaluation and are aware of planned amendments such as the amalgamation of HGIOELC and C.I. Quality Framework.</li> <li>• Fully embed the newly revised assessment calendar and complete the development of a revised assessment policy for the school that includes processes for sharing data with parents to further support learning at home and wider achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on the wide range of partnerships and joint working in relation to our World of Work Fayre and STEM and Science activity/information days.</li> <li>• Introduce a communication book for all of our visitors as a means of enhancing self-evaluation and feedback, thus facilitating greater reflection and continuous improvement in relation to hosting and delivering whole school events. Share relevant feedback via the various school communication channels.</li> <li>• In line with the evaluations from our RRSA Gold discussions, further promote and encourage independent thinking among pupils through engagement in global themes and campaigns relevant to age and stage.</li> <li>• The HGIOURS pupil group and the Pupil Council should continue to make connections with wider partners in the community and beyond as a means of ‘looking outward’ and being ambitious to be the best we can be!!</li> <li>• Further maintain and develop the Clean Green approach to Global goals and sustainability by building on the successful Bronze Award and related action plan.</li> <li>• Create a newly formed JRSO group and re-engage the children in processes linking to road safety in their community as part of new and ongoing work involving traffic management and good road safety sense for all children.</li> <li>• As part of the Digital Schools Award, continue to maintain the excellent communications across all channels and beyond.</li> <li>• Promote the extended use of e-portfolios and further develop parental knowledge in this area via pupil/parent technology workshops and open afternoons.</li> </ul>

Ensuring the health and wellbeing of all young people	Closing the poverty related attainment gap
<ul style="list-style-type: none"> <li>• Follow-up the work done in achieving RRSA Gold by creating an action plan which ensures the expectations and key strengths are known and built on this session.</li> <li>• Continue to ensure new staff members are fully aware of the HWB curricular frameworks and that they know their expectations in relation to being ‘duty bearers’ and upholding the rights of the children.</li> <li>• Ensure that there are regular opportunities for parental engagement such as open mornings/afternoons, themed HWB days and ‘Meet the Teacher’ events as part of both formal and open-door policy implementation.</li> <li>• Use PASS data to identify children who may require support in specific areas and implement relevant intervention packages to support learners in partnership with multi-agency partners.</li> <li>• Establish processes and procedures for further developing the use of HWB tracking in Fenwick ECC and ensure all ECC staff have a sound working knowledge of the principles of ‘Realising the Ambition: Being Me’ in relation to child development.</li> <li>• Continue to foster positive wellbeing in our school community by fully embedding our values-based approaches to promoting positive behaviour via the newly created ‘STAR’ three-point system.</li> <li>• Provide the school HWB pupil groups, such as the ‘wellbeing bees’ and mindfulness leaders with opportunities to model, support and recognise positive behaviours in our school and at break times.</li> <li>• Provide pupils with the opportunity to lead learning across the HWB curriculum via the creation of a new ‘Wellbeing Garden’ for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully embed the revised homework policy and support identified families who require additional help to access educational content by providing both paper based and digital options. Link this to the action plan for the ‘Reading Schools’.</li> <li>• Signpost and explore all available opportunities in the community i.e., Loudoun Partnership to support families who may be experiencing difficulties relating to the cost of living and poverty related attainment gap.</li> <li>• Further develop the challenge group work by means of the ‘Champion Role’ started in our ECC as part of enhanced transition planning.</li> <li>• Continue to develop approaches for managing attendance and ensure correlations with related attainment gaps are known and acted upon.</li> <li>• Ensure wider achievement is tracked across the whole school by continuing to liaise with parents and families ahead of celebration assemblies. Ensure all successes are recognised and celebrated appropriately.</li> <li>• Continue to align our actions with key national guidance in line with the expectations of a Gold Rights Respecting School and increase knowledge and promote reflection using the self-evaluation tool and template ‘Rights, Reviews, Promises and Inclusion for All’.</li> <li>• Continue to maintain the very good practice in relation to the period protection national guidance and provision of free products.</li> <li>• Continue with themed days aimed at connecting with our local community and work closely with partners in ECC and Secondary schools to ensure appropriate transition planning is in place for individual children and families.</li> </ul>