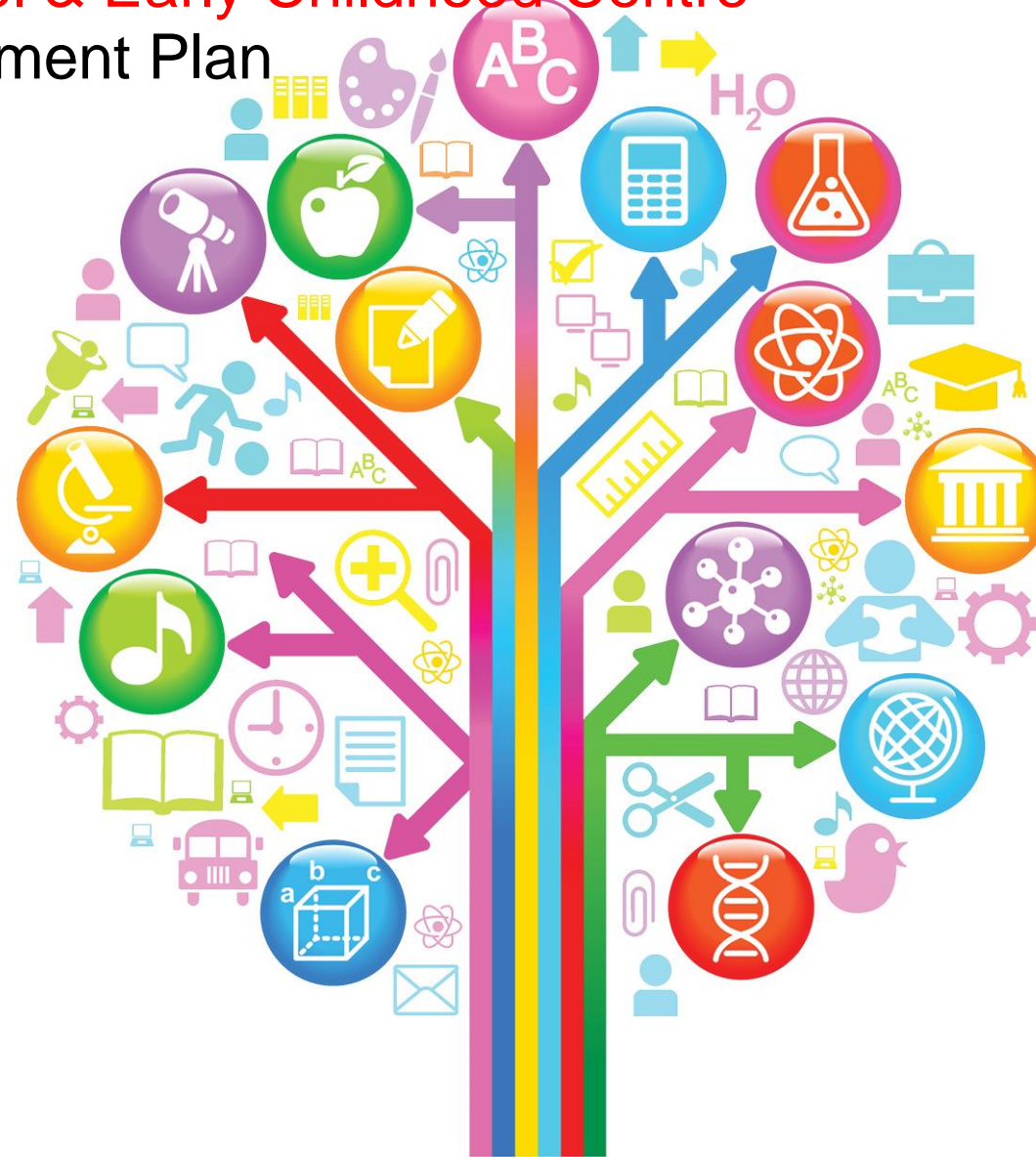




# Fenwick Primary School & Early Childhood Centre Establishment Improvement Plan 2022/23



School Improvement Plan	LOUDOUN EDUCATION GROUP
Head Teacher	Mr Jamie Houston
Date Submitted	Submitted to Head of Education on: 24.6.22
Session (Date when each year is written)	2022/23

School's/Centre's Vision and Values	<p>The current vision is that Fenwick Primary School &amp; ECC aims to be an establishment where everyone should achieve and attain in a safe, happy, respectful and nurturing environment. The aim is to ensure every child and young person reaches their potential and is the 'Best they can be!' The school values are to be Respectful, Responsible and Resilient so that, 'Through high-quality learning, teaching and assessment, and creating a positive and nurturing ethos, our children will have high self-esteem, have high aspirations and be motivated to learn, achieve their full potential and be the best they can be!</p> <p>At the time of writing this improvement plan, the new Head Teacher and whole staff team are in the process of refreshing the school Vision, Values and Aims. The Head Teacher has consulted with the school community by inviting every parent to an individual meeting to discuss what is going well and what aspects could be better. All staff have also met with the Head Teacher individually and further group self-evaluation work has been undertaken to assess the key priorities going forward. Pupils will be at the heart of the process and in August they will work with their parents and families during in-school activities as we finalise our VVA's.</p> <p>The outcome of the consultation work will be used to launch the refreshed Vision, Values and Aims of the school during the course of the first term in August 2022. In doing so, all members of the current school community can work together to shape the way ahead in relation to the high expectations and standards that will be set out.</p>
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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.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	Need to re-establish a range of partnerships as new HT now in post
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

Head Teacher Signature: *Jamie Houston*

<b>Content of plan</b>	<b>Completed</b>
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

<p><i>For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Pupils will be involved in a range of groups and committees which will ensure their opinions and views are heard and this will involve children from across the school and ECC.</p> <p>Our intention is to run master classes which will initially centre on themes that the children have been consulted on. We will be linking this work to skills progression and the 4 contexts of learning using the appropriate benchmarks and the creation of a wider achievement tracking and monitoring system.</p> <p>More focused community groups, with particular aims, such as Rights Respecting School, STEM and Literacy Leaders will also be set up and this will enable the children to participate and lead key elements of learning and thus help drive our improvement agenda. These identified groups will, in effect, run as sub-sections of the school improvement plan and will contain in-built action plans, responsibilities and timescales which the children will be part of.</p> <p>All of this work will be showcased at community group learning assemblies and where appropriate, via our various communication channels such as Twitter, Class Blogs and the School APP.</p> <p>In addition to the above, a pupil HGIOURS group will be created, and this will enable the children to frame all of the experiences and work being done in a national context which ensures high expectations and standards.</p>	<p>As a school we will continue to work closely with the parent council in all aspects of school improvement. This will take the form of information sessions and joint open mornings/afternoons which will allow us to evaluate our progress together.</p> <p>All parents will be involved in the process of refreshing our Vision, Values and Aims. This will be incorporate parent/child activities and family award and nomination processes to ensure the whole school community is fully involved and committed to supporting our positive ethos and culture.</p> <p>Parents will be invited to participate in our school community groups where they can share expertise or simply observe the activities and priorities being worked on. They will also be invited to sharing learning assemblies and other events as appropriate, along with various school and class activities that will be planned across the year.</p> <p>Various methods of consultation and joint working will be in place 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 and the extended use of this in P1 will also be explored.</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 writing, mental maths and problem-solving skills and abilities.	Rationale for improvement priority based on evidence: Historical and current evidence shows sporadic improvement in attainment across literacy and numeracy, particularly in writing. Our priority next session is to improve attainment in P7 by <u>at least</u> 15-20% in terms of pupils achieving appropriate levels in reading, writing & numeracy. In P4 we are aiming to improve attainment in writing by <u>at least</u> 10-15 % and we are aiming for all other areas to be 88% or above. In P1 our target is to ensure attainment of early level for at least 90% of the class. Having analysed the current ECC data for our August 2023 cohort, we believe this is achievable.
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/ HGIOSELCC – Q.I.'s 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>All staff to plan and assess learning in a consistent way using identified progression pathways that link clearly to the national benchmarks in Literacy &amp; English and Numeracy &amp; Mathematics</li> </ul>	CT's, SLT & ECC staff as appropriate	By end of Sept 2022 and then ongoing
<ul style="list-style-type: none"> <li>Evaluate current learning and teaching methodologies in all aspects of writing across the whole school and use information to develop an agreed, progressive set of standards and clear expectations for all year groups</li> </ul>	Mr Houston	By end of Sept 2022
<ul style="list-style-type: none"> <li>Embed previous staff training and professional learning (such as Tapestry and Play Pedagogy) into the revised curriculum rationale in respect of pedagogical approaches in the ECC and all other stages</li> </ul>	All staff in school & ECC	By end of Sept 2022
<ul style="list-style-type: none"> <li>Establish clear methodologies in relation to gathering P1 baseline information</li> </ul>	Miss Stevenson	By Sept 15 <sup>th</sup> 2023
<ul style="list-style-type: none"> <li>Collegiate development and working groups will focus more on whole school approaches to achieve maximum consistency and understanding across our whole school community. The sharing of ideas and good practice will be a regular feature of working groups and development sessions in Fenwick PS &amp; ECC</li> </ul>	All staff in school and ECC	Ongoing in 2022-23 session
<ul style="list-style-type: none"> <li>A greater level of self-evaluation will be incorporated into the collegiate calendar to ensure all approaches and policies are embedded and aligned to key frameworks such as HGIOS4, HGIOELC, HNIOS, HGIOURS, Realising the Ambition and the new Care Inspectorate Quality Framework</li> </ul>	Staff Assessment Working Group	Ongoing in 2022-23 session
<ul style="list-style-type: none"> <li>Further develop and evaluate current approaches to tracking and monitoring pupil progress by exploring the range of appropriate Aifl strategies being used, along with all other formative and summative means of assessment. Consider</li> </ul>	Mr Houston & Mrs McKillop	By end of Sept 2022

<p>and explore the use of GL Assessment CDS as a means of increasing support for professional judgement and providing further, robust data to support reporting of progress to parents</p> <ul style="list-style-type: none"> <li>• Use the result of all consultations and evaluations to create a whole school assessment policy for school and ECC</li> <li>• Further develop consistent approaches to homework and consult with children and parents in relation to developing a clear policy which reflects the circumstances of individual families and aligns with relevant aspects of the revised Curriculum Rationale for Fenwick PS and ECC</li> <li>• Further develop and embed digital and paper-based methods of managing, recording and sharing individual Pupil Profiles and develop rationale for the use of all approaches i.e. pupil support diaries, learning logs, learning journals, e-portfolios, class blogs, pupil achievement folders etc</li> <li>• Further develop the approaches and training completed in respect of number talks, active literacy and other EAC initiatives such as SAC Cow and explore all opportunities for moderation with cluster and family schools</li> <li>• In ECC, further develop and embed the initial work done in respect of working towards being a Communication Friendly Centre and prioritise staff training sessions relating to Nurture, ACE's and Trauma informed practice</li> </ul>	<p>Mr Houston, Mrs McKillop &amp; Miss McKay</p> <p>All CT's and SLT All staff, children &amp; Parents</p> <p>Mrs Gallagher, Mrs Moore, Miss Thomson &amp; SLT</p> <p>Identified staff (TBC)</p> <p>Mrs McKillop/Miss McKay</p>	<p>By end of Oct 2022</p> <p>By end of Oct 2022</p> <p>By end of Oct 2023</p> <p>By Dec 20<sup>th</sup> 2022</p> <p>By end of March 2023</p>
<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> <li>• Closer interaction with the benchmarks and a revised curriculum rationale will support all class teachers in relation to driving forward school priorities. The revised curriculum rationale will be reflective of pupils leading learning on a more regular basis resulting in increased learning and peer collaboration across the school</li> <li>• Pupils will be able to identify their own progress against known standards made explicit through high quality learning intentions and success criteria. This will result in higher quality target setting and learning conversations which build on prior knowledge</li> <li>• Staff will become increasingly confident in the use of all data gathered. Tracking and monitoring of pupil progression will be more robust, allowing appropriate interventions and supports to be put in place as and when necessary, along with the appropriate levels of challenge being given for all pupils</li> <li>• The overall development of writing will be easier to assess (staff and children) by agreeing clear pedagogical approaches to the delivery of high-quality lessons and active experiences (incorporating outdoor learning) in the areas that form the foundations and elements of writing progression i.e. spelling, grammar, punctuation, handwriting, comprehension, and reading</li> <li>• Previously developed Tapestry approaches will be embedded consistently resulting in pupil voice being a key element of learning and teaching. Staff will be supported in the use of these by means of refresher sessions.</li> <li>• Improved outcomes for children in Numeracy and Literacy will be evident from ACCEL data, with a minimum of 90% of pupils achieving expected attainment levels or above</li> </ul>		

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To ensure positive outcomes for our children in all areas of Health and Wellbeing through further development of approaches in delivering the HWB curriculum and assessing the level and type of interventions/supports required for the children across the school and ECC.	Rationale for improvement priority based on evidence: Evaluations from child plans, pastoral support notes and from Glasgow Motivation and Wellbeing Profile shows a continued focus on HWB supports is required.
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> School Leadership	<b>HGIOS/HGIOSELCC Q.I.'s for self-evaluation:</b> 1.5, 2.1, 2.3, 2.4, 3.1 & 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Build on the excellent work done in 2021-22 by fully cascading and embedding the use of the Glasgow Motivation and Wellbeing Profile to support the tracking of pupil wellbeing and to inform relevant supports for classes, groups and individual pupils across the school</li> </ul>	Mrs Ross to cascade & all CT's to embed	By end Sept 2022
<ul style="list-style-type: none"> <li>Continue to focus on SHANARRI and the importance of all indicators as part of positive wellbeing. Where appropriate, link activities to the refreshed school values and curricular work carried out as part of whole school assemblies and community group action plans</li> </ul>	All CT's, Mrs McKillop & Mr Houston	Ongoing for session 2022-23
<ul style="list-style-type: none"> <li>Fully embed the strategies developed by the school wellbeing Champion in respect of supporting individual children and families by means of check-ins and pastoral support</li> </ul>	Mrs Ross, Mrs McKillop & Mr Houston	Ongoing for session 2022-23
<ul style="list-style-type: none"> <li>Continue to encourage and promote the work of the school 'Wellbeing Bees' to support children in the playground and create further opportunities for the wellbeing bees to lead learning in this area i.e. assembly inputs/class challenges</li> </ul>	Senior pupils, P5/6/7 CT's, Mrs McKillop & Mr Houston	Ongoing for session 2022-23
<ul style="list-style-type: none"> <li>Across the school and ECC there will be a greater focus on the importance of Nurture, ACE's and Trauma Informed/Skilled practice. A range of staff development sessions will be incorporated into the collegiate calendar with training and workshop sessions being delivered both in-house and by liaising with relevant partners</li> </ul>	Mr Houston, Mrs McKillop & Miss McKay	By end March 2023
<ul style="list-style-type: none"> <li>Explore training opportunities being offered by EAC in respect of refreshing and developing staff knowledge of restorative approaches in line with the nurture principles, RRS and school values</li> </ul>	Mr Houston & Mrs McKillop	Ongoing for session 2022-23
<ul style="list-style-type: none"> <li>Continue to explore and source partnership relevant to developing positive HWB, such as Active Schools and East Ayrshire Outdoor Team (LOST) to support outdoor learning experiences and opportunities for all</li> </ul>	Mr Houston, Mrs McKillop & Mrs Ecclestone	Ongoing for session 2022-23

<ul style="list-style-type: none"> <li>• Embed the UNCRC articles and practices into our class charters and values system, ensuring that children across the school and ECC are leading and sharing this work throughout the year alongside school and community partners, staff and parents</li> <li>• Build on the success of achieving the Silver RRS Award by progressing and working towards the achievement of the Gold Award in 2022-23</li> <li>• Further develop the use of PATHS and other nationally recognised resources and guidance i.e. The Compassionate and Connected Classroom. Include all methods of delivering HWB in our new Curriculum Rationale</li> <li>• Utilise PEF spending plan to ensure additional support for learners is given in respect of social, emotional and behavioural support and provide opportunities for Classroom Assistant training wherever relevant and practical</li> <li>• Participate in authority wide initiatives relating to the 'Poverty Proofing Your Establishment' project and ensure the Cost of the School Day is considered across the school year</li> </ul>	<p>All school and ECC staff</p> <p>All Staff &amp; Pupils and Identified Community Group</p> <p>CT's and ECC staff</p> <p>Mr Houston, Mrs Moore and Mrs Gallagher</p> <p>Whole School Approach &amp; EAC Partners</p>	<p>By end of June 2023</p> <p>By end of June 2023</p> <p>Ongoing for session 2022-23</p> <p>Ongoing for session 2022-23</p> <p>Ongoing for session 2022-23</p>
<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> <li>• Pupils will be able to discuss their thoughts and feelings and link identified strengths and areas for support to appropriate SHANARRI indicators</li> <li>• Appropriate pupils and families will be identified in relation to required interventions and supports necessary to ensure progression (potential use of Boxall Profiles/GWMP and Wellbeing Webs will be evaluated and developed as term progresses)</li> <li>• All staff will have a nurturing ethos and understand the importance of this in terms of positive HWB and pupil attainment. This will be evaluated continually by using the HNIOS and 'Nurture Ready' self-evaluation toolkits for the six nurture principles, along with the GMWP and other activities that provide support for identified families and groups who may need specific supports i.e. travelling community and Ukrainian pupils</li> <li>• All children in our ECC will benefit from nurturing approaches and the ability of staff to recognise the importance of ACE's and Trauma Informed practice as a tool for early intervention and support</li> <li>• PEF spend will provide additional hours for Classroom Assistants to support and challenge various pupils across the school, resulting in greater levels of positive wellbeing and improved attainment</li> <li>• Child Plans will show the progress and value added in respect of all supports and interventions implemented across the session and children and families will feel supported and able to approach the school with any issues relating to financial supports or costs of the school day</li> <li>• Pupil evaluations derived from the Glasgow Motivation and Wellbeing Profile will reflect the Nurturing ethos and culture that exists across the school and where necessary, appropriate interventions will be implemented</li> </ul>		



<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	To increase the range of experiences and opportunities for all pupils in relation to further developing skills for learning life and work, with a continued focus on digital technology and outdoor learning to increased motivation, contextualise learning and ultimately facilitate raised attainment across the curriculum.	Rationale for improvement priority based on evidence: During the last two years partnership working and opportunities for wider achievement and developing lifelong learning experiences have been limited. In session 2022-23, we want to re-connect with community partners and local business groups to ensure learning is delivered in real-life contexts.
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> Parental engagement	<b>HGIOS/HGIOSELCC Q.I.'s 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 achievements of being awarded digital school status to utilise approaches to using technology to drive skills, knowledge and attainment across the curriculum and fully embed the good practice identified through the success of the Digital Schools Award</li> </ul>	Miss Thomson (Cascading) and All Staff	By end of Aug 2023
<ul style="list-style-type: none"> <li>Continue to use the wide range of digital platforms and tools across the school to deliver high quality, stimulating lessons and in addition, utilise the knowledge gained from staff training to embed coding skills and the sharing of information with parents</li> </ul>	CT's	By end of June 2023 (ongoing)
<ul style="list-style-type: none"> <li>Further develop the consistent use of E-portfolios, GLOW and Learning Journals as relevant to various school stages and ECC to provide children and parents with a safe, accessible means of viewing targets and subsequent progress throughout their journey as learners</li> </ul>	Miss McKay/Miss Stevenson/Miss Galloway/Mrs Conetta/Mrs Ross/Miss Thomson	By end of March 2023
<ul style="list-style-type: none"> <li>Re-connect and restore links with a wide range of community partners and explore joint working opportunities with parents and families who have particular skills, knowledge and expertise</li> </ul>	Mr Houston & Mrs Ross (Health Week Partnerships)	By end of April 2023
<ul style="list-style-type: none"> <li>Establish links with local business groups and the outdoor activity centre in Fenwick and work together to create opportunities and experiences for children that develop skills for lifelong learning</li> </ul>	Mrs Ecclestone	By end of Oct 2023
<ul style="list-style-type: none"> <li>Provide regular, meaningful opportunities for children to share and lead learning in both school and ECC. Participation in achievement assemblies, sharing our learning assemblies, school community groups, after-school &amp; lunchtime Clubs, performance opportunities, themed days, world of work/DYW open days &amp; pupil voice groups</li> </ul>	All staff	By end of June 2023 (ongoing)

<ul style="list-style-type: none"> <li>• Introduce a means of tracking wider achievement and the range of opportunities children and families are given. Use this information to identify those who may be missing out and thus consider ways of ensuring opportunities for all through the implementation of masterclasses and other identified activities and experiences</li> <li>• Collaborate with ‘family school’ (Dunlop PS) in relation STEM projects and work being done in conjunction with the LOST team</li> <li>• Provide and seek professional learning opportunities for staff which encourage the development of personal skills and abilities in relation to cross curricular and interdisciplinary learning. Where appropriate, re-establish parental involvement in relation to developing our curriculum by utilising the strong knowledge base of our parents</li> </ul>	<p>Mr Houston (school) and Miss McKay &amp; Mrs McKillop (ECC)</p> <p>Mrs Ecclestone</p> <p>Mr Houston</p>	<p>By end of Sept 2023</p> <p>By end of Jan 2023</p> <p>By end of Sept 2023</p>
<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> <li>• Staff will be confident in the use of a wider range of digital skills that utilise technologies 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</li> <li>• Children will be able to lead learning using technologies and associated software programmes linked to coding and a range of other curricular areas</li> <li>• The consistent use of E-Portfolios and Learning Journals will enhance home-school links and sharing of learning. Pupil engagement in the use and management of their own learning targets through these platforms will increase their ability to understand where they are in their learning. This will be evident through learning conversations and target setting with class teachers</li> <li>• Enhancing current links with community partners and forging new connections with local business groups will put learning into context for our pupils and give them more opportunities to develop skills for life and work within their locality</li> <li>• Parent involvement in terms of sharing their knowledge and participating in school events will increase the sense of community within our school. Children and families will have a greater sense of ownership, and this will be captured in our consultations on our new VVA's in term of being proud of our identity as a community and a school that share the same goals</li> <li>• Pupil involvement in masterclass activities will provide opportunities for them to showcase unique talents and give a sense of value to these. In addition, increased opportunity will be provided in terms of tackling new challenges</li> <li>• An increased drive to re-establish performance related opportunities such as school shows and musical productions will further develop the confidence of our pupils and this will permeate into other areas of the curriculum</li> </ul>		

*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 identify gaps in educational attainment across all stages of the school and ensure issues related to poverty, vulnerability and family hardship are addressed in a sensitive and appropriate manner	Rationale for improvement priority based on evidence: Current issues in society and the cost of the school day are having a major impact on families and their ability to sustain financial stability. This results in poorer attainment for some children, and we have identified several pupils in our school in this situation.
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Performance information	<b>HGIOS/HGIOSELCC Q.I.'s for self-evaluation</b> 1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1 & 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>PEF – This will be used to fund additional classroom assistant hours to provide support in literacy and numeracy for identified groups and individuals. SIMD and pupil attainment will be evaluated in order to assess any direct correlations</li> </ul>	Mr Houston, Mrs Moore & Mrs Gallagher	By end of August 2023
<ul style="list-style-type: none"> <li>Inclusion and equity will be at the forefront of decision making in relation to providing interventions and supports for children. EAST and Educational Psychologist input will be utilised to support the school and families who need additional guidance. Where appropriate, other multi-agency supports will be explored</li> </ul>	Mr Houston & Mrs McKillop	By June 2023
<ul style="list-style-type: none"> <li>The school will work with partners in EAC and participate in bespoke projects and sign up for initiatives such as HEART (Help Everyone at the Right Time) to ensure we are fully aware of the strategies and supports available for our children and families</li> </ul>	Mrs McKillop	By end Sept 2023
<ul style="list-style-type: none"> <li>We will continue to align our actions with the Scottish Government Child Poverty Plan; 'Every Child, Every Chance' and in addition we will continue to follow the Scotland Bill relating to the provision of free period products</li> </ul>	All staff	By June 2023
<ul style="list-style-type: none"> <li>A sustained focus on our refreshed school values will ensure the ethos and culture of our school is one of support and care for those who need it most and we explore all means of signposting financial supports for our school community i.e. school uniform recycle initiative and swap shop days</li> </ul>	All staff and Parent Council	By June 2023
<ul style="list-style-type: none"> <li>Staff nurture training in the school and ECC will be developed across the session and additional links to ACE's, Attachment and Trauma Informed/Skilled practice will support the overall quality of care and educational provision in our school</li> </ul>	All School and ECC staff	By end March 2023

<ul style="list-style-type: none"> <li>Tracking, monitoring and assessment processes will be evaluated and where appropriate, additional discussions or enhanced transition planning will be put in place for individual children and families</li> <li>Interventions will be timely and based on rigorous and accurate assessment which will start with initial baseline information and be followed up by progress assessments to monitor impact (timescales will depend on interventions used)</li> </ul>	<p>Mr Houston &amp; Mrs McKillop</p> <p>All CT's and ECC staff</p>	<p>By end Sept 2023</p> <p>By end Nov 2023 initially</p>
<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> <li>All staff will be confident in analysing data to identify gaps in learning and attainment This will ensure all pupil needs are met either by in-class differentiation or by targeted supports and interventions delivered by CA's</li> <li>The impact of CA interventions will be tracked by means of pupil support diaries which will identify next steps in learning and provide opportunities for pupils to talk about their progress. This will further drive the process of closing gaps in their learning</li> <li>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</li> <li>Pupil progress, attainment and individual needs will be known and understood by all staff through the use of support diaries and additional tracking and monitoring processes</li> <li>By signposting and supporting families with the cost of the school day, free period products and uniform recycling/swap-shops, equity across the school will be enhanced, resulting in all children feeling part of their school and therefore 'ready' to learn and achieve their full potential</li> <li>Pupils will gain in confidence by leading learning at a range of themed assemblies which will focus on school values related challenges and activities, done at home and in school</li> </ul>		

## Fenwick Primary School & Early Childhood Centre: One Page Summary of School Improvement Priorities 2022-23

### Raising Attainment, particularly in Literacy and Numeracy

- Evaluate and further develop processes for tracking and monitoring pupil attainment at all stages. This will increase staff confidence in relation to professional judgement when completing EAC attainment tracking updates (consider use of GL Assessment CDS)
- Further develop approaches to improving attainment in Literacy (additional focus on writing) and Numeracy through self-evaluation work (HGIOS4 – 2.3 Learning, Teaching & Assessment), leading to high quality learning and teaching across the school
- As a next step to the self-evaluation work, staff team to agree on pedagogical approaches and consistent use of progression pathways. This will be used to formulate a newly revised curriculum rationale for the school and ECC
- Further develop approaches to supporting and tracking interventions across the school with additional emphasis on pupil voice in relation to their targets and progress (newly revised Pupil Support Diaries)
- Further develop knowledge of national practice and guidance in Early years by collaborative work in ECC & P1. Focus on 'Realising the Ambition' by exploring the 'challenge questions' and engaging with HGIOELC as appropriate. Where relevant, the newly published Care Inspectorate quality framework will be utilised to develop and maintain high standards as part of the re-build and staffing of Fenwick ECC

### Increase in sustained positive destinations and employability skills

- Continue to focus on digital skills across the curriculum and embed many of the approaches identified through the success of the Digital Schools Award
- Re-establish links with parent and community groups, local business partners and outdoor learning providers in our community and link this to our refreshed school vision, values and aims as part of recognising our unique local context
- Provide regular, meaningful opportunities for children to share and lead learning in a range of ways across the four contexts of learning by inclusion in a range of groups both within and out with the school setting
- Introduce a means of tracking wider achievement and the range of opportunities children and families are given. Use this information to identify those who may be missing out and thus consider ways of ensuring opportunities for all
- Collaborate with 'family school' (Dunlop PS) in relation to RIC work and moderation activities linked to STEM, with an additional focus on outdoor learning in numeracy across the curriculum

### Ensuring the health and wellbeing of all young people

- Further develop approaches aimed at celebrating individual, school and group successes both in and out with school. In line with our refreshed VVA, introduce special 'parent and family nomination' assemblies which allow us to celebrate important milestones or achievements completed at home.
- Build on and embed the work undertaken as part of the Glasgow Motivation and Wellbeing Profile to further support pupil wellbeing. Continue with the work of the 'wellbeing bees' and buddy systems to support new pupils and others who require support in relation to mental health or additional strategies to support social, emotional and behavioural needs
- Identified school and EAC staff to share key guidance and current policy in relation to nurture, ACE's and trauma informed/skilled practice across the school and ECC
- Re-brand and refresh our school VVA's and link this to expectations and standards in relation to relevant EAC policies i.e., Respect for All/Equalities Policy
- Build on achievement of RRS Silver Award and embed UNCRC principles and practices across all aspects of school and ECC as part of our drive towards achieving the Gold Award

### Closing the poverty related attainment gap

- Evaluate all current methods of identifying gaps in attainment and link these to SIMD where appropriate so that children and family supports can be explored and implemented as required
- Ensure all events and/or school requests take account of the national principles in relation to the cost of the school day and EAC's 'Poverty Proofing Your Establishment' project. Where appropriate, source support for those who require it
- Evaluate and align all current interventions and supports with pupil support diaries and tracking tools used by EAST team and other professionals involved with children and families
- Use PEF to provide additional Classroom Assistant support for individual pupils and small groups. This will also enable interventions to be tracked and evaluated in order to maximise attainment for identified children across school and ECC
- CA training in the use of resources or programmes used to support pupils will be organised as and when available. This will increase knowledge and provide a greater range of supports for our pupils