



## Establishment Context

### Fenwick Primary School and Early Childhood Centre

Fenwick Primary School and Early Childhood Centre is situated in the village of Fenwick. Fenwick is a historic village situated in East Ayrshire, approximately 4 miles north east of Kilmarnock and 18 miles south west of Glasgow. A significant area of Fenwick is designated as a conservation area, preserving the much appreciated character of the village for the future. Facilities in Fenwick compliment village life, with fantastic outdoor spaces for young people to play and explore. Craufurdland is a small, family run estate and castle in Fenwick, which the children often utilise. Historically, the economy of the Fenwick area was based on quarrying and weaving. In the 1960s most of the farm land was dedicated to milk production. Over the years, dairying has declined in favour of the production of beef and sheep, with only two farms in the district now producing milk. The most recent figures show that Fenwick has a lower rate of unemployment than East Ayrshire or Scotland as a whole. Self-employment in Fenwick is higher than in Scotland as a whole, per rate of population in the village. Recent housing developments in the village have increased the population to approximately 1100 and more developments are currently in progress.

Fenwick Primary School and Early Childhood Centre is small to medium in size, rural and non-denominational. In session 2020-21 there were 5 classes in the school, 3 of which were composite classes, and an Early Childhood Centre with 16 registered children. A number of children live in outlying areas close to the village and travel to school by taxi. The school roll in 2020-21 fluctuated between 92 and 97 children. SIMD data indicates that 7% of the school roll live within SIMD Deciles 0- 3. The vast majority of our pupils reside in SIMD deciles 6 and above. Despite this, correlations between attainment and SIMD deciles are often unpredictable due to the rural nature and significant amount of placing requests in the school. Approximately 9% of pupils belong to the travelling community and reside on a site close to the Waterside/Moscow area.

In June 2019 the ECC became part of the school after previously being located in the nearby John Fulton Memorial Hall. In order to meet the needs of the community in line with implementation of 1140hrs, a newly re-furbished ECC is currently under construction in the school. On completion of these works, the children in the ECC will vacate the temporary classroom they currently occupy to move into the new, purpose built facility.

In February 2020 the school was inspected by HMIE as part of a continued process of engagement spanning over two years. Although areas for development were still evident, clear progress was being made and this was recognised by the inspection team. No further engagement from HMIE will occur in relation to the original inspection which took place in 2017.

During the remainder of the 2020-21 session, significant changes in staffing took place in the school. The Principal Teacher took on a new post in October 2020. The vacancy was taken up in January 2021 by means of an Acting Principal Teacher. In June 2021, the Principal Teacher post was then replaced with a Depute Head Teacher post. In early 2022 the Head Teacher took up another post and this vacancy was filled in an Acting capacity until the new Head Teacher started in April 2022. Staffing in the Early Childhood Centre has also been subject to a number of changes during this time. A Senior Early Learning and Childcare Practitioner has recently been appointed, replacing the previous post of Depute Manager, thus changing the overall structure of the SLT across the school. In addition to this, further positions have been filled, with a newly appointed Early Learning and Childcare Practitioner and Support Assistant taking up posts in the temporary ECC playroom.

With so many changes of staff and the additional challenges of COVID-19, a number of improvement actions will be revisited by the new staff team. These are clearly identified in the 2022-23 School Improvement Plan.

Despite the various challenges of the last few years, the current staff team and newly appointed Head Teacher firmly believe there is a very strong capacity for improvement across the school and ECC. The whole staff team are fully committed to the improvement agenda and are more than ready to continue much of the good work

that has been undertaken in respect of developing and embedding pedagogical approaches to learning, teaching and assessment. This, along with the strong parental voice and commitment to the school and community, gives Fenwick Primary School and ECC a strong platform for continued improvement.

The main priorities for next session will be:

### **Raising Attainment, particularly in Literacy and Numeracy**

#### **To do this we will:**

- 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. Particular focus will be on using '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

### **Ensuring the Health and Wellbeing of all Young People**

#### **To do this we will:**

- 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 or behavioural needs
- School wellbeing champion and other trained staff to continue with individual check-ins/pastoral support along with the cascading of 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

## **Increase in Sustained Positive Destinations and Employability Skills**

### **To do this we will:**

- 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 i.e. Achievement assemblies, sharing our learning assemblies, school community groups, after-school & lunchtime Clubs, performance opportunities, themed days, world of work/DYW open days & pupil voice groups
- 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

## **Closing the Poverty Related Attainment Gap**

### **To do this we will:**

- 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

## Establishment Vision, Values and Aims

Currently, the School Vision, Values and Aims are:

### Vision

Fenwick Primary School aims to be an establishment where everyone should achieve and attain in a safe, happy, respectful and nurturing environment.

We strive to ensure every child and young person reaches their potential and is the 'Best they can be!'

### Values

Respectful (respect for ourselves and respect for others including being honest)

Responsible (motivated, hardworking, focused, high expectations and aspirational)

Resilient (open minded, nurtured, self-belief, driven, never give up, do our best)

### Aims

Through high-quality learning and teaching and assessment and creating a positive and nurturing ethos, our pupils will:

- Have high self-esteem
- Have high aspirations
- Be motivated to learn
- Achieve their potential and be the best they can be

**\*Note** - At the time of writing this report, we are undergoing a series of consultations and activities with children, parents, staff and the wider community. Revisiting and rebranding our VVA's for the school will be a pivotal part of our ongoing improvement journey. After many of the recent challenges, this will help us create a strong culture of sharing and working together to achieve the highest of standards and expectations at Fenwick PS & ECC.

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p> <p>Continued and contextual focus on pedagogy to improve learning, teaching and assessment and increase attainment outcomes, particularly in literacy and numeracy</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Literacy and numeracy continue to be a key focus for improvement. The previous two school sessions have been impacted with two periods of school closure due to the Covid-19 pandemic and our pupils experienced varied learning opportunities at home. Last session we focused on educational recovery, continuity of provision and assessment to identify any further gaps in learning. We had support in the form of a 'COVID Recovery' teacher who worked in Fenwick Primary School two days per week from April 2021. Attainment in numeracy was lower in P4 and P7 at the end of session 2020-21 than the previous session. Attainment in reading and writing has also been impacted by the Covid-19 pandemic and periods of school closure. Stakeholder views as well as attainment data have highlighted the need for a focus on numeracy outdoors and writing.</p>	
<p><b>NIF Priorities</b></p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b></p> <p>Performance information</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>Practitioners and Primary 1 teachers are now more familiar with the national practice guidance for early years in Scotland Realising the Ambition: Being Me. This knowledge will be pivotal as the new ECC environment is developed and will increase the quality of transitions between ECC and P1 as we move forward</li> <li>Some progress was made when working with colleagues from local 'family school', to develop consistent and effective approaches to planning, learning, teaching and assessment, and participate in moderation activities linked to STEM, with a particular focus on numeracy outdoors. Our P7 teacher led this at Fenwick, although changes in staffing and SLT, along with continued COVID restrictions resulted in limited impact for learners</li> <li>A range of online and virtual CLPL opportunities were undertaken by staff. This was a positive during challenging times and increased accessibility for some staff and thus had more impact in relation to developing personal CLPL.</li> <li>Framework for assessment was started to ensure greater integration with learning and teaching, along with supports identifying next steps in learning <u>(New HT still to assess impact, quality and clarity of this work)</u></li> <li>Work on new curricular guides for reading and writing was started in order to ensure consistent and high quality approaches <u>(New HT still to assess impact, quality and clarity of this work)</u></li> </ul>	

<b>Next Steps</b>	<ul style="list-style-type: none"><li>• Further develop consistent high quality approaches to delivering literacy and numeracy experiences reflecting the latest research and practice in early year's pedagogy and play to support the early level.</li><li>• Ensure all new staff and those who have moved stages have opportunities to access training for Active Literacy, Number Talks and all relevant areas of our curriculum.</li><li>• Complete newly revised Curriculum Rationale and Design to ensure all approaches to learning, teaching and assessment are clear and consistent across the school and make relevant links to our unique context and renewed VVA's.</li><li>• New assessment policy to be developed for all stages across the school and ECC, linking to EAC tracking and monitoring platform and other relevant formative and summative assessments used at Fenwick PS</li></ul>
-------------------	--

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p> <p>To support pupils', families' and the whole school communities' health and wellbeing and improve mental and physical health.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Our pupils, families and staff had varied experiences throughout the lock-down period. Our focus on return was to ensure the health and safety of all in returning to school and focusing on key areas of the curriculum, including Health and Wellbeing. We completed a survey with all stakeholders on our return to gauge levels of support required and key focus areas to develop in relation to our HWB curriculum.</p>	
<p><b>NIF Priorities</b></p> <p>Improvement in children and young people's health and wellbeing</p>	<p><b>NIF Driver</b></p> <p>School Leadership</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 3.1</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• Greater staff knowledge and awareness of Trauma Informed Practice in both school and ECC has had a positive impact in planning appropriate supports and interventions for pupils as we move out of COVID-19 restrictions</li> <li>• 'Respect Me' training delivered to all staff has further developed a consistent approach to establishing a positive ethos which focuses on kindness and respect across the school. This has been evident during consultation work undertaken when identifying our new school values</li> <li>• All staff are consistently using HWB planning documents for a two year rolling programme to ensure a consistent approach and this has been supplemented by the excellent work of the school Wellbeing Champion who has made a significant impact in terms of supporting individual children and families</li> <li>• Further approaches to support children's mental wellbeing which were previously trialled have now been embedded throughout the school and ECC. Additional mindfulness, yoga and Health week activities were organised and delivered during term 4 and this gave our pupils an opportunity to experience new and challenging experiences</li> <li>• Wellbeing Wednesday' posts for parents continued throughout the session, with links to a particular HWB focus areas shared through the school app. This process is due for evaluation during the first term of session 2022-23.</li> <li>• School after school activities and a whole school trip provided excellent opportunities for the school community to come together again after a difficult period. The pupils all commented during end of year celebrations that these were the best experiences they had during the course of their time in school!!</li> </ul>	



**Next Steps**

- 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
- 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. This will enhance the tracking of pupil wellbeing and inform relevant supports for classes, groups and individual pupils across the school
- 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 challenge
- 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
- 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
- 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
- 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
- Build on the success of achieving the Silver RRS Award by progressing and working towards the achievement of the Gold Award in 2022-23
- 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
- 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
- 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

<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p> <p>To track and monitor progress effectively to identify targeted supports required and improve attainment levels in literacy and numeracy for all.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Fenwick Primary now has more robust systems in place for tracking and monitoring progress in literacy and numeracy, and data from a range of resources is being used to ensure needs are being met. Staff required some further training in developing their skills in analysing performance data to inform next steps. PEF (£7860 of £9398 total) has been used for additional classroom assistant hours to provide targeted support. This has begun to have a positive impact on attainment and will continue this session. The period of lockdown highlighted a need to support families further with home learning and family learning opportunities, particularly utilising online sources and Glow.</p>	
<p><b>NIF Priorities</b></p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p><b>NIF Driver</b></p> <p>Assessment of children's progress</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 2.7, 3.2</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of various sources of data that can be used to inform professional judgement <b>(New HT to engage staff in Professional Dialogue to evaluate impact in relation to high quality learning and teaching, along with appropriate differentiation for all children across the school)</b></li> <li>• Staff are continuing to build knowledge in the use of a variety of resources in order to assess children's progress and are becoming increasingly confident when using EAC tracking and monitoring platforms to gather data which subsequently informs planning for learning</li> <li>• PEF was effectively utilised for additional Classroom Support hours which helped meet the needs of a number of learners across the school, both in relation to learning and aspects of HWB</li> </ul>	
<p><b>Next Steps</b></p>	<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> <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> <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> <li>• We will continue to align our actions with the Scottish Government Child Poverty Plan; 'Every Child, Every Chance' and in addition</li> </ul>	

we will continue to follow the Scotland Bill relating to the provision of free period products

- 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
- 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
- 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
- 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)

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p> <p>To provide all learners with the opportunity to develop skills for learning, life and work, with a particular focus on digital technology and interdisciplinary learning contexts, in order to raise attainment, ambition and opportunities for all.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Fenwick Primary School &amp; ECC has invested in developing our approaches to digital technology. The staff have had CLPL opportunities and developed further confidence in their own digital skills and knowledge. The period of ‘lock-down’ required that all teaching staff utilise this knowledge and their skills to support learning at home. We want to ensure that pupils are fully equipped with the skills they require to lead their own learning and utilise digital technologies, both in school and at home, to their full potential.</p>	
<p><b>NIF Priorities</b></p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b></p> <p>School Leadership</p>	<p><b>HGIOS/ HGIOSELCC QI’s for self-evaluation</b></p> <p>1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• Pupil, parents and staff confidence in the use of digital platforms such as Microsoft Teams has greatly increased and this has increased engagement in school and learning for some families</li> <li>• The use of digital tools for learning , teaching and sharing with parents and our school community was well utilised and played a vital part in continuing educational provision during challenging times</li> <li>• The Digital Learning Coordinator led the revised use and delivery of information via class blogs and this has been essential when sharing learning and pupil progress with our parents</li> <li>• Digital skills are incorporated into a range of lessons and links with EAC technology leads has led to increased experiences for our pupils in relation to coding and the use of associated technologies i.e. Marty Robot</li> <li>• In line with the expectations of being a Digital School, staff have embraced the range of new ways of working and sharing collegiate plans and ideas via different platforms. This is facilitating greater consistency and more time efficient ways of working</li> <li>• Parents report the school app and the Learning Journals were the most effective ways to engage with the ECC and home learning</li> <li>• Children in the ECC have become increasingly confident when using the Learning Journals and digital technology to engage with their learning and share experiences with parents.</li> </ul>	

**Next Steps**

- Tracking and consultation work will be undertaken in relation to homework and how this is delivered as we aim to create a new policy which suits our families and reflects new ways of working
- 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
- 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
- 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
- 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
- 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
- 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 & lunchtime Clubs, performance opportunities, themed days, world of work/DYW open days & pupil voice group
- 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
- Collaborate with 'family school' (Dunlop PS) in relation STEM projects and work being done in conjunction with the LOST team
- 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

### **Pupil Equity Fund: Aims and Impact**

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

PEF was used to fund extra Classroom Assistant hours to target identified individuals and groups across the school. Pupils identified through tracking and monitoring systems and use of assessments were supported with the aim of closing the gap in literacy. Stairway to Spelling, Toe by Toe, Reading Extra and 5 minute box resources continue to be used to provide specific supports. The new Head Teacher will evaluate the impact of this work on the overall attainment and progression of the children being supported during session 2022-23.

<b>Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators</b>	
--	--

Quality Indicator 1.3 Leadership of Change	<b>4</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>4</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>4</b>
Quality Indicator 3.2 Securing Children's Progress	<b>4</b>

<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
--	--

Quality Indicator 1.3 Leadership of Change	<b>4</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>4</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>4</b>
Quality Indicator 3.2 Raising Attainment and Achievement	<b>4</b>

<b>Establishment Capacity for Improvement</b>
---

Despite only taking up post in April 2022 it is evident to the new Head Teacher and staff team that the school and ECC have a very strong capacity for improvement. There have been significant changes and challenges in the last 4-5 years in all areas of the school but with a more settled team and a shared knowledge of the vision we all want going forward, identified priorities can be tackled with drive and purpose.

Trends in attainment over the last few years have been somewhat sporadic. There are of course, many factors behind the data and small class numbers in some year groups can give slightly skewed data sets. At the end of session 2021-22 P1 attainment in reading, writing, listening & talking and numeracy showed that 93% of children achieved early level. In P4, 88% of pupils achieved first level in reading, listening & talking and numeracy, whilst 81% achieved first level in writing. In P7, 56% of pupils achieved second level in reading, 61% in writing, 94% in listening & talking and 72% in numeracy. There is clear progress being made in some areas but cohort tracking data shows that more sustained and impactful interventions may be required, along with rigorous assessment to ensure gaps in learning are identified.

Clearly, there are gaps in the journey and it is understandable that, with different SLT's in place, a range of priorities and ways of working have been implemented. Various staff members have moved on and priorities have then changed. The result of this is that very few initiatives or priorities are truly embedded as of yet, but the staff team have a very clear knowledge of what they feel has worked well and what could be picked up quickly. Other areas for development will take longer but we are excited about the future progression of the quality of teaching and raised attainment we hope to deliver in our school.