



Standards and Quality Report

2022-23

Fenwick Primary School & Early Childhood Centre



## 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. The most recent figures show that Fenwick has a significantly 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 area have increased the population and more developments are planned.

Fenwick Primary School and Early Childhood Centre is small to medium in size, rural and non-denominational. In session 2022-23 there were 5 classes in the school, 4 of which were composite classes. The Early Childhood Centre has been refurbished and opened in October 2022 with a registered capacity of 29 children. BY the end of the current session the ECC roll had risen to 25 and is projected to be full next session.

Approximately 20% of our children live in outlying areas close to the village and travel to school by taxi. The school roll in 2022-23 rose significantly and by November one class reached maximum capacity. Over the session the school roll increased by an average of 10%. Due to placing requests and other families moving into the area, the projections for next session are the highest for many years across the school. This means we will have to run with 5 composite classes.

Data from the Scottish Index of Multiple Deprivation (SIMD) isn't truly reflective of the school and ECC profile. Due to the rural nature and location of some of the family homes, they either don't register on the scale or they are not typical of that decile when compared to urban areas. From our own data gathering, we can say that approximately 15% of the school roll live within SIMD Deciles 0- 3, with the vast majority residing in deciles 6 and above. Whilst there are some correlations between attainment and SIMD deciles, we know other factors have more of an impact in cases of low attainment.

Staffing in the school has remained consistent this session and this has been a key factor in driving forward improvements identified by the team. Two of our part-time Class Teachers have benefitted from a small amount of additionality in the form of 0.1FTE each. This has been used to facilitate collegiate working and the development of key priorities by means of giving more time to specific remits. Staffing in the Early Childhood Centre has also been subject to a number of changes, mainly because of the refurbishment and subsequent increased numbers. The Senior Early Learning and Childcare Practitioner is now well established as part of the SLT and the ECC and School work closely together to ensure consistency in terms of our overall Vision, Values and Aims. During the course of the year, we have appointed a part-time and a full-time Early Learning and Childcare Practitioner to support our growth. Some staffing shortages in relation to the role of Support Assistant in the playroom have been more challenging to fill, but the team have worked incredibly well to minimise any negative impact in the provision given to the children.

Our ECC was the subject of an inspection which was undertaken by the Care Inspectorate in February, and we were delighted to achieve grades of 'Very Good' (5) across all areas of this 'full' inspection.

As a team across the ECC and School we have had a highly productive year and we are all driven to ensure continuous improvement is ongoing into next session. The whole staff team are fully committed to the improvement plan for the academic year ahead and we believe there is strong potential for even more improvement as we embed developments of this session. As a school community, we feel a very strong sense of togetherness and our parents and partners have played a pivotal role in supporting the many changes we have introduced in the past year.

A summarised version of the main priorities for next session is as follows:

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

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

- 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.
- Establish a clear plan for the journey towards a communication friendly ECC.
- Fully embrace the 'Reading Schools Scotland' processes and drive this forward by means of a school 'working group' that includes parents, staff and children.
- Fully embrace the 'Reading Schools Scotland' processes and drive this forward by means of a school 'working group' that includes parents, staff and children.
- 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.
- 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.
- 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.
- 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.
- 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.

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

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

- 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.
- Introduce a communication book for all 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.
- In line with the evaluations from our RRSAs Gold discussions, further promote and encourage independent thinking among pupils through engagement in global themes and campaigns relevant to age and stage.
- 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!!
- Further maintain and develop the Clean Green approach to Global goals and sustainability by building on the successful Bronze Award and related action plan.
- 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.
- As part of the Digital Schools Award, continue to maintain the excellent communications across all channels and beyond.
- Promote the extended use of e-portfolios and further develop parental knowledge in this area via pupil/parent technology workshops and open afternoons.

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

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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
- Provide pupils with the opportunity to lead learning across the HWB curriculum via the creation of a new 'Wellbeing Garden' for the school.

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

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

- 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'.
- 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.
- Further develop the challenge group work by means of the 'Champion Role' started in our ECC as part of enhanced transition planning.
- Continue to develop approaches for managing attendance and ensure correlations with related attainment gaps are known and acted upon.
- 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.
- 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'.
- Continue to maintain the very good practice in relation to the period protection national guidance and provision of free products.
- 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.

## **Establishment Vision, Values and Aims**

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.

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To improve educational attainment in Literacy &amp; English and Numeracy &amp; Mathematics across all areas of the school, with a particular focus on writing, mental maths and problem-solving skills and abilities.</p>	<p>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 &amp; 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.</p>
<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.1, 1.3, 1.4, 2.2, 2.3, 2.4 &amp; 3.2</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• All staff have been planning learning in a consistent way using the East Ayrshire planning tools and associated links to the 4-point scale.</li> <li>• Analysis of key data from our GL Assessments, SNSA profiles and Achievement of a Level in P1, P4 and P7 has shown significant progress in specific areas. Within our context, we have had to break down and analyse our data as two different sets in order to make it more meaningful and relate it to the in-house priorities we have worked on. In almost all areas of reading, writing and numeracy, we can evidence a 10-15% increase in achievement of a level using data set 2. Due to the small numbers in some of our classes, this data is available on request or can be discussed at any point with the Head Teacher. Areas of improvement have been identified and are highlighted in the SIP for 2023-24. Publication via wider forums such as our website will be limited in relation to the two data sets, as some relatively small cohort numbers mean that sensitivity must be exercised in relation to individual pupils.</li> <li>• School Improvement and development of working groups have been successfully implemented during the session and a collegiate approach has benefitted all staff in terms of consistency and knowledge of our improvement journey across the school and ECC. Good examples of this are: <ol style="list-style-type: none"> <li>1. <i>The newly developed moderation calendar and process for in-house joint working which will result in greater consistency when assessing achievement of a level and progress across the curriculum for all learners.</i></li> </ol> </li> </ul>	

	<ol style="list-style-type: none"> <li>2. <i>The finalised version of our ECC rationale document that details the expectations we have in relation to our practice. This has been an excellent tool for supporting our new staff and will enhance our self-evaluation processes next session.</i></li> <li>3. <i>The revised Vision, Values and Aims and the links to expectations of staff, children and the whole school community in terms of living our values have developed a strong sense of community across the school.</i></li> <li>4. <i>The newly created Positive Behaviour and Relationship policy has again provided continuity across classes and in every context of the school, as well as linking closely to our RRSA action plan and subsequent Gold accreditation. sharing of ideas and good practice will be a regular feature of working groups and development sessions in Fenwick PS &amp; ECC</i></li> </ol> <ul style="list-style-type: none"> <li>• Approaches to tracking and monitoring pupil progress have been greatly enhanced by the development of new cohort trackers that link to summative assessment processes across the school. This has enabled the staff to identify gaps in learning and create bespoke plans for individuals and groups. All of this has been recorded in the pupil support diaries, which have also been developed this session.</li> <li>• We were able to fund the purchase of the GL Assessment CDS as a means of increasing support for professional judgement and this has greatly enhanced the data available to support all learners achieve their potential. This suite of assessments has also been invaluable in terms of reporting and discussing pupil progress with parents, who have found the feedback very useful.</li> <li>• This session we successfully created a new homework policy for the school. After a wide range of consultations with children and parents, we now have systems that better reflect the circumstances of individual families.</li> <li>• In ECC, initial work has been carried out to identify key elements of our plan to become a Communication Friendly accredited centre and key staff now know the expectations ahead of next session.</li> <li>• Staff training sessions relating to Nurture, ACE's and Trauma informed practice have been undertaken via workshops planned in conjunction with our link Educational Psychologist and in-house sharing of knowledge across the staff team.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Use the newly created moderation of writing calendar to inform current learning and teaching methodologies in relation to the expectations associated with core literacy skills such as spelling, grammar and punctuation. Develop an agreed, progressive set of standards and clear expectations for all year groups.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Establish clear methodologies in relation to gathering ECC and P1 baseline information in line with the revised East Ayrshire tracking and monitoring processes being undertaken by the Early Years Team.</li><li>• Increase the level of high-quality self-evaluation using key frameworks to assess progress in relevant QI's and to assess progress of priorities and linked action plans in ECC and School.</li><li>• Staff to become familiar with any changes required in relation to EAC processes for tracking and monitoring and the proposed change to a 3-point scale.</li><li>• Embrace the pathways and action points required to successfully work through the Reading Schools Scotland process.</li><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 and known approaches in learning and teaching of number talks, active literacy and identified areas that require universal development, as highlighted through formative and summative assessment processes.</li><li>• In ECC, continue to develop the 2-year action plan for Communication Friendly approaches and liaise with partner agencies to further staff knowledge in relation to attachment and attunement.</li></ul> |
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<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.	<b>Rationale for improvement priority based on evidence:</b> 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 QI's for self-evaluation</b> 1.5, 2.1, 2.3, 2.4, 3.1 & 3.2
<b>Progress and Impact</b>	<ul style="list-style-type: none"> <li>• This session our school 'Wellbeing Bees' have successfully supported children in the playground and created further opportunities for exploring ways of managing and delivering positive HWB strategies i.e., massage clubs, mindfulness, 'caught being kind' initiatives, ECC mentoring and play leader training.</li> <li>• Through our long and short-term planning this session, all staff have ensured a continued focus, reflection and consideration of UNCRC and we have striven to make links across the curriculum in relation to learning and teaching. All classes worked through a whole school 5-week programme aimed at enhancing knowledge of Global Goals in connection with equity, equality and dignity.</li> <li>• We have fully embedded 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>• The East Ayrshire Outdoor Team (LOST) supported outdoor learning experiences and opportunities for all classes and for our older pupils, much of this work allowed them to fulfil the expectations of the John Muir Award.</li> <li>• This session, we have built on the success of achieving the Silver RRS Award by progressing and working towards the achievement of the Gold Award. Our evaluation and on-site visit from the national co-ordinator took place in June 2023. The feedback from this was extremely positive and we hope to launch as a Gold RRS school in August 2023.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The use of PATHS has been successful in the early years and the puppet based social stories and circle times have been used very effectively and creatively by staff when discussing the importance of our school values. This has resulted in the children having a very strong sense of community and an ever-increasingly ability to ‘live’ our values in a positive way.</li> <li>• We have successfully implemented a range of initiatives relating to the ‘Poverty Proofing our Establishment’ and we have ensured that the Cost of the School Day is always considered when planning events or requesting donations etc from our parents and the wider community. Good examples of this are as follows: <ol style="list-style-type: none"> <li>1. <i>Christmas clothing and jumper swap shop initiative</i></li> <li>2. <i>School uniform swap shop and donation weeks</i></li> <li>3. <i>Spreading sunshine in our Community (ECC)</i></li> <li>4. <i>Food bank donations</i></li> </ol> </li> <li>• Across the school, we have created and ran a range of pupil led committees this session aimed at sharing important HWB information. Some of this work has been showcased at assemblies and the children have learned about various areas of HWB as part of this plan. Examples are as follows: <ol style="list-style-type: none"> <li>1. <i>Young carer’s inputs</i></li> <li>2. <i>Community Police Officer talks and workshops</i></li> <li>3. <i>Alzheimer’s Scotland Awareness training and presentations</i></li> <li>4. <i>Childsmile presentations</i></li> <li>5. <i>Mental Health Nurse Talks (Parent Volunteer)</i></li> </ol> </li> <li>• The examples above have been of highly significant impact as the children now have a greater awareness in relation to supports that are available across different contexts.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• To build on and develop the initial work and assessments using PASS to fully support all pupils across key areas of the HWB curriculum.</li> <li>• Plan staff collegiate development sessions to build knowledge in relation to individual, group, whole class and school community strategies for identifying and supporting PASS ‘factors’ that require interventions.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Fully embed the newly created STAR positive relationships system and ensure all new team members and children are supported in terms of understanding the language and communications used as part of our whole school approach.</li><li>• Further develop links with colleagues who have supported children this session by means of counselling services i.e., Exchange, Ayrshire Hospice, Loudoun Partnership, HEART Model, Children 1<sup>st</sup>, multi-agency partners and Pastoral Guidance support for enhanced transition work (targeted and universal).</li></ul> |
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<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	<b>Rationale for improvement priority based on evidence:</b> 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> School Leadership	<b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.5, 2.1, 2.3, 2.4, 3.1 & 3.2
<b>Progress and Impact</b>	<ul style="list-style-type: none"> <li>• PEF has been utilised to fund additional classroom assistant hours which has helped provide support in literacy and numeracy for identified groups and individuals. Pupil support diaries have been used to track the impact and along with the analysis of data, there have been significant improvements in attainment for the majority of children accessing this support.</li> <li>• EAST staff have supported children across the school in relation to closing the gap and Educational Psychologist input has been utilised to support families who need additional guidance and information in relation to specific challenges and diagnostic processes.</li> <li>• We have fully met the expectations of the Scottish Government Child Poverty Plan; 'Every Child, Every Chance' and in addition we have met the conditions of the Scotland Bill relating to the provision of free period products. This was verified during an audit by EAC HWB Leads who recognised good practice in our school. Subsequently, we had visits from other schools to look at this work.</li> <li>• The sustained focus on our refreshed school values has ensured the ethos and culture of our school is one of support and care for those who need it and we have shared and signposted all available financial supports with our school community i.e., weblinks and contact details following the input from Mr Rose at an HT Meeting.</li> </ul>	

	<ul style="list-style-type: none"> <li>• This session, we have engaged with i-Sgoil for the first time in relation to supporting and planning ahead for targeted pupils. This has been of huge benefit in terms of providing flexible options for children and families alike.</li> <li>• Tracking, monitoring and assessment processes and robust monitoring of child plan targets allowed us to identify pupil need in terms of enhanced transition planning and the links made have benefitted some of our current pupils in respect of Transition 1 meetings for our current P6 cohort.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Further develop the ability and knowledge of staff in relation to interpreting data available for each of our classes. Use this information to produce whole school overviews for Literacy and Numeracy measures and link the stanine columns to specific support groups i.e., boost, challenge etc.</li> <li>• Consider the range of baseline responses from initial HWB analysis across the nine PASS factors and use these to create a whole school overview of required interventions, linking to the ASN Log where appropriate.</li> <li>• Further engage parents and families in discussions relating to gaps or specific challenges in learning and where appropriate, present data as a means of highlighting progress and areas for development. Consider intervention tools available to the school and work in partnership with families to support raised attainment and achievement.</li> <li>• Further promote independence, pupil voice and child led learning in class and during shared assemblies and continue to keep the school values at the heart of this process</li> </ul>

<p><b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i></p>	<p>To increase the range of experiences and opportunities for all 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.</p>	<p><b>Rationale for improvement priority based on evidence:</b> 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</p>
<p><b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b> Parental engagement</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b> 1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 3.2 &amp; 3.3</p>
<p><b>Progress and Impact</b></p>	<ul style="list-style-type: none"> <li>• Continued focus has allowed us to maintain the expected standards relating to the digital skills across the curriculum and embed many of the approaches identified through the success of the Digital Schools Award. Our website, class blogs and Twitter feed has been updated to a very high level of quality and important learning and information has been linked to the UNCRC articles as part of our Gold accreditation plan.</li> <li>• Strong links with parent and community groups, local business partners and outdoor learning providers in our community have been re-established and significantly increased due various theme days and partner engagement opportunities, such as: <ol style="list-style-type: none"> <li>1. <i>STEM, Science and World of Work days involving business groups, parents and local companies.</i></li> <li>2. <i>Health Week focus sessions relating to mental health and exploring oneself, delivered by visiting students from the UWS creative arts department.</i></li> <li>3. <i>Newmilns Ski and Snowsports Centre sessions and activities ran over an 8 week block in term 2..</i></li> <li>4. <i>Residential experiences for our P7 pupils at Dalguise Outdoor Centre in Perthshire.</i></li> <li>5. <i>The re-introduction of a school football team and the organisation of taster session tournaments at Grange Campus and Rugby Park, Kilmarnock.</i></li> <li>6. <i>The development of inter-generational skills for life by linking with community champions at Hallhouse Residential Care Home.</i></li> </ol> </li> </ul>	

	<p>7. <i>The creation of links with local sports clubs and participation in activities such as athletics, lawn bowls, tennis and swimming.</i></p> <p>8. <i>Musical performance opportunities and a final show at the Grand Hall (the Last Alien) have been a feature of the expressive arts curriculum that the children have enjoyed immensely. The confidence gained for many of the pupils across the workshop sessions transferred directly into more assured presentations and performances within school.</i></p> <ul style="list-style-type: none"> <li>• All of the above examples have had a major impact and greatly enhanced the confidence, resilience and independence of the children as they have been challenged in unfamiliar contexts within and out with their school community. Their ability to lead learning in a range of ways across the four contexts of learning has been significantly increased.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Additional processes for tracking wider achievement will be further developed and shared next session across our various channels of communication. We also hope to re-establish the display screen in the school foyer and create a suggestion/comment feedback book for all visitors. We will then use this information to reflect and continually improve in relation to community-based activities.</li> <li>• Continue to build on current links with community partners and forge new connections as and when appropriate to further support the development of our curriculum design and rationale.</li> <li>• Continue to maintain the excellent level of parental involvement in terms of providing platforms and organising events where they can share their knowledge relevant to age and stage.</li> <li>• Strive to build on the success of last session by seeking out further performance related opportunities such as school shows and musical productions i.e., EAC Music Service, Rookie Rockstars and School Shows</li> </ul>

**Pupil Equity Fund: Evaluation**

<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	<i>What evidence do you have of positive impact? Outline the data that supports your findings.</i>
<p>Targeted and Universal Support by means of PEF Classroom Assistant working with support, boost and challenge groups across all classes in the school.</p> <p>To inform the above approaches, a small amount of remaining funding was used to purchase additional assessment materials in the form of the GL Assessment CDS Suite. This has greatly enhanced the quality of the feedback in terms of specific gaps and we have been able to support a number of children by means of timetabled sessions.</p>	<p>With a very small amount of PEF and a SIMD profile that doesn't correlate specifically with learners impacted by poverty, our approach has been more universal than targeted.</p> <p>We have successfully increased staff knowledge and awareness of how to interpret data in relation to identifying gaps in learning. As a result of this, Class Teachers have been able to work collaboratively with our Classroom Assistant when planning intervention packages for individuals and more so, small groups of children in each of the classes.</p> <p>The main focus was numeracy this session, but next session our groups will initially work on core literacy skills such as phonics, spelling, grammar and punctuation.</p>	<p>We have strong evidence to support the work done. This is in the form of formative assessment carried out in class where staff professional judgement is such that clear improvements have been made. This can also be seen through the recorded evidence, plans and evaluations in the Pupil Support Diaries, which include the views of the pupils.</p> <p>Through summative assessments, we have been able to track progress by means of baseline and follow-up assessments across each of the groups receiving support and almost all children have made progress in the identified areas.</p> <p>We hope to continue with this model next session as we feel it is working very well.</p>



<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>5</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>5</b>
Quality Indicator 3.2 Raising Attainment and Achievement	<b>4</b>

<b>Establishment Capacity for Improvement</b>
<p>As a staff team in both the ECC and School we feel there is very strong capacity for improvement. There have been significant changes and challenges in recent years, but we definitely feel a real sense of togetherness across our whole school community, and everyone is eager to be the best we can be!!</p> <p>Trends in attainment over the last few years have not been in line with national or local authority expectations in a number of areas. This year, we have been able to unpick several factors which we believe have contributed to this variable trend and we hope the identified priorities will continue to facilitate improved attainment.</p> <p>Our relatively small cohort sizes in some year groups have contributed to unreliable data in some cases. There are also other factors linked to the rural nature and catchment area we have at Fenwick PS and additionally, we have had a high number of placing requests from other establishments in recent times. All of this brings about additional variables when comparing data year on year, but we feel the processes we have developed this session will help us contextualise all of this as we move through next session.</p> <p>Clear progress in attainment is being made in some areas, but cohort tracking data shows that sustained approaches to the learning and teaching of core skills must continue. We have been really pleased with the impact from our boost group work and these impactful interventions will continue next session. Additionally, we will be setting up challenge and support approaches for our N5 children as part of an ELCP champion role next session. This strategic plan is to ensure all children transitioning into P1 have a clear profile in terms of attainment. This will feed into future years and over time, we strongly believe the attainment and achievements of our children will flourish in terms of local authority and national expectations.</p> <p>This session, our school role has risen significantly and the projected number for August 2024 is now 110. This is an increase of approximately 20% from last session. Our ECC roll has also risen sharply from 11 pupils in April 2022 to a projected number of 29 in August 2024. Unfortunately, we now have a lower amount of PEF to draw on, but we still think our capacity for improvement is high and we are excited to continue the journey in 2023-24.</p>