

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. 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 2024-25 we had 6 classes in the school for the first time in a number of years. This is reflective of a significant rise in the school roll. all of which were composite. The Early Childhood Centre has a registered capacity of 29 children. For the second consecutive year, all places are now taken up and the centre is running at full capacity.

Approximately 25% of our children live in outlying areas close to the village and a number travel to school by taxi. The school roll in 2024-25 again rose significantly. The projections for next session are the higher again and with an estimated roll of 123 pupils in the Primary School. With this trend anticipated to continue, the Local Authority are aware that we are projecting a full capacity school and ECC in two to three years time.

Data from the Scottish Index of Multiple Deprivation (SIMD) isn't truly reflective of the school and ECC profile. Due to the semi-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. We have worked hard to identify these gaps and are actively engaging with partners nationally in terms of furthering our knowledge of specific ethnic groups and how we can support them.

Staffing in the school has remained fairly consistent this session and many of the developments of the last 3 years are becoming firmly embedded in our practice across the school. The strong sense of collegiate working and the development of key priorities was recognised in our last East Ayrshire Council learning visit. Staffing in the Early Childhood Centre has been extremely challenging and this has been a major barrier to continuous improvement. However, the team in situ have worked incredibly hard to minimise any negative impact in the provision, despite several absences and roles that have been vacant for some time.

We are hoping that staffing in our ECC will be more settled next session to allow us to build on the most recent Care Inspectorate report, where we achieved grades of 'Very Good' (5) across all areas of the 'full' inspection.

We had had a number of major successes in relation to last sessions priorities, but we still feel there is capacity to improve and this session we will be revising some of our approaches to curriculum design and delivery. As a school community, we feel a very strong sense of togetherness and our parents and partners have played a pivotal role in supporting a special year for the school, as it was our 150th Anniversary.

Establishment Vision, Values and Aims

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.

Improvement Priority

(Expressed as outcomes for learners)

Education Service Improvement Plan 1: Our Leadership

We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.

1.1 Ensure all staff, children and partners are supported to embrace leadership opportunities across the whole school and ECC in order to promote and add value to school improvement.

1.2 Align our annual collegiate development and quality assurance calendars closely with staff PRD actions and CLPL as a means of strategically planning for continuous improvement to ensure positive outcomes for all children.

Our Leadership**Progress and Impact**

- Pupil confidence and knowledge of whole school improvement and their various roles has been evident through committee group evaluations and sharing activities. Hence, pupils feel a strong sense of ownership and value as their views are constantly sought and acted upon.
- All pupil groups feel confident and empowered as valued members of the school community. This has been evident during delivery and sharing progress and communications as necessary to other groups of children, staff, parents and partners at a range of events across the year.
- Pupil leadership opportunities have further enhanced life skills and cross curricular knowledge in relation to oral and written communication skills relating to different curricular areas (as defined by the improvement sub-sections).
- Professional learning activities for all staff have linked to the results of self-evaluation and identified areas for improvement which have provided children with highly relevant opportunities and experiences, as exemplified by the award of Sports Scotland Gold after CLPL by visiting specialists and secondary school partners.
- Our children have confidently engaged in reviewing their own learning and the work of the school through the various committee groups and in addition have identified next steps and shared these with the school community ahead of next session.
- Pupils have been highly motivated by the range of parental supports at school events and celebrations relating to our 150th Anniversary celebrations.

Next Steps

We aim to further enhance skills, knowledge and attainment across the curriculum by creating innovative and relevant leadership opportunities for all children and staff. This will build on the work done in our school committee groups in 2024-25.



We aim to empower all members of the school community and give everyone a say in the priorities that help us provide the best educational experiences for all children at Fenwick Primary School and Early Childhood Centre.



We aim to ensure we all have a shared understanding of the work and life of the school in relation to our priorities and the sharing of good practice by all members of the school and ECC community.



We will provide increased continuity for learners across the ECC and School by sharing relevant CLPL and collegiate activities as a whole staff team. This will include key national guidance such as HGIOS4 and the revised Joint Framework for ECC's.



We aim to ensure all children are confident when leading their own learning, understanding what they find challenging and knowing the next steps, supports or resources that will enable them to progress.

Improvement Priority





(Expressed as outcomes for learners)

Education Service Improvement Plan Priority 2: Teaching and Learning Together

Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.

Teaching and Learning Together**Progress and Impact**

- A well-planned balance of play pedagogy and structured approaches supported learners at Fenwick PS and ECC by catering for the support and challenge required to meet milestones and attain in line with expectations of the majority of children
- Further development of the Excellent Lesson model and linked Excellent Experience in our ECC provided more consistency across the whole school.
- Effective learning conversations and the use of digital technologies enhanced pupils' knowledge of their own prior learning and allowed for some meaningful target setting via e-portfolios.
- Our newly created assessment rationale for Fenwick PS and ECC provided consistency for pupils across the school in terms consistency around effective feedback in the classroom.
- Interventions were timely for most pupils and recorded and evaluated via support diaries, although a number of new children coming to the school with significant needs was a challenge in terms of providing the quantity of support required.
- Raising of attainment in P1-P4 was supported by the implementation of a wider range of phonics-based reading books as part of our Bug Club top up. We were successful in our aim to achieve Gold Reading Schools Scotland Accreditation.
- Children in our school were confident and responsible in the use of technologies and staying safe online. They were able to discuss and make informed choices about the use of digital technology to enhance and personalise learning in school and where appropriate, beyond the school day.

Next Steps	<p>We aim to fully embed a shared understanding of the standards and expectations at Fenwick Primary School and ECC by further enhancing approaches to high quality learning, teaching and assessment as a means of raising attainment for all children.</p> <p style="text-align: center;"></p> <p>We will maximise our ability to deliver high quality planning for learning, teaching and assessment so that all pupils reach their full potential.</p> <p style="text-align: center;"></p> <p>We will strive to provide an appropriate balance of play pedagogy to support transitions from ECC to P1 and beyond.</p> <p style="text-align: center;"></p> <p>We will introduce new and current technological developments and re-evaluate our Digital Schools policy as appropriate for positive pupil outcomes relevant to age and stage.</p> <p style="text-align: center;"></p> <p>We will agree on expectations across the school in relation to sharing information of learners' progress, outcomes and experiences. This will ensure all families and children are clear and can play an active part in progress being made. We will also finalise our version of the 'Excellent Lesson' model supported by visual prompts for Fenwick PS and ECC.</p>
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Improvement Priority

(Expressed as outcomes for learners)

Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging

We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.

Our Wellbeing and Belonging

Progress and Impact

- Continual development of our SES for 3.1: Ensuring Wellbeing, Equality and Inclusion ensured all pupils felt valued and respected in line with the expectation of our Rights Respecting Schools Gold Award for our school and ECC.
- Feedback from parents and pupils highlighted that they felt appropriately supported in relation to any HWB challenges and this has impacted on confidence which will further support raising attainment next session.
- The range of available supports has enabled home-school links where appropriate e.g. Exchange Counselling, Social Work or Children First have been involved.
- Regular parental conversations both informally and formally e.g. Child Plan Meetings has supported our rationale for ensuring a strong, continued sense of community where everyone works together and supports one another.
- Enhanced tracking of HWB by means of planned and collegiate PASS/Pastoral meetings with the DHT and staff members has begun and will be further developed next session.
- Our values-based approaches to working with and supporting each other as one school community has ensured that all pupils feel happy, safe and secure in our school.
- Our HWB focus on Sports and Physical Education has resulted in the successful award of Sports Scotland Gold Accreditation

Next Steps

We aim to further develop our knowledge and use of evidence-based procedures and intervention strategies to monitor, track and support pupil wellbeing at Fenwick Primary School and ECC.



We aim to ensure a consistent approach to managing and supporting neurodiversity and children with specific diagnosed conditions.



We aim to provide staff with the knowledge and confidence required to implement and share strategies for early intervention, keeping 'The Promise' and prevention of wellbeing difficulties across the school and ECC.



We will ensure all families are aware of the range of supports available in and out with school to support positive outcomes for all children.



We will maintain the range of physical education and sport related experiences and outcomes for all children as part of the expectation of a Gold Sports Scotland accredited school.



We will continue to ensure children lead key elements of supporting Health and Wellbeing in a range of ways, thus maintaining the expectations of being a Gold Rights Respecting School.

Improvement Priority






(Expressed as outcomes for learners)

Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements

We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.

Our Attainment, Destinations and Achievements**Progress and Impact**

- Continual development of our SES for 3.2: Raising Attainment & Achievement and Securing Children's Progress (ECC) has supported children across the school in relation to appropriate interventions as all staff were fully aware of the processes developed for tracking, monitoring and supporting children e.g. Cohort and ATM profiles. This will be ongoing next session.
- Partnerships created in relation to the world of work and development of skills for lifelong learning and employability were very successfully maintained. New links were also created e.g. Vattenfall, STEM Ambassador and Sports Scotland staff. We will build on this further next year with a more immersive approach to curriculum design.
- By increasing and building on the connections and partnerships made, we further enhanced the quality of relationships across the school community, this will significantly benefit our learners in the form of wider opportunities and meeting future partners next session in relation to added value with our curriculum.
- Children have been confidently leading learning in new areas and for our P7 pupils, this has helped enhance their confidence ahead of transition to secondary.
- Relationships across the school community have continued to flourish as pupils and families were given increased ownership and input in terms of sharing expertise during themed weeks and anniversary celebrations.
- Pupils had more opportunities to try different activities and learn new skills by means of our Sports Scotland action plan. Hence, they were more independent and confident in terms of undertaking and taking on new challenges. This was evident during the P7 residential trip and programmes delivered by visitors e.g. gymnastics and table tennis.
- Intergenerational work helped pupils' confidence when communicating and interacting with different generations and this put our school values in real-life contexts, allowing them to become personally and socially adept when communicating in unfamiliar environments.

Next Steps	<p>We aim to further develop our knowledge in relation to wider achievement and attainment to improve outcomes for all children at Fenwick Primary School and ECC. We will strive to ensure equity in relation to experiences planned and delivered for all children and families.</p> <p></p> <p>We aim to further improve learners' attainment and achievement at every level by utilising and analysing all formative and summative data available, both internally and externally.</p> <p></p> <p>We will maintain and further develop approaches to reading as part of fulfilling the expectations of our Gold Reading Schools Scotland award. Consult with pupils and parents when utilising funds raised for any additional top up of Bug club and novel study packs for all classes.</p> <p></p> <p>We will enhance the quality and relevance of our Digital literacy and technologies provision across the school community. This will empower and prepare all children in relation to learning new skills, staying safe and fulfilling expectations relating to positive destinations and achievements.</p> <p></p> <p>We will maintain and enhance key partnerships and Links with Loudoun Academy in relation to transition planning and meeting the needs of learners working at all levels in relevant curricular areas.</p> <p></p> <p>We will refocus themed weeks such as health and science weeks, to deliver a more immersive curriculum across the whole school year.</p>
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Pupil Equity Fund: Evaluation		
Approach/Intervention	Impact Report on how you have improved outcomes for learners impacted by poverty	What evidence do you have of positive impact? Outline the data that supports your findings.
Engagement in Research and Partnership work with Edinburgh University, Education Scotland, STEP and TENET.	<p>We sourced resources for nomadic cultures that will support raising attainment next session by having more appropriate assessment and self-evaluation tools.</p> <p>We are only at the beginning of this journey and some PEF may be utilised going forward to purchase additional bespoke materials.</p>	<p>For this Ethnic group, the data that drove this partnership working was:</p> <ul style="list-style-type: none"> • Lowest attainment nationally • Highest exclusion rate nationally • Lowest attendance figures nationally
To inform planning, identifying gaps in learning and monitor progress, 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>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>Some additional tools have now been added to the suite and this will form the basis of further CLPL and upskilling staff in data analysis next session.</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>Next session we will continue to expand our use of data as we now have very good information in relation to progress over time. Some work with G Pearson might be able to further enhance our knowledge in this area.</p>

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Securing Children's Progress	4

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p>As a staff we believe there is a strong capacity for improvement in our ECC. We have not achieved many of our priorities this session due to extremely challenging staffing issues. To some extent, this has been the case across the whole staff team, with a number of staff experiencing loss and personal challenges out with the workplace. However, our strong sense of togetherness and values-based approaches have helped support several team members and we are excited to continue our improvement journey next session.</p> <p>Some approaches will change as we intend to further build on the valued partnerships, we have made by means of Health, Science and World of Work themed weeks. With several other events across the school year, we feel that an element of streamlining is required to allow a more intense focus on data and attainment. Many of the links we have made will now be utilised by a more immersive approach across the school year, adding value to our curriculum in a more sustainable way.</p> <p>Whilst we are very proud to have achieved RRSA Gold, Reading Schools Scotland Gold, Sports Scotland Gold, Eco Schools Green Flag renewal award, Clean Green Silver Award and Digital Schools Scotland Award, we feel that all of this should now be utilised as a driver for really pushing up attainment for some minority groups in our school, as well as helping to challenge many of our learners who are exceeding expectations for their age and stage.</p>