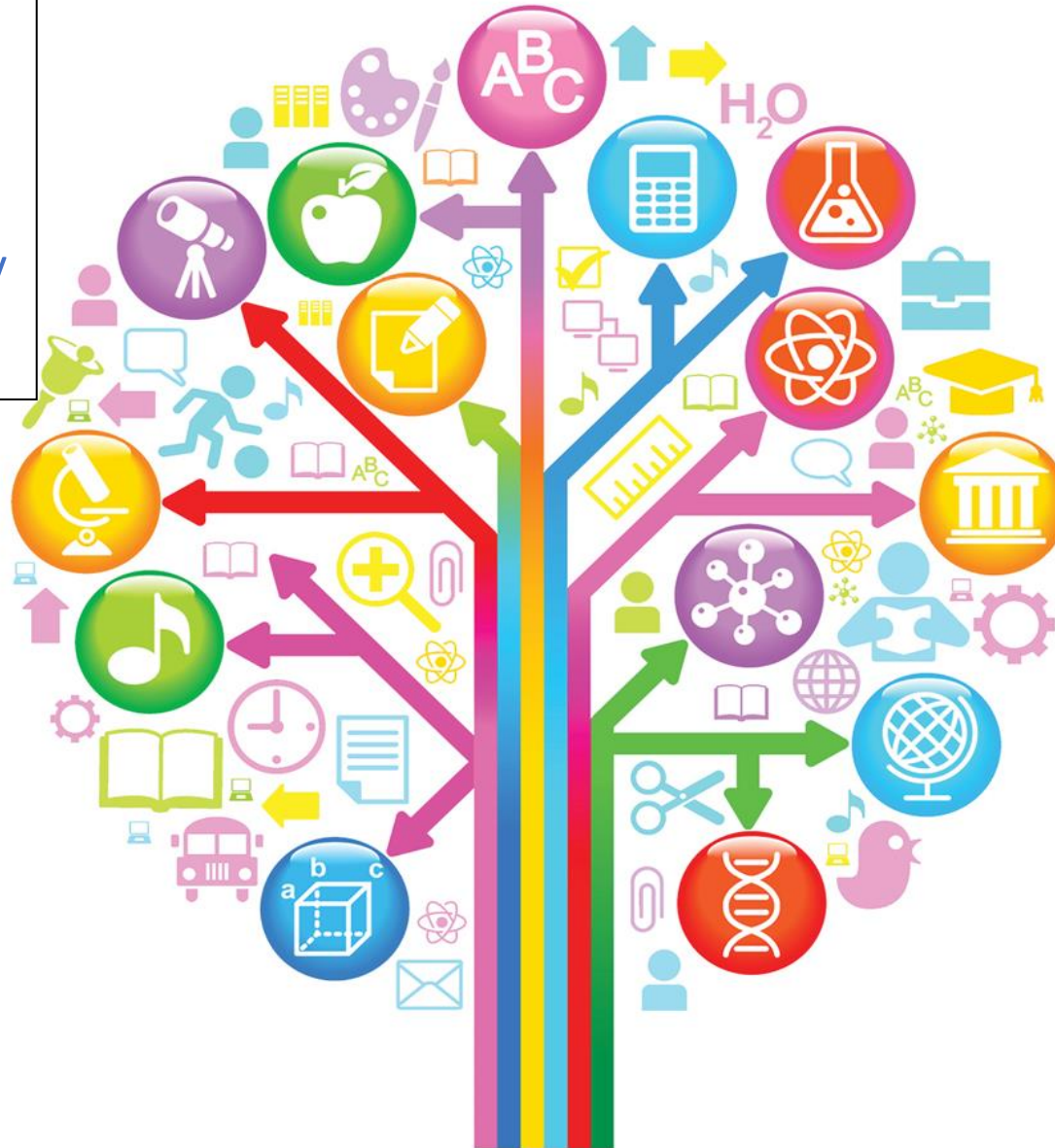


Standards and Quality Report
2023-24

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 2023-24 there were 5 classes in the school, all of which were composite classes. The Early Childhood Centre has a registered capacity of 29 children. All places are now taken up and this session 12 families did not get a place with us due to the centre being full.

Approximately 20% of our children live in outlying areas close to the village and travel to school by taxi. The school roll in 2023-24 again rose significantly. The projections for next session are the higher again and with an estimated roll of 114 pupils in the Primary School, six classes will be required for the first time in many years.

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 again this session and this has been a key factor in driving forward improvements identified by the team. The strong sense of collegiate working and the development of key priorities was recognised in our recent East Ayrshire Council learning visit. Staffing in the Early Childhood Centre has been subject to a number of significant changes and this has been a slight barrier to the improvement priorities in this area. However, the team in situ have worked incredibly hard to minimise any negative impact in the provision given to the children.

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.

As a team across the ECC and School we are all driven to ensure continuous improvement is ongoing 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.

We will have a number of new staff members next session and this will require us to revisit some of our recent developments to ensure everyone is fully part of the continued improvement journey.

A summarised version of the main priorities for session 2024-25 is as follows:

Our Leadership

- All staff will continue to be involved in the various committee groups that run across the whole school
- Parents and Partners will be invited to join committee groups in relation to joint working and sharing of knowledge capital and expertise to add further value to our improvement agenda
- Children will continue to work across all sub-sections of the improvement plan with an increased focus and refresh in relation to specific pupil-led learning initiatives
- Continue to support staff with appropriate working time arrangements in relation to facilitating high quality engagement and delivery of all improvement and development work
- Increase the level of joint working between ECC staff and P1/P2 staff in relation to the rationale and understanding of child development, play pedagogy and learning experiences that facilitate raising attainment across early level
- Plan annual collegiate calendars, quality assurance calendars and CLPL opportunities together as a whole staff team to ensure clarity of expectation and a shared understanding of priorities/actions

Teaching and Learning Together

- Further develop a clear rationale for the context of Fenwick PS and ECC in relation to the balance and implementation of play pedagogy and structured approaches to delivering the early level curriculum
- Continue to self-evaluate and fully implement our process/expectations for high quality learning, teaching and assessment, including the process of monitoring and tracking children's progress by means of our Pupil Support Diaries and impactful formative assessment strategies
- Ensure our collegiate calendar takes account of the newly revised strategic equity priorities for Literacy and Numeracy & Mathematics (2024-25 versions developed by Mrs Elder and Mr McCallum)
- Identify training opportunities from the strategic plans that will enhance our own knowledge of new resources that support high quality learning and teaching
- Explore our revised plan in relation to phonics/spelling and link this to our newly purchased reading scheme
- Consider new technological developments as appropriate for maximum impact i.e. awareness and use of A.I. for various purposes?

Our Wellbeing and Belonging

- Maintain and extend the expectation of a GOLD Rights Respecting School in line with the Education Scotland priorities relating to UNCRC, with particular and continued focus on school values and associated charters i.e. class, dining hall and all aspects of school life
- Create a refreshed playground charter that clearly defines the roles, responsibilities, expectations and privilege systems for all children in the school
- Link PASS evaluations to relevant child plan and ASN information and create a system for sharing information with staff and parents as a means of ensuring high quality pastoral care across the whole school
- Evaluate the benefits and implementation of the wide range of intervention packages and strategies used across the school to create a rationale for supporting the HWB needs of all pupils in Fenwick PS and ECC
- Closely monitor attendance across the whole school and support identified families who may require support for specific reasons
- Continue to increase the opportunities and experiences for all year groups in relation to sports and relate to the Sports Scotland Award framework

Our Attainment, Destinations and Achievements

- Continue to provide all pupils with a range of experiences in relation to World of Work/STEM and cross-curricular work driven by committee groups
- Embrace and utilise the school 150th anniversary celebrations as a unique opportunity to participate in community wide events across generations and families
- Continue to maintain the community links made in relation to the development of the school garden in line with the expectations of the John Muir Award, where relevant
- Further develop the Clean Green approach to global goals and sustainability by building on the successful Silver Award and related action plan in line with EAC strategic priorities
- Maintain the excellent links with partners as a means of developing skills for life and work, including partners at Loudoun Academy as part of transition planning
- Continue with the next steps identified in relation to fulfilling the expectations of the Reading Schools Scotland Award and the associated framework for achieving Gold accreditation

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 <i>(Expressed as outcomes for learners)</i>	To improve educational attainment in Literacy & English and Numeracy & Mathematics across all areas of the school, with a particular focus on reading, spelling, and core skills development in number, money and measure.	<p>ACEL data shows a significant improvement when correlated with our cohort data and accounting for new enrolments and specific support groups we have been tracking.</p> <p>For session 2023-24 the focus will be on pushing up reading attainment (>85%) in P1 and P4 by enhancing the structure of our phonics-based reading programme in terms 1 and 2. We will utilise feedback from formative and summative assessment processes within active literacy and GL Assessments appropriate to age and stage to support, boost and challenge pupils accordingly. The development of detailed cohort trackers will be used to further track the progress of all children across the school with the ultimate end of session target of >90% achievement of a level for P1, P4 and P7 in all areas.</p>
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.3, 1.4, 2.2, 2.3, 2.4 & 3.2
Progress and Impact	<ul style="list-style-type: none"> • All staff have significantly developed their abilities and knowledge in relation to interpreting data available for each of our classes. They this information to work collegiately when producing whole school overviews for attainment over time in literacy and numeracy • Interventions and supports are evidence based and measureable as they link with the stanine columns to specific support groups i.e., boost, challenge etc. • Our data shows clear progress in P1, P4 and P7 in relation to most aspects of literacy and numeracy. Where this progress is not in line with national expectations, all staff know the reasons why this is the case and what is being done to close the gaps • The newly created moderation of writing calendar has informed current learning and teaching methodologies in relation to the expectations associated with core literacy skills such as spelling, grammar and punctuation. Agreed, progressive standards and clear expectations for all year groups are being used in writing • High-quality self-evaluation activities have been undertaken using key frameworks to assess progress in relevant QI's and to assess progress of priorities and linked action plans in ECC and School. This was highlighted in our EAC learning visit during February 2024 • Staff have utilised webinars and collegiate working sessions to become familiar with school and EAC processes for tracking and monitoring across the school, including the changes to using a 3-point scale with ACEL data • All staff and children have fully embraced the priority actions and framework pathways and action points to successfully work through the Reading Schools Scotland process. This has resulted in the accreditation of CORE and SILVER standards 	

	<ul style="list-style-type: none"> • Successful consultations with all stakeholders have been carried out and evaluated to create a newly refreshed whole school assessment policy for school and ECC • Focused approaches to self-evaluation across the school session in line with HGIOS4 have been undertaken as part of continued improvements in striving for consistent high quality learning and teaching across the school • Link staff personal PRD work to whole school priorities where appropriate and strategically make connections with SIP development calendar and committee groups to maximise impact for staff, pupils and the whole school in relation to continuous improvements • Cohorts trackers across the school show significant levels of improved attainment for almost all children who have been part of pupil support diary intervention work (evidence packs are available for all of this work and were shared during the school learning visit)
Next Steps	<ul style="list-style-type: none"> • Further develop a suite of known, impactful formative assessment strategies to ensure consistency across the various stages of the school • Ensure our collegiate calendar takes account of the newly revised strategic equity priorities for Literacy and Numeracy & Mathematics (2024-25 versions developed by Mrs Elder and Mr McCallum) • Identify training opportunities from the above strategic plans that will enhance our own knowledge of new resources or training packs that support high quality learning and teaching • Explore revised plan in relation to phonics/spelling and link this to our newly purchased reading scheme and next steps in relation to further investment • 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 • Continue to embrace the priority actions and framework pathways and action points to successfully work through the Reading Schools Scotland process and achieve GOLD standard

Improvement Priority <i>(Expressed as outcomes for learners)</i>	All children and families in our school will feel a sense of equity, equality and dignity. They will know that they are valued and that they have a strong voice in relation to continuously improving our school.	<i>Rationale for improvement priority based on evidence:</i> Evaluations and outcomes from child plans, pastoral support notes, pupil support diaries, EAST support staff assessments, PASS assessment activities and rights based formative assessment activities will provide essential feedback in relation to pupil health and wellbeing.
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI's for self-evaluation 1.5, 2.1, 2.3, 2.4, 3.1 & 3.2
Progress and Impact	<ul style="list-style-type: none"> • All staff have successfully supported children in the playground and created further opportunities for exploring ways of managing and promoting positive HWB by means of bespoke clubs i.e. mindfulness, yoga, mini-massage. Supports from partners such as exchange counselling have also been utilised to help with identified needs of children and families • Continued focus, reflection and consideration of UNCRC and the ongoing work of our GOLD accreditation in relation to RRS has been a major factor in facilitating a positive ethos and culture across the whole school community • We have continued to fully embed the UNCRC articles and practices into our class charters and values system by using additional visuals across the school community. Partners, all staff and parents are also fully aware of the important nature of promoting these principles • We have successfully achieved Silver level in relation to EAC strategic initiative focusing on Clean Green, Journey to Jupiter and ECO schools. Links were made throughout this work which supported pupils fulfilling the expectations of the John Muir Award • The use of PASS as a tool for supporting overall Health and Wellbeing in relation to the SHANNARI indicators has been moderately successful and all staff now know how to use the system and where to source ideas and suggestions for interventions relating to individual, class and whole school supports • We have continued to work on 'Poverty Proofing our Establishment' with initiatives such as our Christmas clothing and jumper swap shop initiative, uniform and pre-loved drop-off and collection stands, food bank donations and the rapid relief programme which benefitted a number of families in our school • 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. 	

	<ul style="list-style-type: none"> • Our STAR positive relationships and positive behaviour system is used by all staff and tracking of this shows that the system works effectively across all areas of the school
Next Steps	<ul style="list-style-type: none"> • Maintain and extend the expectation of a GOLD Rights Respecting School in line with the Education Scotland priorities relating to UNCRC, with particular and continued focus on school values and associated charters i.e. class, dining hall and all aspects of school life and looking outward • Further explore the use of PASS 1 and PASS 2 across the school as a tool for the measurement and support of positive Health and Wellbeing • Link PASS evaluations to relevant child plan and ASN information and create a system for sharing information with staff and parents as a means of ensuring high quality pastoral care across the whole school • Ensure all staff across the school are fully aware of national priorities and changes in guidance or legislation in relation to GIRFEC and 'The Promise' and link to our own context to fully support children and families • Closely monitor attendance across the whole school and support identified families who may require support for specific reasons • Ensure all staff in school are fully aware of the challenges faced by all stakeholders and groups in the school, including those with different cultural beliefs and practices i.e. Gypsy Travellers • Continue to increase the opportunities and experiences for all year groups in relation to sports and active participation in school, local authority and national events as appropriate

Improvement Priority <i>(Expressed as outcomes for learners)</i>	To further develop the data analysis and tracking of attainment and achievement across the whole school and to use the information to identify support pathways for children and families who are in any way vulnerable. This would include all issues related to poverty and the cost-of-living crisis.	<i>Rationale for improvement priority based on evidence:</i> The cost of the school day remains a national issue and are still has a major impact on families and their ability to sustain financial stability. This results in poorer attainment for some children. As a school community, we are aware of our context and by building on last session, we now have more partnerships in place to support these challenges. Additionally, we have more tools for assessing and measuring the level of need and indeed the impact of interventions.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI's for self-evaluation 1.5, 2.1, 2.3, 2.4, 3.1 & 3.2
Progress and Impact	<ul style="list-style-type: none"> • Newly created approaches to assessment and the use of 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 identified boost, support and challenge groups who have worked on specific targets • EAST staff have continued to support 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 • Pupil groups have lead learning across the curriculum by taking on various roles to support peers, such as the re-design of the school garden to create wellbeing spaces which have been utilised for promoting and nurturing positive physical and mental wellbeing • Our families have been signposted to various supports available throughout the year in relation to financial aid delivered and identified through the Loudoun project • Key links have been made with specific groups in our school who require support in relation to changing cultural attitudes and approaches to education. This has been very well supported by local authority staff in terms of meeting the needs of at risk groups(further details are available in relation to statistics and research carried out in this area) 	

	<ul style="list-style-type: none"> • A range of supports and connections have been made in relation to HWB interventions from other services such as exchange counselling, women's aid and educational psychologist input. This has resulted in consistent approaches and supports being implemented at both school and home. • Our newly created 'STAR' system has encouraged increased reflection and a continued sense of positivity around relationships and how we resolve any challenging situations in our school • Regular parental workshops and opportunities to learn about school initiatives such as massage, wellbeing interventions and all relevant policies and developments ensure a strong, continued sense of community as part of our 'team' ethos and culture. Participation measures show a significant increase in engagement across the whole school community
Next Steps	<p>Please note that this next steps in this Priority area are covered by means S and Q Priority 1 and 2 for next session in line with the new formats for SIP's.</p> <p>*These are covered in the summary of Teaching and Learning Together and Our Wellbeing and Belonging detailed on pages 3 and 4 of this report.</p>

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<p>To further develop and maintain relationships with partners across our community and beyond. This includes those that have been newly created and others that we have successfully re-established in the 2022-23 session. We will have a continued focus on providing our pupils with a wide range of opportunities that link to all aspects of learning, life and work and serve to support raised attainment and positive pathways across the curriculum, both in an academic and aspirational sense.</p>	<p><i>Rationale for improvement priority based on evidence:</i></p> <p>We want to ensure all our learners have the opportunity to experience a holistic curriculum that allows them to aspire to do their best, recognise their strengths and potentially uncover unique talents in specific areas. This means tracking and celebrating wider achievements at clubs, after school groups and the whole range of activities and interests our children have.</p> <p>Our evidence from pupil surveys and wider achievement assemblies tells us that we have a high number of families in our school who have a wide range of skills in relation to their careers. The rural nature of our setting adds another unique dimension in terms of the knowledge capital that exists within our locality. We want to ensure our pupils have every opportunity to benefit from this.</p>
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver Parental engagement	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.5, 2.6, 2.7, 3.2 & 3.3
Progress and Impact	<ul style="list-style-type: none"> • This session we have built on the wide range of partnerships and joint working partnerships through our World of Work Fayre, STEM and Science activity/information days. • Our communication book for all of our visitors enhanced our self-evaluation and feedback in relation to hosting and delivering whole school events. This will inform future events and the way in which we deliver them • Pupils have continued to have increased ownership and voice in relation to leading and delivering key local authority and school priorities on Issues such as learning for sustainability and global themes. Successful completion of the John Muir Award highlighted the success of this work • The HGIOURS pupil group and the Pupil Council have again drive forward even greater engagement in the 5 key areas and worked closely with partners to share important school developments and information with the wider community. The pupils regularly write and submit articles to the local community via the Fenwick Covenanter publication and this has been a great success 	

	<ul style="list-style-type: none"> • The newly formed JRSO group consulted with and helped drive forward potential changes to our traffic management challenges by working with Ayrshire Roads Alliance. A plan is now in place to redevelop some of the signage and traffic markings outside the school • As part of the Digital Schools Award we have continued to share and maintain the high standards set when promoting the school via our communication channels • This session, opportunities for more classes have been provided in relation to taking on inter-generational activities, local and national theme days and initiatives which link to the world of work • Partnership working with our mobile library service has added value in relation to access to books and literature both in school and at home
Next Steps	<ul style="list-style-type: none"> • Continue to provide all pupils with a range of experiences in relation to World of Work/STEM and cross-curricular work driven by committee groups • Embrace and utilise the school 150th anniversary celebrations as a unique opportunity to participate in community wide events across generations and families • Continue to maintain the community links made in relation to the development of the school garden in line with the expectations of the John Muir Award through residential and school based programmes • Further develop the Clean Green approach to global goals and sustainability by building on the successful Silver Award and related action plan in line with EAC strategic priorities • Maintain the excellent links with partners as a means of developing skills for life and work, including partners at Loudoun Academy as part of transition planning • Continue with the next steps identified in relation to fulfilling the expectations of the Reading School across contexts relating to our school community and across the curriculum

Pupil Equity Fund: Evaluation

<i>Approach/Intervention</i>	<i>Impact</i> <i>Report on how you have improved outcomes for learners impacted by poverty</i>	<i>What evidence do you have of positive impact?</i> <i>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>This universal approach has had a high impact on particular groups of pupils who have had gaps in learning or education prior to attending Fenwick PS.</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>Stanine overviews and cohort overviews evaluated post-intervention shows significant progress has been made in relation to raising attainment for identified pupil group who work with our PEF funded staff.</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	5
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	5
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p>At Fenwick Primary School and Early Childhood Centre we feel there is very strong capacity for improvement. Feedback from our Local Authority learning visit in February was extremely positive, as was our most recent Care Inspection. Unfortunately, a number of factors in our ECC this session have had an impact on the continued progress we envisaged. We hope to have a more settled staff team next session which will help us to refresh our priority areas in the ECC.</p> <p>Trends in attainment this session have been more in line with national and local authority expectations and in a number of areas our around 20% of our pupils are exceeding national expectations for their age and stage.</p> <p>Looking forward to next session, we will be operating a 6 class structure for the first time in many years and with this, we anticipate a number of new staff will be joining our team. This will require some elements of our improvement agenda to be revisited, thus ensuring everyone is on the journey together.</p> <p>The rural nature and catchment area we have at Fenwick PS means we have a diverse group of employment and family circumstances across our school. Our proximity to large, settled populations in the North-West area of Kilmarnock has resulted in 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 will help us contextualise all of this as we move forward.</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.</p> <p>The Pupil Equity Funding in our school is relatively low due to the nature and diversity of our catchment area but we aim to utilise the small amount of finance available to further develop our assessment resources. Additionally, our intention is to add to our stock of phonics based reading books and resources for delivering health and wellbeing interventions. This will be imperative to meet the needs of all children, especially given the rising numbers across the school.</p>

