

# Fenwick Primary School & ECC Establishment Improvement Plan 2024/25



School Improvement Plan	Fenwick Primary School and Early Childhood Centre
Head Teacher	Mr Jamie Houston
Date Submitted	Submitted to Chief Education Officer: 26.6.24

School/Centre Vision and Values	<p style="text-align: center;"><b><u>Our Vision</u></b></p> <p>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’!!</p> <p style="text-align: center;"><b><u>Our Values &amp; Aims</u></b></p> <p style="text-align: center;"><b><u>Kindness</u></b></p> <p><b>Aim:</b> As an inclusive and caring whole school community, we show kindness in our friendships and relationships with others.</p> <p style="text-align: center;"><b><u>Ambition</u></b></p> <p><b>Aim:</b> We set high expectations for all, promote a ‘can do’ attitude and provide lifelong learning opportunities linked to our local community and wider world.</p> <p style="text-align: center;"><b><u>Respect</u></b></p> <p><b>Aim:</b> We respect ourselves and others at all times. Everyone takes pride in our school, recognising and celebrating our differences in everything we do.</p> <p style="text-align: center;"><b><u>Honesty</u></b></p> <p><b>Aim:</b> We promote a culture of openness and honesty across our whole school community, where everyone’s opinion is listened to and valued.</p>
------------------------------------	---

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	✓

Head Teacher Signature:

*Jamie Houston*

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	✓
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce or inequalities of outcome as a result of socio-economic disadvantage.	✓

### **Pupil and Parental Strategic Involvement**

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>For session 2024-25 all pupils will continue to be involved in school committee groups which link to key aspects of school improvement. These groups will be created as sub-sections of the school improvement plan and the areas of focus in each group will have an action plan which will allow progress to be tracked throughout the year. Each plan will be regularly evaluated and actions/next steps will be shared with all stakeholders by means of our social media channels, school display boards and information such as group newsletters which will be shared across the year.</p> <p>All committee groups will share work done and achievements throughout the year via planned update assemblies and presentations delivered across the school. All plans will be available for the whole community via the school website.</p> <p>As well as this there will be a refreshed focus on pupil-led leadership groups across the school. This will cover curriculum aspects and vocational experiences that link closely to our improvement priorities and our values based approach to everything that we undertake in our school.</p>	<p>For session 2024-25 parents will have the opportunity to work in partnership with all staff and pupils by means of joining committee groups of their choice. This will allow them to share their expertise in relevant areas and add value to the work of the groups in relation to school improvement.</p> <p>We will continue to work with all parents and work hard to ensure we meet the expectation of our families in relation to supporting challenges i.e. cost of the school day, attendance (where relevant), building and facilitating increased community links and involving all stakeholders in key developments across the year.</p> <p>Initial work has already begun via various consultation events in relation to the school 150<sup>th</sup> anniversary plans and celebrations. This will be a focal point of much the work we do in the coming academic year, along with the additional range of in-person events that we will plan in relation to sharing our learning and improvement planning progress.</p> <p>Our successful joint school improvement sharing sessions will continue as this has been a major success over the past two sessions in relation to understanding and working towards shared aims.</p>

<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan 1: Our Leadership</b>  <b>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.</b>
--	--

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		
What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>All staff will continue to be involved in the various committee groups that run across the whole school</li> <li>A range of 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</li> <li>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 such as: <ul style="list-style-type: none"> <li>Wellbeing Bees</li> <li>Sanitary Samurais</li> <li>Literacy Leaders</li> <li>Maths Mentors</li> <li>Sports Champions</li> <li>House &amp; Vice-Captains – Living our Values Activities</li> <li>Pupil Council Leaders</li> <li>Sharing Learning &amp; Achievement Assemblies</li> </ul> </li> </ul>	<p>Committee group leads</p> <p>Parents, Community partners and EAC staff as relevant</p> <p>School staff and Pupil leads to be decide in Aug/Sept 2024  <u>(Staffing not known at time of writing)</u></p>	<p>Aug 24 to June 25</p> <p>Aug 24 to June 25</p> <p>Aug 24 to June 25</p>

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			
What actions are required to reach the desired outcome?		Who	When
<ul style="list-style-type: none"> <li>Continue to support staff with appropriate working time arrangements in relation to facilitating high quality engagement and delivery of all improvement and development work</li> <li>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</li> <li>Provide opportunities for ECC staff to engage with new and developing local authority and national guidance as part of self-evaluation activities and seamless working across early level as relevant to transition, pupil achievement and attainment i.e. (Education Scotland and Care Inspectorate Joint Framework and EAC Tracking and Monitoring developments)</li> <li>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</li> </ul>		J Houston	Aug 24 to June 25
		C Stevenson J McKay S Sykes G Borland A Clark	As collegiate calendar/action plan
		J Houston R McKillop All Staff	By end August 2024

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data/evidence that will be collected to track impact of 1.1 and 1.2	Who	When
At the time of writing the SIP, staffing across the school is still uncertain. Decisions relating to PEF will be added in once further information is received from HR. This will allow for consultation across the whole staff team.	<ul style="list-style-type: none"> <li>Collegiate, parental and whole school sharing events/meetings to update progress throughout the session</li> <li>A range of stakeholders take lead roles in aspects of school improvement through our various groups and collaborations. All associated action plans and documentation will be sufficiently detailed, evaluative and have a clear purpose as defined by our formats for ensuring consistency of approach in these groups</li> </ul>	Parents ELCP's School Staff Children Group Leaders Pupil Leaders	Ongoing across the school year in line with individual group action plans and school/ECC collegiate

	<ul style="list-style-type: none"> <li>Stakeholder surveys and questionnaires will be created and evaluated as relevant to each action plan across the year</li> <li>Our staff team will be able to discuss and evaluate agreed standards and expectations via a range of self-evaluation activities relating to the work of committee groups, working groups and joint partnerships</li> <li>Continual development and gathering of evidence relating to self-evaluation summary paper for Quality Indicator 1.3: Leadership of Change will take place across the session (with appropriate links to HGIOELC/Care Inspectorate revised publications)</li> <li>As a school community, we will have a strong, evidence based knowledge of the attainment levels and achievements of all children. We gather a range of data and information to monitor and track this progress making use of digital technology to support this where relevant i.e. ATM and various cohort profiles</li> </ul>	As above	and QA calendar.
		All staff	As above
		J Houston	Ongoing
		All staff	Oct '24 Feb '25 May '25

### Evidence of Impact against Outcomes for Learners:

- Pupil confidence and knowledge of whole school improvement and their various roles will be evident through committee group evaluations and sharing activities. Hence, pupils will feel a strong sense of ownership and value as their views will be constantly sought and acted upon
- All pupil groups listed in 1.1 (above) will feel empowered and grow as independent learners by delivering and sharing progress and communications as necessary to other groups and children, staff, parents and partners
- Pupil leadership opportunities will further enhance 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).
- Continual development of our SES for 1.3: Leadership of Change will keep all pupils at the heart of our drive to empower them in relation to leading learning and having a key voice in school improvement
- Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement which will provide children with highly relevant opportunities and experiences

- Our children will confidently engage in reviewing their own learning and the work of the school through the various committee groups and in addition
- Pupils will be motivated by the range of parental opportunities to support improvement by participating in a range of formal and informal activities across the school year

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*



Improvement Priorities (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.		
What actions are required to reach the desired outcome?		Who	When
<ul style="list-style-type: none"><li>• Link the relevant priorities in 1.1 (above) in order to further develop 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</li><li>• Continue to support the development and implementation of all local authority planning, tracking and monitoring priorities relating to transition from ECC to P1</li><li>• Continue to self-evaluate and fully implement our processes and shared understanding of standards in relation to the expectations of high quality learning and teaching as defined in our associated rationale</li><li>• Ensure our pedagogical approaches match with the above priority and link with our newly created rationale for assessment</li><li>• Fully develop and maintain our knowledge, skills and abilities in relation to identifying gaps, supports or interventions required by means of our newly implemented range of assessment tools</li><li>• Utilise and build on the work done in relation to assessment to further engage all staff and parents in the process of monitoring and tracking children’s progress by means of our Pupil Support Diaries</li></ul>	C Stevenson J McKay R Jackson	By April 2025	
	C Stevenson J McKay All ELCP’s	Ongoing: In line with EAC Training & Workshops	
	All staff during planned collegiate self-evaluation sessions across school year	Sept 2024 Feb 2025 May 2025	
	All staff	Align to assessment calendar and rationale	
	ASN Coordinator - (Mrs McKillop) CT’s Mrs Moore Mrs Gallacher		

<ul style="list-style-type: none"> <li>• Further develop a suite of known, impactful formative assessment strategies to ensure consistency across the various stages of the school</li> <li>• Ensure our collegiate calendar takes account of the newly revised strategic equity priorities for Literacy and Numeracy &amp; Mathematics (2024-25 versions developed by Mrs Elder and Mr McCallum)</li> <li>• 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</li> <li>• 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</li> <li>• Build on the success of our Digital Schools Scotland Award by maintaining our highly effective work when sharing school successes via social media channels</li> <li>• Consider new technological developments and amend our Digital Schools policies as appropriate for maximum impact i.e. awareness and use of A.I. for various purposes and the use of e-portfolios for target setting/transition planning?</li> </ul>	All staff as appropriate to classes taught	As collegiate development and Quality Assurance calendar (This will be agreed during in-service sessions once all staff are known)
	J Houston R McKillop	
	J Houston	
	J Ross	
	C Wilson	
	C Wilson	

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Utilise PEF when considering next steps in purchasing reading scheme top-ups or additional associated resources (Bug Club)	<ul style="list-style-type: none"> <li>• Continual development and gathering of evidence relating to self-evaluation summary paper for Quality Indicator 2.3: Learning, Teaching &amp; Assessment will take place across the session (with appropriate links to HGIOELC/Care Inspectorate revised publications)</li> <li>• Alignment and self-evaluation activities will consider where we are in relation to ongoing curriculum review cycles nationally,</li> </ul>	J Houston (Through consultation with all stakeholders)	Ongoing
		J Houston	As Q.A. and Collegiate Calendar

	<p>such as NRIL ((National Response to Improving Literacy) &amp; NRM (National Response to Improving Mathematics)</p> <ul style="list-style-type: none"> <li>• Participation measures in school events such sharing learning, as well as various survey data from parents and partners throughout the year</li> <li>• Feedback from Learning Visit report (Feb 2024), classroom observations and peer/self-evaluation activities</li> <li>• Improved outcomes across the school in Numeracy and Literacy will be evident from ACEL data, cohort trackers and GL Assessment information with target measures of &gt;90 achievement of a level in P1, P4 and P7 becoming the expected achievable standard (within the context of family backgrounds/culture and specific ASN or other identified challenges)</li> <li>• Pupil data i.e. EAC Tracking and Monitoring Tools, specific diagnostic information, formative assessment strategies, EAST analysis and assessment information and pupil feedback via target setting and learning conversations</li> <li>• Tracking and monitoring of wider achievement will show that our children will play an increasingly active role in the school and wider community in relation to leadership roles related to learning</li> <li>• Children will respond to high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. This will also be evident when giving effective feedback to peers and suggesting next steps</li> </ul>	<p>All stakeholders</p> <p>As Q.A. and Collegiate Calendar</p> <p>All staff to analyse via data evaluation and moderation exercises</p> <p>All staff during tracking and monitoring meetings</p> <p>R McKillop</p> <p>All Class teachers</p>	<p>As Q.A. and Collegiate Calendar</p> <p>Ongoing</p> <p>In line with ACEL tracking and monitoring</p> <p>October 24 Feb/March 25 May 25</p> <p>Monthly</p> <p>Ongoing</p>
--	---	--	--

**Evidence of Impact against outcomes for learners:**

- A well planned balance of play pedagogy and structured approaches will greatly support learners at Fenwick PS and ECC by catering for the support and challenge required to meet milestones and attain in line with expectations for all children
- Continual development of our SES for 2.3: Learning, Teaching & Assessment will maintain and further enhance the drive to ensure consistent, high quality learning and teaching for all pupils across the school and ECC
- Effective learning conversations and use of digital technologies will enhance pupils' knowledge of their own prior learning and allow for meaningful target setting via e-portfolios
- Our newly created assessment rationale for Fenwick PS and ECC will provide more consistency for pupils across the school in terms of feedback and plenary sessions during lessons
- Interventions will be timely for all pupils and recorded and evaluated via support diaries, resulting in highly appropriate support and challenge for children who require it
- Raising of attainment in P1-P4 will be supported by the implementation of a wider range of phonics based reading books which link with the EAC ALP and strategic literacy planning guidance for 2024-25
- Greater focus and sharing of teaching methodologies/formative assessment strategies will enhance the ability of all children in relation to identified core skills across all areas of literacy and numeracy. This will feed into cross-curricular work for our classes
- Children in our school will be confident and responsible in the use of technologies and staying safe online. They will be 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.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging</b>  <b>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.</b>
--	---

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Closely monitor attendance across the whole school and support identified families who may require support for specific reasons</li> <li>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</li> <li>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</li> </ul>	F Conetta G Eccleston	Ongoing
	C Stevenson R McKillop	As Q.A. and Collegiate Calendar
	R McKillop	As Q.A. and Collegiate Calendar
	J Houston R McKillop	As Q.A. and Collegiate Calendar
	J Houston A Stark	Monthly
	J Houston R McKillop	August '24 and refresh in Feb (in-service)
	C Wilson J Ross	As Committee group Action Plan

<ul style="list-style-type: none"> <li>• Revisit and enhance the range of pupil-led roles and responsibilities in relation to leading active experiences and clubs across the school and relate to Sports Scotland Award frameworks</li> <li>• Continue to develop the school garden area as a space to enhance and support health and wellbeing by developing specific zones and rotas that can be shared school-wide</li> <li>• Create a refreshed playground charter that clearly defines the roles, responsibilities, expectations and privilege systems for all children in the school</li> <li>• 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 i.e. <ul style="list-style-type: none"> <li>- Trauma Informed/skilled Care and Practice</li> <li>- Nurture approaches</li> <li>- Exchange counselling</li> <li>- Educational Psychologist Support Meetings</li> <li>- Diadic Developmental Practice Training</li> <li>- Circle Training around environmental impact in relation to HWB</li> <li>- Therapeutic Play</li> </ul> </li> </ul>	C Wilson J Ross	Initial pupil roles by end Aug '24
	G Eccleston	Ongoing
	House & Vice-Captains M Moore J Gallacher	By end Aug '24
	R McKillop	By end Nov '24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
<p>PEF will be used to purchase resource packs that support strategies such as therapeutic play and art therapy sessions for pupils with identified needs. These have been highlighted during training provided by EAC, which was attended by Mrs McKillop.</p> <p>PEF will also be used to purchase HWB survey/assessment tools such as PASS (Pupil Attitude to Self and School) 1 and 2 as part of the GL factors and Intervention support package.</p>	<ul style="list-style-type: none"> <li>• The whole learning community will have a shared understanding of wellbeing and the children's rights through our continued work relating to UNCRC</li> </ul>	All Stakeholders	Ongoing with specific events as annual calendar
	<ul style="list-style-type: none"> <li>• Continual development and gathering of evidence relating to self-evaluation summary paper for Quality Indicator 3.1: Ensuring Wellbeing, Equality and Inclusion will take place across the session (with appropriate links to HGIOELC/Care Inspectorate revised publications)</li> </ul>	J Houston	Ongoing
	<ul style="list-style-type: none"> <li>• Attendance levels will be high (above EAC average) and improved for identified groups.</li> </ul>	J Houston A Stark	Monthly

	<ul style="list-style-type: none"> <li>Wider achievement trackers will provide evidence to show that children at Fenwick are applying and increasing their achievements through active participation in local community clubs and activities</li> </ul>	R McKillop	Monthly
	<ul style="list-style-type: none"> <li>Child Plans and Staged Intervention Paperwork We consider each child and young person as an individual with his/her own needs, risks and rights</li> </ul>	All Class Teachers	Sept '24 Feb '25 June '25
	<ul style="list-style-type: none"> <li>Pupil Support Diaries will show that we consider each child and young person as an individual with his/her own needs being catered for. The child friendly evaluations contained in the diaries will ensure pupils are active participants in discussions and decisions which affect next steps and future progress</li> </ul>	All Class Teachers Mrs Moore Mrs Gallacher EAST Staff	Ongoing
	<ul style="list-style-type: none"> <li>PASS data will show the progress across all factors as information is collated and discussed at PASS meetings</li> </ul>	R McKillop	As ASN Calendar of Meetings
	<ul style="list-style-type: none"> <li>A range of participation surveys and data collection relating to engagement in after school and lunchtime clubs will be collated and evaluated, with next steps identified with partners i.e. Active Schools</li> </ul>	A Stark J Ross C Wilson	Ongoing
	<ul style="list-style-type: none"> <li>School values trackers and House point visual display boards around the school will show continued focus to all children, parents, staff and visitors in relation to our ethos and culture and totals will be shared at monthly award assemblies</li> </ul>	House and Vice-Captains	Monthly

### Evidence of Impact against Outcomes for Learners:

- Continual development of our SES for 3.1: Ensuring Wellbeing, Equality and Inclusion will ensure all pupils feel valued and respected in line with the expectation of our recent Rights Respecting Schools Gold Award for our school and ECC
- Pupils will feel appropriately supported in relation to any HWB challenges and this will impact on confidence which will further support raising attainment
- The range of available supports will enable increased home-school links where appropriate and facilitate closing identified attainment gaps across all classes
- Regular parental workshops, conversations and opportunities to learn about school initiatives and developments of our rationale for supporting positive HWB will ensure a strong, continued sense of community where everyone cares and supports one another
- Enhanced tracking of HWB by means of planned and collegiate PASS/Pastoral meetings with the DHT and staff members will ensure all pupil wellbeing is considered throughout the academic year
- Our values based approaches to working with and a supporting each other as one school community will ensure all pupils feel happy, safe and secure in our school
- Our school community will have a shared understanding of wellbeing and in the dignity and worth of every individual, including all staff and partners
- Relationships across the school community will be positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*



<b>Improvement Priorities</b> <i>(Expressed as outcomes for learners)</i>	<b>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</b>  <b>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.</b>
--	--

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>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</li> </ul>	G Eccleston	Ongoing
<ul style="list-style-type: none"> <li>Embrace and utilise the school 150<sup>th</sup> anniversary celebrations as a unique opportunity to participate in community wide events across generations and families</li> </ul>	All Stakeholders	Sept-Oct '24
<ul style="list-style-type: none"> <li>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</li> </ul>	J Ross G Eccleston	Ongoing
<ul style="list-style-type: none"> <li>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</li> </ul>	G Eccleston	By May '25
<ul style="list-style-type: none"> <li>Maintain the excellent links with partners such as Hallhouse residential care in order to further enhance the inter-generational work as a means of developing skills for life and work</li> </ul>	J Ross	Ongoing
<ul style="list-style-type: none"> <li>Fully implement newly revised tracking and monitoring systems across the school, ensuring that new staff members are fully informed and trained appropriately and utilise this knowledge to support raising attainment across the school</li> </ul>	All Staff	Aug-Oct '24
<ul style="list-style-type: none"> <li>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</li> </ul>	J Ross F Conetta C Wilson	Aug '24 – April '25
<ul style="list-style-type: none"> <li>Further develop the relevance and quality of our Curriculum in line with our newly revised rationale and link this to the unique context of the school</li> </ul>	All Staff	Ongoing

<ul style="list-style-type: none"> <li>Maintain and enhance key relationships and Links with Loudoun Academy in relation to transition planning and meeting the needs of learners working on third level outcomes in relevant curricular areas</li> </ul>	J Ross	Oct '24 - Jun '25
---	--------	-------------------

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
PEF will be used to fund GL Assessment CDS suite to allow for robust tracking and monitoring of children's progress. This will act as an additional support in relation to professional judgement and moderation activities across the academic year.	<ul style="list-style-type: none"> <li>Continual development and gathering of evidence relating to self-evaluation summary paper for Quality Indicator 3.2: Raising Attainment &amp; Achievement and Securing Children's Progress (ECC) will take place across the session (with appropriate links to HGIOELC/Care Inspectorate revised publications)</li> <li>Pupils will be able to identify prior learning in relation to wider knowledge and skills for life. They will be able to discuss next steps in relation to future employment via growth mind-set activities which can be evaluated across the second level classes</li> <li>Our cohort trackers will be used to assess the impact and success in relation to raised attainment continuously over time</li> <li>Self-evaluation activities linked to our processes for tracking and monitoring will ensure consistently high standards and expectations for all learners in relation to attainment and achievement</li> </ul>	<p>J Houston</p> <p>All Staff &amp; Children</p> <p>J Houston</p> <p>All Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Oct '24 Feb '25 May '25</p> <p>As Q.A Calendar and Collegiate Calendar</p>

**Evidence of Impact against outcomes for learners:**

- Continual development of our SES for 3.2: Raising Attainment & Achievement and Securing Children's Progress (ECC) will help all children across the school in relation to achieving their full potential as all staff will be fully aware of the processes for tracking, monitoring and supporting children in their learning
- Partnerships created via the action points above will greatly enhance the variety in our curriculum, and this will motivate learners in relation to the world of work and development of skills for lifelong learning and employability.
- By increasing and building on the connections and partnerships made, we will further enhance the quality of relationships across the school community, this will significantly benefit our learners in the form of wider opportunities and meeting future potential employers
- Children will be able to lead learning in new areas and for our P7 pupils, this will greatly benefit transition to secondary school
- Relationships across the school community will continue to flourish for as pupils and families are given increased greater ownership and input in terms of sharing expertise that can add value to our curriculum design
- Pupils will have more opportunities to try different activities and learn new skills. Hence, they will become more independent and confident in terms of undertaking and taking on new challenges. This will build resilience ahead of transition and residential trips for the P7 pupils.
- Pupils will be able to identify their prior learning and become more confident in relation to setting targets and sharing their learning via digital platforms by using and managing their own e-portfolio content.
- Pupils' confidence when communicating and interacting with different generations will help them grow as individuals and allow them to put our school values in real-life contexts as they appreciate and understand different viewpoints and career opportunities. This will help them to become personally and socially adept through achieving a range of skills and attributes through a wide range of activities

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

## Fenwick PS and ECC: Summary of Improvement Plan 2024-25

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> <li>• All staff will continue to be involved in the various committee groups that run across the whole school</li> <li>• 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</li> <li>• 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 such as:</li> <li>• Continue to support staff with appropriate working time arrangements in relation to facilitating high quality engagement and delivery of all improvement and development work</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Ensure our collegiate calendar takes account of the newly revised strategic equity priorities for Literacy and Numeracy &amp; Mathematics (2024-25 versions developed by Mrs Elder and Mr McCallum)</li> <li>• Identify training opportunities from the strategic plans that will enhance our own knowledge of new resources that support high quality learning and teaching</li> <li>• Explore our revised plan in relation to phonics/spelling and link this to our newly purchased reading scheme</li> <li>• Consider new technological developments as appropriate for maximum impact i.e. awareness and use of A.I. for various purposes?</li> </ul>
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> <li>• 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</li> <li>• Create a refreshed playground charter that clearly defines the roles, responsibilities, expectations and privilege systems for all children in the school</li> <li>• 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</li> <li>• 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</li> <li>• Closely monitor attendance across the whole school and support identified families who may require support for specific reasons</li> <li>• Continue to increase the opportunities and experiences for all year groups in relation to sports and relate to the Sports Scotland Award framework</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Embrace and utilise the school 150<sup>th</sup> anniversary celebrations as a unique opportunity to participate in community wide events across generations and families</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>