

East  
Ayrshire  
Council  
Education  
Service

Establishment: **Fenwick PS  
& Early Childhood Centre**



**GOLD  
2025-27**



**RIGHTS  
RESPECTING  
SCHOOLS**

**unicef**

UNITED KINGDOM

**GOLD – RIGHTS RESPECTING**



**DIGITAL SCHOOLS**  
AWARDS SCOTLAND



We are a **Reading School**



**Gold**

CLEAN GREEN  
**SILVER**  
AWARD  
2024



Establishment  
Improvement  
Plan  
**2025-26**

<b>School Improvement Plan</b>	Fenwick Primary School and Early Childhood Centre
<b>Head Teacher</b>	Mr J Houston
<b>Date Submitted</b>	Submitted to Chief Education Officer on: 27.6.25

<b>School / Centre Vision and Values</b>	<b><u>Our Vision</u></b>
	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’!!
	<b><u>Our Values &amp; Aims</u></b>
	<b><u>Kindness</u></b>
	<b>Aim:</b> As an inclusive and caring whole school community, we show kindness in our friendships and relationships with others.
	<b><u>Ambition</u></b>
	<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.
	<b><u>Respect</u></b>
	<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.
	<b><u>Honesty</u></b>
	<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.

## Checklist

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.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	✓	Takes account of strategic priorities outlined in the Education Service Improvement Plan. <a href="https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf">https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf</a>	✓
Parent Council and Forum	✓	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. <a href="https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf">https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf</a> <a href="https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/">https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/</a>	✓
Teachers, practitioners and ALL school/centre staff	✓	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: <a href="https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/</a> CEF: <a href="https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/">https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/</a> SEF: <a href="https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/</a>	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
<b>Head Teacher / Head of Centre</b> <b>Signature:</b> Mr J Houston		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓

### **Pupil and parental strategic involvement**

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
<p>Following on from the success of our committee groups and associated rationale, we aim to continue and further develop this approach in 2025-26. All Primary 3 to Primary 7 pupils will be directly involved in setting the targets and timescales for delivery of each related action plan. Within each plan, there will be identified tasks for our ECC, Primary 1 and Primary 2 pupils, thus ensuring whole school involvement in relation to our school improvement cycle.</p> <p>Each action plan will be regularly shared with all stakeholders by means of showcase events in school and a range of other methods. The work of each group will be available for the whole community via a range of methods which will be developed as part of our revised digital literacy and technologies work.</p> <p>Children from across the school will also be involved in decision making via the forum of our Pupil Council and the HGIOURS group. These groups will gather information, opinions and evidence from pupils across the school in relation to school improvement priorities and the expectations detailed in the HGIOURS themes.</p>	<p>Parental involvement will be part of our committee work and our school improvement work via a range of curricular themed open days, topical events, celebrations and participation in specific activities across the ECC, whole school and individual classes.</p> <p>Parents will also have the opportunity to actively participate in our SIP showcase and evaluation session which will highlight our progress by means of a series of information stations, all linked to the priorities in our improvement plan.</p> <p>In addition, parent workshops will take place throughout the year with a focus on key aspects of partnership working relating to new developments and approaches to homework and assessment across the school.</p> <p>During parent evenings and open afternoons there will be a series of questionnaires and surveys to gather views on specific areas of development e.g. how we share information on class blogs, family learning opportunities and parental involvement in curriculum development.</p> <p>Our Parent Council will continue to share the views of the wider parent group and work in partnership with us to make decisions and plan events across the school year.</p>

## Community Plan East Ayrshire 2015 - 2030



**Together, in achieving our Vision, Partners will demonstrate:**

### **Effective leadership**

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

### **Collective ownership**

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

### **Good governance**

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

### **Democratic accountability**

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our  
Vision*

*"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

### **We will:**

- Promote lifelong learning.
- Promote equality and tackle inequality;
- Adopt a preventative approach;
- Ensure effective community engagement in the planning and delivery of local services;
- Utilise the strengths and resilience within communities;
- Drive efficiency and performance improvement;

## National and Local Priorities

### The Scottish Government's vision for education in Scotland:

- Excellence through raising attainment and improving outcomes
- Achieving equity

### Key priorities of the National Improvement

#### Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

### NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



### Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) –

Tackling the Poverty-Related Attainment Gap – Our Theory of Change

#### SAC organisers:

- Learning and teaching
- Leadership
- Families and communities

## East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
<b>1: Our Leadership</b>	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on 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 and centre.	<b>Priorities for 2023-26:</b> <ol style="list-style-type: none"> <li>1. Our children and young people feel respected, listened to and influence change</li> <li>2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people</li> <li>3. Our children and young people feel safe</li> <li>4. Our children and young people have the best start in life</li> <li>5. Our children and young people's mental health is improving</li> </ol>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Wellbeing</li> <li>• Fairness</li> <li>• Sustainability</li> </ul> <b>Action areas</b> <ol style="list-style-type: none"> <li>1. Youth voice and participation</li> <li>2. Lifelong learning and skills development</li> <li>3. Empowering communities</li> <li>4. Wellbeing and inclusion</li> </ol>
<b>2: Teaching and Learning Together</b>	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.		
<b>3: Our Wellbeing and Belonging</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>4: Our Attainment, Destinations and Achievements</b>	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

### Our Leadership - Improvement Priority:

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.

#### **Rationale:**

- 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
- 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

NIF key drivers:	School & ELC leadership			School & ELC improvement		
HGIOS4 QIs:	1.1	1.2	1.3	1.4	2.3	3.3
QF ELC:	3.1	3.2	4.1			
ESIP key priorities:	Y Teaching & Learning			N Our Wellbeing	Y Our attainment	
Outcomes for our Learners	Our Actions/Approaches/Interventions		PEF	Who	Measures	Review/Milestones
All staff will have access to high quality professional learning that supports their development to improve experiences and outcomes for children in our school and ECC	Agree relevant training calendar with partners such as TAP team, Educational Psychologists, Literacy and Numeracy Leads for EAC and through self-evaluation using joint framework for ECC and HGIOS4			Mr Houston Mrs McKillop Partners All staff as relevant (Sharing and cascading knowledge from CLPL)	Collegiate calendar SIP development & ongoing evaluation	Monthly staff meetings (1hr), monthly SIP development evenings (2hrs) and termly working group update sessions (x2 per term)
Provide increased continuity for learners across the ECC and School by sharing relevant CLPL and collegiate activities as a whole staff team. Include key national guidance such as HGIOS4 and the Revised Joint Framework for ECC's.	<p>Ensure all ECC staff maintain SSSC registration and relevant training records in relation to CLPL.</p> <p>Include key national guidance such as HGIOS4 and the Revised Joint Framework for ECC's as part of joint self-evaluation activities.</p> <p>Through collegiate activities, support new staff members in being fully aware of all recent policy developments and expectations</p>		✓	Mr Houston Mrs McKillop Mrs McKay Partners All staff as relevant (Sharing and cascading knowledge from CLPL)	PRD's FACE Reviews Working Groups	As per QA calendar and annual calendar for SIP collegiate evenings



	in relation to ethos, culture and school vision, values and aims				
To develop the leadership skills and knowledge of all learners in relation to both personal and school targets/priorities	Committee group application process for all sub-groups  Focus on wider achievement and academic attainment targets for all children		All children All staff	Committee group action plans with timescales, evaluations and next steps	Sharing assemblies and whole school showcase events in line with annual calendar
To promote independence and leading of learning by engaging all learners in the process of ongoing self-evaluation using the HGIOURS framework, in partnership with staff, parents and a range of school partners	Schedule of Pupil Council meetings  Working weeks for Committees  Group update assemblies  Establish new pupil HGIOURS group		All children All staff Parent groups Local Parish Leaders Covenanter Publication	HGIOURS group action plan will highlight progress and next steps	Detailed in action plan
Continue to develop and add to our Self-Evaluation Summary for 1.3: Leadership of Change to empower staff and children in relation to leading learning and having a key voice in school improvements that lead to positive outcomes.	Professional learning activities for all staff will be scheduled to ensure dynamic involvement of our SES for Q1 1.3  Committee group action plans  Showcase events and open evenings for parents		Mr Houston Mrs McKay All staff Pupils & Parents	Identified areas for improvement though planned self-evaluation will provide children with highly relevant opportunities and experiences which will be captured throughout the session.	
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.	Align to the 'Excellent Lesson' and 'Excellent Experience' models in school and ECC.  Build on the work done by our own 'Leaders of Learning' staff and updates from the EAC group who are further developing this work.		All staff EAC colleagues	Class observations ATM Meetings Peer visits/observations Learner conversations and target setting check-ins.	Ongoing and in line with QA calendar and collegiate development evenings.

### Teaching and Learning Together - Improvement Priority:

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.

#### Rationale:

- To maximise high quality planning for learning, teaching and assessment so that all pupils reach their full potential
- To support an appropriate balance of play pedagogy to support transitions from ECC to P1 and beyond

NIF key drivers:	Teacher & practitioner professionalism		Curriculum & assessment	Performance information		Performance information
HGIOS4 QIs:	1.3	2.2	2.3	2.5	2.6	3.3
QF ELC:	1.1	1.2	1.3	1.4	1.5	2.2
ESIP key priorities:	Y Our Leadership			N Our Wellbeing		Y Our attainment
Outcomes for our Learners	Our Actions/Approaches/Interventions		PEF	Who	Measures	Review/Milestones
Consider new technological developments and re-evaluate our Digital Schools policy as appropriate for positive pupil outcomes relevant to age and stage.	Develop awareness and use of A.I. and collaborative activities through new TEAMS platforms and utilise this to enhance learning across the curriculum.			Mrs Conetta All staff P3-P7	Increased use of these functions will be recorded and shared with other class groups and as part of Digital committee priorities.	See digital committee action plan with timescales for 2025-26.
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.	Use of e-portfolios for target setting/transition planning?  Use of class blogs and frequency of posts for every age and stage.  Use and management of Learning Journals in our ECC for sharing and passing on transition information.  Use of QR codes to support and provide access for all families in relation to outcomes.			All staff Parents All Pupils	Class Blogs  Parent Meetings  Learning Journals  Digital Committee Group action plans and evaluations	In-service day focus to agree focus and frequency for Term 1 & Term 2.  Evaluate timescales at end of Term 2. Amend as required for Term 3 and beyond.
Finalise our version of the 'Excellent Lesson' model and visual prompts for Fenwick PS and ECC. This will provide further consistency for pupils	Evaluate all work done during our initial collegiate meetings in relation to the 10 key elements and excellent lesson expectations.			All Class Teachers and ECC staff	Classroom observations and collegiate class visits  Teachers' professional discussions and judgements	In-service day programme Collegiate development sessions and workshops aligned to our annual calendar.

across the school in terms of the delivery of high-quality learning and teaching.	<p>Ensure all new staff are fully supported in terms of their understanding of the pedagogy being implemented.</p> <p>Share examples across the school of task boards and differentiation through 'stars' and 'chilli challenges'.</p>			<p>Learning conversations with children in ECC and school</p> <p>School and EAC attainment data e.g. GL, SNSA, Cohort Trackers, EAC T &amp; M system</p>	
<p>Interventions will be timely for all pupils and this will be facilitated by enhancing the quality of our data recording and analysis.</p> <p>This will support and challenge our thinking as a staff team in order to ensure all children meet their potential as learners.</p>	<p>Audit all current data that has been recorded.</p> <p>For all pupils, create a digital profile that is colour coded by using excel worksheets for all key data and assessment information.</p> <p>Create progress over time analysis for every learner that links to Attainment Tracking and Monitoring profiles discussed at tracking meetings.</p>		<p>Mr Houston Mrs McKillop Mrs Moore Mrs Gallagher Mrs McKillop Class Teachers</p>	<p>Pupil support diaries will highlight planning, delivery and evaluations relating to interventions, support, challenge and progress for identified pupils</p> <p>Attainment data and pastoral data will evidence improvement over time</p>	<p>Support Diaries – Weekly</p> <p>Pastoral and cohort data – Termly updates</p> <p>ATM Meetings – Termly</p> <p>Summative assessment data – Aligned with assessment calendar</p>
Upskill and provide CLPL for all staff in relation to newly sourced support and assessment materials for specific families and children through the partnerships with Edinburgh University and Education Scotland.	<p>Consult with relevant families in relation to the new materials and the roll out of these across different stages. This should include:</p> <ul style="list-style-type: none"> <li>• Culturally specific storybooks</li> <li>• Starter sacks for ECC – P2 children</li> <li>• Bespoke assessment packs and teacher notes relating to numeracy, reading and writing</li> </ul>		<p>RRS Lead as part of HWB (TBC)</p> <p>Literacy Working Group (Group TBC)</p> <p>Mr Houston STEP Partners TENET Partners</p>	<p>Use of specific self-evaluation tool (developed by TENET and STEP) will clearly inform progress with this set of actions and outcomes for identified learners.</p>	<p>Monthly updates by means of subgroup of literacy working party and RRS lead (combined action plan for this outcome).</p>
Further increase the focus and culture across the school in relation to attainment being fully prioritised to ensure the levels, professional judgements and learning journeys of all children are known, understood and evaluated accordingly.	<p>Ensure alignment and awareness of ongoing curriculum review initiatives both locally and nationally.</p> <p>Align our pedagogical approaches and excellent lesson model to EAC Leaders of Learning initiatives and NRIL ((National Response to Improving Literacy) &amp; NRIM (National Response to Improving Mathematics) where appropriate.</p>		<p>Literacy and Numeracy &amp; Mathematics working groups (Staff TBC) across school and ECC</p>	<p>Annual and quality assurance calendars will show increased focus on driving forward attainment.</p>	<p>In-service day activities and minutes of professional dialogue</p> <p>Collegiate calendar relating to SIP development and attainment focus will be provide all timescales</p>

## Our Wellbeing and Belonging - Improvement Priority:

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

### Rationale:

- To ensure a consistent approach to managing and supporting neurodiversity and children with specific diagnosed conditions
- To provide staff with the knowledge and confidence required to implement and share strategies for early intervention and prevention of wellbeing difficulties across the school and ECC

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carers involvement & engagement		Performance information
HGIOS4 QIs:	1.3	2.1	2.3	2.4	3.1	3.2
QF ELC:	1.1	1.2	1.4	2.1	3.1	4.1
ESIP key priorities:	N Our Leadership		Y Teaching & Learning		Y Our attainment	
<u>Outcomes for our Learners</u>	<u>Our Actions/Approaches/Interventions</u>		<u>PEF</u>	<u>Who</u>	<u>Measures</u>	<u>Review/Milestones</u>
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.	<p>Link relevant information to child plans and supports provided by school and EAST staff.</p> <p>Provide staff CLPL in relation to 'Keeping the Promise' and key elements of writing a high-quality child plan.</p> <p>Ensure all relevant information is recorded on relevant platforms and child plans link to Attainment Tracking and Monitoring profiles for cohorts.</p>			<p>Mrs McKillop</p> <p>Mrs Moore</p> <p>Mrs Gallagher</p> <p>EAST Staff</p>	<p>EAST Plans and Evaluations</p> <p>Pupil Support Diaries</p> <p>ASN Log</p> <p>Pastoral notes</p> <p>PASS data</p> <p>Presentations and tasks from CLPL sessions</p>	<p>Ongoing throughout the year but aligned to collegiate, quality assurance and assessment calendars.</p>
Ensure all pupils and families are aware of the risks and dangers relating to cyber safety and the use of digital technologies as appropriate to age and stage. The outcome for all learners will be increased digital literacy and knowledge to benefit and support learning.	<p>Formation of digital committee to identify key priorities, actions, partners and timelines.</p> <p>CLPL for staff delivered by partners of national groups (via TEAMS)</p> <p>Workshops for parents and families as relevant to age and stage of pupils e.g. Vex go, Minecraft Education and use of A.I.</p>			<p>Mrs Conetta</p> <p>Digital Committee</p> <p>EAC Partners</p> <p>National CLPL Opportunities</p>	<p>Evaluation of action plans</p> <p>Evidence of CLPL visits and on-line participation (children and adults)</p> <p>Transition visits with Education Group partners from Loudoun Academy</p>	<p>Termly evaluation of action plans.</p> <p>In-service day training days and CLPL calendar.</p> <p>Transition programme and calendar for upper school pupils.</p>

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 for all children across the school and ECC	<p>PASS factors and interventions are known and understood by all staff</p> <p>Create an in-house system for sharing parent concerns around assessment requests or information relation to diagnosis of conditions</p> <p>Provide time for pastoral conversations between relevant staff to ensure a shared understanding of challenges and required supports.</p>	✓	<p>Mrs McKillop (Lead)</p> <p>All staff</p>	<p>Records of PASS and pastoral meetings</p> <p>PASS Data</p> <p>Child Plans and alignment with PASS factors and interventions</p>	<p>Termly meetings with DHT</p> <p>GL Assessment Calendar for PASS (2 per session)</p> <p>ASN and Child Plan meetings planned in line with EAC policy or as required</p>
Ensure all families are aware of the range of supports available in and out with school to support positive outcomes for all children.	<p>Sharing of information leaflets, events and updates from relevant partners locally and nationally.</p> <p>Clear signposting to relevant EAC and school frameworks e.g. Anti-bullying and Positive Relationships policies.</p>		<p>Mrs McKillop</p> <p>Mr Houston</p> <p>Mrs Stark</p> <p>Mrs Handling</p>	<p>Participation trackers in relation to interventions and supports e.g. exchange counselling, parent/staff workshops and evidence of relevant meetings to discuss/ explore relevant information</p>	Ongoing
Ensure appropriate focus is given to meeting needs of children who have neurodevelopmental needs such as Autism, ADHD and related social, emotional and behavioural needs.	<p>Revise and update our school ASN policy and procedures to align with EAC and national policy/research.</p> <p>Develop and share strategies that are successful across the school and ensure timely and appropriate consultation with parents and families in line with the above.</p>		<p>Mrs McKillop (Lead)</p> <p>All staff as relevant to classes and individual pupils.</p>	<p>Revised ASN policy document</p> <p>Minutes of parental meetings</p> <p>Pupil support diary and child plan outcomes and evaluations</p>	<p>Revised policy by October 2025</p> <p>Other work ongoing across the session</p>
Maintain the range of physical education and sport related experiences and outcomes for all children as part of the expectations of a Gold Sports Scotland accredited school.	<p>Continue to embrace links with Vibrant Communities and partner groups who have visited the school e.g. table tennis, gymnastics, cricket, skiing, netball, football, multi-sports, rugby and lawn bowls.</p> <p>Immerse the annual Health Week programme across the school year.</p>		<p>Mr Houston</p> <p>Miss Cunningham</p> <p>Mrs Murphy</p> <p>Parent Volunteers</p>	<p>Termly programme of events, school timetables and extra-curricular activity programmes for all stages</p> <p>Visits from specialists to provide taster sessions</p>	To be planned with partners across the school session
Continue to ensure children lead key elements of supporting HWB in a range of ways and maintain expectations of being a Gold Rights Respecting School.	<p>Sanitary Samurais &amp; Wellbeing Bees</p> <p>RRS Pupil Group &amp; Pupil Council</p> <p>Buddy Programme</p> <p>Sports Captains and House Leaders</p> <p>Digital Mini-mentor activities</p>		<p>Mrs Ross</p> <p>Miss Cunningham</p> <p>Mrs Conetta</p>	<p>Weekly timetables</p> <p>Committee group action plans</p> <p>Playground rotas</p> <p>Leadership rotas for pupils</p>	Ongoing throughout the session.

### Our Attainment, Destinations and Achievements - Improvement Priority:

Further develop our knowledge in relation to wider achievement and attainment to improve outcomes for all children at Fenwick Primary School and ECC and strive to ensure equity in relation to experiences planned and delivered for all children and families.

#### Rationale:

- Improve learner attainment and achievement at all levels by utilising and analysing all formative and summative data available, both internally and externally









NIF key drivers:	School & ELC leadership		Parent/carer involvement & engagement		Curriculum & assessment		Performance information	
HGIOS4 QIs:	1.3	2.2	2.3		2.6	2.7		3.3
QF ELC:	1.3	1.5	2.2		3.2	4.1		4.3
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		N Our Wellbeing			
<b>Outcomes for our Learners</b> Maintain and further develop approaches to reading as part of fulfilling the expectations of a Gold Reading Schools Scotland school. Consider additional funds required for final top up of Bug club and novel study packs for all classes.	<b>Our Actions/Approaches/Interventions</b>  Fully embed the additional reading scheme resource packs and associated tasks in school and as part of homework.  Continue to focus on maintaining a ‘reading culture’ across the school by utilising novel study packs for upper school pupils.  Ensure mobile library links continue as part of enjoyment for reading and finalise the development of our reading garden area, clubs and mobile trolley for reading across the school.  Explore the use of Giglets as an additional approach to delivering reading in school and consult with parents in relation to homework tasks and additional purchases.		<b>PEF</b>	<b>Who</b>  Mrs Ross Literacy Group Parent Volunteers Class Teachers	<b>Measures</b>  Attainment Tracking and Monitoring profiles/ Class and peer observations  GL Assessments in Reading, Spelling and PT English  SNSA Assessments & Quest Tests  Formative assessment and teacher judgement  Feedback from parent groups and pupil led groups e.g. HGIOURS and Pupil Council		<b>Review/Milestones</b>  See QA Calendar for timelines and frequency of monitoring.  See assessment calendar as evidence of summative assessment programme.  See Assessment at Fenwick PS and ECC rationale document for approaches to feedback, formative and peer assessments	
Further develop staff knowledge of improved assessment tools to support data analysis and identify gaps in learning. This will ensure all learners are	GL Literacy and Numeracy programme updates should be explored as part of staff collegiate activities. This should include STEP assessment resources and teacher guides		✓	Literacy and Numeracy/Mathematics groups (TBC at In-service days Aug 2025)	Collegiate activities and professional dialogue  Linked reports for cohorts and individual pupils will be		As above	











<p>suitably supported and challenged.</p> <p>Consider and implement approaches to ensure an appropriate balance of play pedagogy across Early level.</p>	<p>Combination reports for individual pupils will be utilised to inform planning for high-quality learning and teaching, linked to the excellent lesson model.</p> <p>Refresh approaches to monitoring and sharing quality observations as part of ECC and P1 pedagogy.</p>		<p>Mrs McKay ECC Practitioners Miss Stevenson</p>	<p>supported by pupil support diary evaluations and approaches to cater for all learners expressed the excellent lesson model.</p> <p>Link ECC and School QA calendars as appropriate.</p>	
<p>Enhance the quality and relevance of our digital literacy and knowledge to empower and prepare all children in relation positive destinations and achievement.</p>	<p>Enhance A.I. knowledge and awareness to benefit learning and teaching.</p> <p>Undertake Vex-Go training as part of staff CLPL with Heriot Watt University.</p> <p>Roll out the Vex-Go programme for the children in P7.</p>		<p>Mrs Conetta Miss Cunningham Mrs Ross</p>	<p>Progress will be evident through the Education Scotland self-evaluation tool: High Quality Digital Learning, Teaching and Assessment.</p> <p>Also evident by means of the digital committee action plan and evaluations.</p>	<p>Termly evaluations</p> <p>Sharing assembly updates (termly)</p>
<p>Maintain and enhance key partnerships 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</p>	<p>Consult and explore resources and approaches used to challenge learners who are exceeding in relation to achievement of a level data.</p> <p>Work in partnership with secondary colleagues and education group schools to ensure transitions are well planned and relevant to all children.</p>		<p>Mr Houston Mrs Ross Mrs McKillop Mrs Edgerton (Loudoun Academy DHT)</p>	<p>Attainment data in second level and transition stages will show increase across all data sets.</p>	<p>Ongoing across the school session.</p>
<p>Further develop the relevance and quality of our Curriculum in line with the national review and link this to the unique context of the school and interests of the children at Fenwick PS and ECC.</p>	<p>Redirect the focus of themed weeks such as Health Week to deliver a more immersive curriculum in relation to:</p> <p>Visiting specialists' inputs that are linked to progressive learning outcomes e.g. Sports, musical theatre, world of work partnerships and STEM activities</p> <p>ECO Schools and Clean Green priorities e.g. G Burns partnership and individual class projects.</p>		<p>Mrs Eccleston Miss Caldwell</p> <p>All staff</p> <p>Partner contact list and booking template (shared with all staff)</p>	<p>Digital evidence folders will be created to show the change of approach as part of our cycle of improvement planning.</p> <p>Class Blogs</p> <p>Revised digital planning folders and evidence packs</p>	<p>Ongoing across the year to link with work being done in classes and levels in school and ECC.</p>

Embed and thread the range of learning experiences for all classes across the curriculum and throughout the school year.	<p>EAC partnerships supporting garden and school grounds development.</p> <p>Parental partnerships, talks and presentations in relevant areas of expertise.</p> <p>Intergenerational learning activities with the residential care setting in our village.</p>			<p>Curricular assessment data and wider achievement evidence</p> <p>Feedback from partners and visitors</p>	
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## Summary of Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<p><b>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.</b></p> <p style="text-align: center;"></p> <p>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.</p> <p style="text-align: center;"></p> <p>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.</p> <p style="text-align: center;"></p> <p>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.</p> <p style="text-align: center;"></p> <p>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.</p>	<p><b>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.</b></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>

Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
<p><b>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.</b></p>  <p>We aim to ensure a consistent approach to managing and supporting neurodiversity and children with specific diagnosed conditions.</p>  <p>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.</p>  <p>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.</p>  <p>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.</p>  <p>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.</p>	<p><b>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.</b></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>We will maintain and further develop approaches to reading as part of fulfilling the expectations of being a Gold Reading Schools Scotland school. This will include consulting with pupils and parents when utilising funds for any additional top up of Bug club and novel study packs for all classes.</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>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>We will refocus themed weeks such as health and science weeks, to deliver a more immersive curriculum across the whole school year.</p>

