

Standards and Quality Report
2025-26

Fenwick Primary School & Early
Childhood Centre



Establishment Context

Fenwick Primary School and Early Childhood Centre is situated in the village of Fenwick, a historic village situated in East Ayrshire. We are approximately 4 miles north-east of Kilmarnock and 18 miles south-west of Glasgow. A significant area of Fenwick is designated as a conservation area, preserving the much-appreciated character of the village for the future.

Facilities in Fenwick compliment village life, with fantastic outdoor spaces for young people to play and explore. Historically, the economy of the Fenwick area was based on quarrying and weaving. The most recent figures show that Fenwick has a significantly lower rate of unemployment than East Ayrshire or Scotland as a whole. Self-employment in Fenwick is higher than in Scotland as a whole, per rate of population in the village. Recent housing developments in the area have increased the population and more developments are planned.

Our School and Early Childhood Centre are small to medium in size, rural and non-denominational. In session 2025-26 we had 6 classes in the school. This is reflective of a continued rise in the school roll. The Early Childhood Centre has a registered capacity of 29 children. Approximately 29% of our children live in outlying areas close to the village and a number travel to school by taxi.

At the time of writing, the school roll projection for next session is estimated at 128 pupils in the Primary School. This is the highest roll for many years and brings the school closer to reaching fully capacity in some stages.

Data from the Scottish Index of Multiple Deprivation (SIMD) isn't truly reflective of the school and ECC profile. Due to the semi-rural nature and location of some of the family homes, they either don't register on the scale, or they are not typical of that decile when compared to urban areas. From our own data gathering, we can say that approximately 12% of the school roll live within SIMD Deciles 0- 3, with the vast majority residing in deciles 6 and above. Whilst there are some correlations between attainment and SIMD deciles, we know other factors have more of an impact in cases of low attainment.

We have worked hard to identify these gaps and are actively engaging with partners nationally in terms of furthering our knowledge of specific groups and how we can support them. Staffing in the school has remained consistent this session and many of the developments of the last 3 years are becoming firmly embedded in our practice across the school. The strong sense of collegiate working and the development of key priorities have been recognised in our last two East Ayrshire Council learning visits, which have been extremely positive.

After a period of significant challenge, staffing in the Early Childhood Centre has been more settled this session. Our previous Care Inspection resulted in grades of 'Very Good' (5) across all areas of the 'full' inspection. We had had several major successes in relation to last sessions priorities, but we still feel there is capacity to improve in our ECC and indeed our school. These areas will be our focus as part of the 20206-27 improvement plan.

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>	Improvement Priority <i>(Expressed as outcomes for learners)</i> 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: - 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	Education Service Improvement Plan 1: Our Leadership We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.
Our Leadership		
Progress and Impact	➤ All new staff members now 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, thus impacting on the high levels of consistency and culture across the school ➤ Learners benefitted across the ECC and School through increased sharing of relevant CLPL and collegiate activities as a whole staff team. This included key national guidance such as 'The Promise' and the revised Joint Framework for ECC's/School Inspections ➤ Through continued work in committee groups all children showed confidence when leading their own learning, explaining key aspects of their work to younger groups and guiding them through challenges set across the year ➤ Through collegiate activities, new staff members became fully aware of all recent policy developments and expectations in relation to ethos, culture and school vision, values and aims. This was highlighted by ongoing work when further developing our in-house moderation processes	
Next Steps	➤ High quality professional learning undertaken by staff (in line with PRD's and SIP) will lead to meaningful outcomes and experiences for children in our school and ECC ➤ Continue to drive a culture of joint working between ECC and Primary as and when appropriate to further enhance the strong transition processes between ECC and Primary 1 ➤ Continue to develop and add to our Self-Evaluation Summary for identified quality indicators in line with reviewed HMle inspection processes ➤ Further increase pupil involvement in relation to leading learning and having a key voice in defining what an 'excellent lesson' means to them in relation to their age and stage ➤ Track and monitor attendance in line with revised local authority and national priorities and initiatives as a 'leadership for all' approach ➤ Work with parent council, identified groups and wider school community to further promote good attendance and maintain relevant data sets to evidence impact	

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority (<i>Expressed as outcomes for learners</i>) 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: - 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	Education Service Improvement Plan Priority 2: Teaching and Learning Together Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.
Teaching and Learning Together		
Progress and Impact	➤ Understanding of play pedagogy has increased again this year and this being implemented in P1 has supported children's transitions and learning across the session ➤ By sharing examples of task board models utilised for lessons, consistent approaches to differentiation have been evident and supported through 'stars' and 'chilli challenge' approaches at relevant stages ➤ An audit of all current data led to increased understanding for staff in terms of identifying gaps to support and challenge children as appropriate to their attainment levels. Following our audit, every child had a digital profile created. These were colour coded by using excel worksheets for all key data and assessment information and set up for easy access and recording of summative assessment information going forward ➤ Relevant families have been consulted in relation to the new materials and the roll out of these across different stages such as culturally specific storybooks, starter sacks for ECC – P2 children and digital sacks for school leavers ➤ Enhanced use of digital technologies in our upper school has resulted in positive approaches to learning and peer assessment e.g. TEAMS collaboration groups and coding programmes	
Next Steps	➤ Further develop approaches in ECC and School when utilising digital technology. This will ensure all families and children are clear and can play an active part in progress being made e.g. Blogs/Learning Journals/Teams ➤ Agree principles of the 'Excellent Lesson' model and visual prompts for Fenwick PS and ECC across the school ➤ Participate in the National Improving Writing Programme and track impact for identified stages in the school and fully embed the newly revised spelling approaches developed last session to improve outcomes in literacy ➤ Re-establish STEM as a school committee group that aligns with Curriculum Improvement Cycle developments ➤ Re-evaluate the handover information to align with the timescales and information included in Attainment Tracking and Monitoring/Reporting to Parents	

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Improvement Priority (<i>Expressed as outcomes for learners</i>) 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 - 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	Education Service Improvement Plan Priority 3: Our Wellbeing and Belonging We want all of our young people to feel supported by people who know them well and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.
Our Wellbeing and Belonging		
Progress and Impact	➤ The formation of our digital committee drove key priorities across the year and provided children with a range of skills that were utilised across the curriculum ➤ Workshops for parents and families as relevant to age and stage of pupils were delivered throughout the year e.g. Literacy & Numeracy Open afternoons as well as celebration of learning assemblies and sharing our SIP priority workshops ➤ Staff were able to use PASS evaluations to support child planning and as a means of ensuring high quality pastoral care for all children across the school and ECC, in partnership with parents ➤ Pupil leaderships groups impacted positively on relationships across the school and classes, including the ECC. Example of this were the Sanitary Samurais, Wellbeing Bees, RRS Pupil Group, Eco Group, Pupil Council, ECC and P1 Buddy Programme, Sports Captains and House Leaders ➤ Wider achievement assemblies, House Assemblies and Award assemblies showed in increased participation in relation to school after school clubs and activities undertaken out with school. The record of awards and nominations is good evidence of this	
Next Steps	➤ Continue to increase knowledge relating to meeting needs of children who have neurodevelopmental conditions such as Autism, ADHD and related social, emotional and behavioural needs across the school and ECC ➤ Children, staff, families and all stakeholders at Fenwick PS and ECC will benefit from being fully aware of 'The Promise' and any relevant supports that are needed ➤ Launch the e-guardians initiative across the school and ECC to further promote cyber safety ➤ Continue to promote pupil voice in a range of ways and maintain expectations of being a Gold Rights Respecting School	

	➤ Maintain the expectations of a Gold Sports Scotland accredited school across all ages and stages, including our Early Childhood Centre	
Improvement Priority (Expressed as outcomes for learners)	<u>Improvement Priority (Expressed as outcomes for learners)</u> 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: • Improve learner attainment and achievement at all levels by utilising and analysing all formative and summative data available, both internally and externally	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.
Our Attainment, Destinations and Achievements		
Progress and Impact	➤ The additional reading scheme resource packs and associated tasks purchased as part of PEF ensured all children had access to appropriate reading books at a timely pace both in school and as part of homework ➤ Continued focus on maintaining a 'reading culture' across the school was positively maintained by providing a wider range of novel study packs for upper school pupils as part of PEF investment ➤ Further enhancement of our mobile library links continued as part of enjoyment for reading and this also enhanced independence in terms of choice and genre of the titles chosen ➤ The use of technology-based platforms significantly increased the level of motivation and interest for the majority of pupils in relation to using Giglets, Nessy, Sumdog and Polynino (ECC). This also supported more meaningful homework activities for many children	
Next Steps	➤ Continue to develop the strategies and expectations of being a Gold Reading Schools Scotland by taking part in relevant local and national projects and competitions ➤ Participate in the National Literacy and Illustration Book launch and development for Pledge Schools as part enhancing prospects for positive destinations and achievement ➤ Continue to develop partners within our community as part of inter-generational working across the school and ECC in line with developing communication and life skills for all children ➤ Continue to support and build links within our locality to promote community growth and sustainability e.g. local shops, church, garden groups, community council, Gala committee and other relevant sports groups	

Pupil Equity Fund: Evaluation

<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
To inform planning, identifying gaps in learning and monitor progress, funding was used to purchase additional assessment materials in the form of the GL Assessment Complete Digital Solution Suite.	This has greatly enhanced the quality of the feedback on learner progress and achievement, which in turn has supported teacher judgement and allowed for meaningful, informed planning of key interventions for several children. This includes those who require additional challenge as they have been shown to be clearly exceeding in terms of age and stage.	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 whole school dashboard data which is available to view at all times. Next session, there are additional features being onboarded as part of the package
Increased range of reading books for lower to middle classes and novel study packs for upper school children as part of PEF funding	The remainder of our PEF was utilised to increase the range of books at specific levels, thus allowing us to provide equity for all learners and consistency of resource. Previously, we didn't have sufficient numbers of books at each level and this was also the case with novel study books.	The wider range of available texts has enhanced the quality of reading as we chose titles that were motivating for children and in many cases, also linked to particular topics, therefore offering a cross-curricular alternative. Our data sets are available to view as these include specific groups who were able to utilise culturally specific books, hence we have two sets of data to reflect our approaches and their culture.

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

*The evaluations above are subject to self-evaluation activities via the joint framework for Care Inspectorate and HMIE. As yet, with the joint framework still relatively new, we have not managed to do this as a full staff team, but it will be built into our Quality Assurance Calendar for 2026-27.

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

*The evaluations above are subject to self-evaluation activities via HGIOS? 4, but with HGIOS? 5 being released midway through next session, we will be planning to undertake a baseline self-evaluation to cross-reference feedback from our current quality assurance processes and recent learning visit.

Establishment Capacity for Improvement
Across our school and ECC we believe there is a strong capacity for improvement. Whilst we have achieved many of our priorities, there are some which are still a work in progress e.g. STEP/TENET partnership working, attendance for specific groups and the other key priorities detailed in the improvement plan for 2026-27. As a medium sized school and small sized ECC, we work hard to support new staff so that our previous work and development priorities are fully shared. This allows them to implement good practice early in the roles at Fenwick PS and ECC. This will be another key element to maintain next session as we will again have new staff joining the team. Next session we will be aiming for re-accreditation as we try to maintain our status as an RRSA Gold, Reading Schools Gold and Eco Schools Green Flag school. This will require work to be prioritised as part of our committee groups, in partnership with all relevant stakeholders. Driving attainment and attendance for some minority groups in our school will be another key area of focus and our partnerships with various national groups and organisations will allow us to move this forward even more. This session, we received a school learning visit and an ECC Local Authority audit from Senior Managers in East Ayrshire and we were delighted with the positive outcomes and feedback. We will work on all items discussed in relation to this visit as a way to continue making very good progress across all areas of our school and ECC.