

East Ayrshire Council
Education and Skills

Fenwick Primary School
& Early Childhood Centre



unicef
UNITED KINGDOM

GOLD – RIGHTS RESPECTING



**GOLD
2025-27**



We are a **Reading School**



DIGITAL SCHOOLS
AWARDS SCOTLAND

**Establishment
Improvement Plan 2026-27**

School Improvement Plan	Fenwick Primary School & Early Childhood Centre
Head Teacher/Head of Centre:	Mr J Houston
Date Submitted	Submitted to Chief Education Officer on: 26.6.26

School / Centre Vision and Values	<u>Our Vision</u>
	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’!!
	<u>Our Values & Aims</u>
	<u>Kindness</u>
	Aim: As an inclusive and caring whole school community, we show kindness in our friendships and relationships with others.
	<u>Ambition</u>
	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.
	<u>Respect</u>
	Aim: We respect ourselves and others at all times. Everyone takes pride in our school, recognising and celebrating our differences in everything we do.
	<u>Honesty</u>
	Aim: 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. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	✓
Parent Council and Forum	✓	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	✓
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: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
Head Teacher / Head of Centre Signature: 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.	✓

Child and Parental Strategic Involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2026-27, please describe below how parents will be involved in decisions relating to the operation of the school/centre
Following on from the success of our committee groups and associated rationale, we aim to continue and further develop this approach in 2026-27 by incorporating different sub-group priorities. To align with our class structure and make the process manageable and proportionate to our curriculum, our P4 to P7 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 children and pupils in our P1-3 stages, thus ensuring whole school and ECC involvement in relation to our school improvement cycle. 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 our bulletin boards and displays in and around the school. Children from across the school will also be involved in decision making via the forum of our Pupil Council and Parent Council joint working groups.	Parental involvement will be part of our committee work and in 2026-27 we will aim to have parents working directly with community partners in some of our groups. As we develop aspects related to the Curriculum Improvement Cycle, there will be a range of opportunities for whole school and class partnership working. Parents will once again have the opportunity to actively participate in our School Improvement Planning workshop events, and this will inform and add value to our planning in terms of the range of partnerships and shared aims being targeted. 'Meet the Teacher' information sessions will provide the basis for work within each of our classes, and this will link to topic work and pupil interest. Our Parent Council will continue to share the views of the wider parent group and work in partnership with us to address and inform the wider community in relation to key targets and initiatives e.g. attendance

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:
1: Our Leadership	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.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	Outcomes: • Growth • Wellbeing • Fairness • Sustainability Action areas 1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion
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.		
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.		
4: Our Attainment, Destinations and Achievements	We want the very best for all 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 the skills and knowledge of all staff and children by means of providing meaningful leadership opportunities that link to staff professional development and impact for pupils.

Rationale:

- To ensure staff Professional Learning and Development aligns with personal targets and shared aims, therefore adding value to the whole team and impacting positively on the experiences of 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
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	• A strong culture of self-evaluation will be evident across the collegiate calendar. • Relevant training will be agreed in partnership with Educational Psychologists, Literacy and Numeracy Leads for EAC • In-house sharing of good practice in relation to CIC, HGIOS4/5 and Care Inspectorate/HMIE Joint Framework for ECC's			Mr Houston Mrs Kirkwood Partners All staff as relevant (Sharing and cascading knowledge from CLPL)	Collegiate calendar SIP development Learning Visits ECC Audit Information	Monthly staff meetings (1hr), monthly SIP development evenings (2hrs) and termly working group update sessions (x2 per term)
Continue to drive a culture of joint working between ECC and Primary as and when appropriate and this will further enhance the strong transition processes evident in our ECC/School community	• Ensure all ECC staff maintain SSSC registration and relevant training records in relation newly established Professional Development processes • Provide dedicated time for ECC and P1/2 staff to work in partnership e.g. planning and transition programmes			Mr Houston Mrs Kirkwood Partners All ECC and P1/2 staff	PRD's FACE Reviews Working Groups Self-evaluation outcomes Parental feedback	As per QA calendar and annual calendar for SIP collegiate evenings

	Through collegiate activities, support new staff members in being fully aware of all recent policy developments and expectations 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 will be evident across the school	Sharing assemblies and whole school showcase events in line with annual calendar
Continue to develop and add to our Self-Evaluation Summary for identified quality indicators in line with reviewed HMIE inspection processes and further involve children in relation to leading learning and having a key voice in the embedding of an excellent lesson	- Professional learning activities for all staff will be scheduled across the year in relation to self-evaluation against key QI's - Consultation and development activities planned in each class will develop pupil voice in relation to what an excellent lesson means to them		Mr Houston Mrs Kirkwood All staff	Children's voice will be strong and understanding of pedagogy and learning styles will be observed throughout the session. Measurable by means of CAT4 and PASS Assessment Calendar	Consistent and relevant visuals around the school SES summary in line with Joint framework and HGIOS? 5 (Jan 2027)
Further enhance pupil confidence when leading their own learning and provide them with tools and approaches to support next steps and progress.	- Align to the 'Excellent Lesson' and 'Excellent Experience' models in school and ECC. - Revisit Pupil Support Diary methodology to track and monitor pupil progress in line with changes to available supports		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.
As a 'Leadership for All' approach, all stakeholders will be involved in raising the profile of the importance of good attendance at school.	- Align priorities, messages and visuals with local and national improvement work on attendance - Link in with education group partners and adapt our expectations to our unique context		All Staff Parent Council Loudoun Ed Group STEP TENET Larkhall Partnership	Undertake joint work with parent council to agree range of approaches Work with external partners to support attendance in line with cultural awareness	Range of data sets across the school Newly agreed visuals and parent prompts Meeting outcomes from STEP group

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 fully embrace the use of digital technologies to support learning across the school

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 Build on initiatives undertaken in 2025-26 to introduce new skills and different technologies to more pupils in our school.	Our Actions/Approaches/Interventions • Further utilise the VEX-GO resources to develop coding and STEM based skills and knowledge • Introduce this to younger children in the school in 2026-27 by means of children leading learning and mentoring • Shae and upskill knowledge in relation to Nessy, Sumdog and other digital learning platforms		PEF	Who Mrs Ross Mrs Reid Mrs Eccleston	Measures Increased use of these functions will be recorded and shared with other class groups and as part of Digital/STEM based committee work and revised curricular timetabling of resources	Review/Milestones See digital/STEM committee action plan with timescales for 2026-27.	
Further increase the consistency of 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.	• ECC will use blogs on a more frequent basis, and this will align with school in terms of and frequency and style (where relevant) • Enhance range of communication tools used for identified families when sharing updates and news • Continue to use Learning Journals in our ECC for sharing and passing on transition information and fully involve P1 staff as part of the			All staff Parents All Pupils Mrs Clark	Class Blogs Evidence Learning Journals posts and evidence Digital Committee Group action plans and evaluations involving ECC staff and children	Annual and Collegiate Calendar will show evaluations and next steps throughout the session.	

	transition programme and handover of information				
Agree principles of the 'Excellent Lesson' model and visual prompts for Fenwick PS and ECC across the school, based on discussion and feedback from Learning Visit in February 2026. This will provide further consistency for pupils across the school in terms of the delivery of high-quality learning and teaching.	- Evaluate all work done and consider individual class models and common themes that should be maintained - Support new staff members in the use of embedded methodologies used in learning and teaching at various stages e.g. task boards and differentiation through 'stars' and 'chilli challenges'.		All Class Teachers and ECC staff	Classroom observations will align with teachers' professional discussions and judgements Learning conversations with children in ECC and school School and EAC attainment data e.g. GL, SNSA, Cohort Trackers, EAC T & M system	In-service day activities to consult and agree methodology for the session ahead.
Interventions will be timely for all pupils and this will be facilitated by enhancing the quality of our data recording and analysis. This will support and challenge our thinking as a staff team in order to ensure all children meet their potential as learners.	- Maintain the progress over time analysis for every learner in our school as part of cohort tracking that links - Agree on final format for Attainment Tracking and Monitoring profiles and teacher handover files to ensure best use of teacher time		Mr Houston Class Teachers	Revisit use of Pupil support to show impact of interventions Amend handover and ATM timescales as required Attainment data and pastoral data will evidence improvement over time	Support Diaries – Weekly Pastoral and cohort data – Termly updates ATM Meetings (TBC) Summative assessment data – Aligned with assessment calendar
Continue to explore newly sourced support and assessment materials for specific families and children through relevant national partners	Consult with relevant families in relation to the new materials and the roll out of these across different stages. This should include: - Culturally specific storybooks - Starter sacks for ECC – P2 children - Bespoke assessment packs and teacher notes relating to numeracy, reading and writing		RRS Staff (TBC) Mrs Linford (CVO) Mr Houston STEP Partners TENET Partners	Minutes of STEP meetings TENET resource bank Partnership working and timescales with Lanark/Larkhall project workers	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.
Fully embed the newly revised spelling approaches developed last session. Align this with professional judgements for children that are moderated, understood and evaluated accordingly.	- Plan collegiate session to create a fully embedded spelling policy - Work with D McMahon on National Improving Writing Programme and link this to spelling progression where appropriate		Mrs Ross Miss Stevenson Mrs Reid Miss Caldwell Mrs Eccleston	Additional self-evaluation activities and moderation of levels will be evident through collegiate work Literacy (Further info to be added in new session via EAC updates)	Collegiate calendar relating to SIP development and attainment focus will be provided all timescales

Our Wellbeing and Belonging - Improvement Priority:

To ensure a consistent approach to managing and supporting neurodiversity and children with specific diagnosed conditions across our whole school and Early Childhood Centre

Rationale:

- 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
- To ensure that every child in the school is fully supported by upskilling our staff where required

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carer 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	
Outcomes for our Learners	Our Actions/Approaches/Interventions		PEF	Who	Measures	Review/Milestones
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 across the school and ECC.	- Liaise and work with partners in Educational Psychology and EAST to organise relevant training for staff in relation to new guidance on staged Intervention and Child Planning with EAC - Participate in training delivered by partners to enhance knowledge for all staff (NAIT) - Further increase knowledge of SCERTs and related approaches when supporting children in our ECC			Mrs McKillop (Lead) All Staff Mrs Callaghan	PASS 1: P1-P3 Pupils PASS 2: P4-P7 Pupils Data ranges will be in Green Zone for at least 7 of the 9 PASS Factors	Training and development calendar for all staff will provide feedback PRD check-ins and evaluations of SIP development will show progress across the session
Children at Fenwick PS and ECC will benefit from staff being fully aware of 'The Promise' and any relevant supports that are needed.	Provide staff CLPL in relation to 'Keeping the Promise' and key elements of writing a high-quality child plan that delivers the required outcomes			Mrs McKillop (Lead) Mrs Moore Mrs Gallagher ECC/Teaching Staff	Attendance & Attainment Info will show progress for targeted children Workshop activities from Development sessions	As planned via collegiate, quality assurance and assessment calendars.

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.	- Continue next steps from this year's digital committee as part of STEM/Digital in 2026-27 - Development session for staff as appropriate in relation to AI and digital safety (CEOP Webinars) - Launch of e-safety guardians across school and ECC		STEM/Digital Committee EAC Partners National CLPL Opportunities Staff TBC	Evaluation of action plans Evidence of CLPL visits and on-line participation (children and adults) Further transition activities with school partners who will be attending Loudoun Academy	Termly evaluation of action plans. In-service day training days and CLPL calendar. Transition programme and calendar for upper school pupils.
Ensure all families are aware of the range of supports available in and out with school to support positive outcomes for all children.	- Sharing of information leaflets, events and updates from relevant partners locally and nationally. - Clear signposting to relevant EAC and school frameworks e.g. GROW Together, Anti-bullying and Positive Relationships policies.		Mrs McKillop Mr Houston Mrs Stark Mrs Handling	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	Exchange counselling and ASN Log columns to be updated as required
Maintain the expectations of a Gold Sports Scotland accredited school across all ages and stages, including our Early Childhood Centre	- Continue to embrace links with partner groups who have visited the school e.g. table tennis, gymnastics, cricket, skiing, netball, football, multi-sports, rugby and lawn bowls. - Consider specific Health Week activities this session involving ECC		Mr Houston Mrs Wilson Mrs Murphy Parent Volunteers	Termly programme of events, school timetables and extra-curricular activity programmes for all stages Visits from specialists to provide taster sessions	To be planned with partners across the school session
To work on a meaningful range of experiences that fully support transition for all children	- ECC staff and P1 teachers to co-design the transition programme for session 2026-27 - Involve all relevant stakeholders by means of various activities - Arrange ECC staff visits to P1 to further support transition planning		Mrs Wilson Mrs Conetta Mrs Kirkwood Caven	Parental feedback Feedback from children	Relevant timescales evident in transition plan timescales and key dates with P1 staff
Continue to promote pupil voice in a range of ways and maintain expectations of being a Gold Rights Respecting School. Share staff interest and expertise to further support HWB approaches	- House/Vice Captains Wellbeing Bees - RRS Pupil Group & Pupil Council - ECC/P1 Buddy Training - Sports Captains - STEM mentors - Transition planning from ECC to P1 - Drumming Activities for HWB		Mrs Ross Mrs Wilson Mrs Conetta Mrs Ramage Mrs Canning Mrs Caven Mrs Borland	Weekly timetables Committee action plans Playground rotas Leadership rotas for pupils	Ongoing throughout the session.

Our Attainment, Destinations and Achievements - Improvement Priority:

Provide a Curriculum at Fenwick PS and ECC that promotes equity and links to the unique context of our school, thus ensuring all learners are given opportunities that support lifelong learning and the development of key skills for work

Rationale:

- Provide learning experiences that are meaningful and motivating for all learners in a way that prepares them for life and work beyond school
- Improve learner attainment and wider 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		
Outcomes for our Learners	Our Actions/Approaches/Interventions		PEF	Who	Measures	Review/Milestones
Continue to develop the strategies and expectations of being a Gold Reading Schools Scotland. Such approaches will challenge learners who are exceeding in relation to achievement of a level data and support those who require additional exposure to reading for enjoyment	• Continue to plan mobile library visits • Work with identified parents and CVO partners to develop outdoor reading garden areas • Revisit the use of reading books as part of learning at home • Identify upper school novel set			Mrs Ross Parent Volunteers Class Teachers	GL Assessments in Reading, Spelling and PT English SNSA Assessments & Quest Tests	See assessment calendar as evidence of summative assessment programme.
Utilise all forms of assessment as part of collegiate activities to support learners across the school and identify support and challenge required.	• Explore new tools within GL Complete Digital Solution to support moderation and professional dialogue relating to ACEL • Utilise the STEP assessment resources and teacher guides			School/ECC Assessment & Planning Working Group	Assessment and moderation peer groupings and shared activities at each working level to cover ECC	Stanine overviews and GL dashboard statistical analysis
Participate in the National Literacy and Illustration Project for Pledge Schools as part enhancing prospects for positive destinations and achievement.	• Liaise with project leads and partner schools to create the new book alongside the author and team of illustrators			Mr Houston Mr R O'Neill (Partner) STEP Partners CVO Partners	Progress will be evident through 'Pledge School' self-evaluation tool.	Termly evaluations

Continue to extend key partnerships with Loudoun Academy in relation to transition planning and meeting the needs of learners working on third level outcomes in relevant curricular areas	- Consult and explore resources and approaches used to challenge learners who are exceeding in relation to achievement of a level data. - Work in partnership with secondary colleagues and education group schools to ensure transitions are well planned and relevant to all children.		Mr Houston Mrs Ross Mrs McKillop Mrs Edgerton (Loudoun Academy DHT)	Attainment data in second level and transition stages will show increase across all data sets.	Ongoing across the school session.
Work with partners to enhance our curriculum offer at key transition stages and other stages as appropriate	- Explore the Digital sacks technology programme for school leavers - Further explore the use of starter sacks and termly additions to support ECC pupils - Work with parents to explore all additional communication methods that support children and families		Mrs Duncan (Edin Uni) Mrs Linford (CVO) EAC Partners Other LA Partners	Aim to increase pupil uptake in relation to digital sacks to >70% of all identified school leavers	Ongoing work with STEP and TENET through termly meetings and participation in policy making
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.	- Plan a calendar of events with local residential providers to allow engagement with ECC children - Continue to build links with partners and business groups to provide activities and opportunities that promote community growth and sustainability e.g. local shops, church, garden groups, community council, Gala committee, Fenwick Striders and other relevant sports groups		Mrs Callaghan Mrs Kirkwood Parent Council Mr Houston Mrs Eccleston Mrs Ross	Increased range of activities will be evident through wider achievement tracker Feedback via community hubs and visitors comment book	In line with annual calendar (specific dates TBC)

Summary of Improvement Plan Directly Linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
➤ 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 HMIE 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	➤ 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 ➤ 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
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
➤ 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	➤ 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