



Fenwick Primary School Education Service Action Plan for Improvement Summary for Parents & Carers (September 2017)

The Education Service Action Plan was developed in response to findings from the inspection of Fenwick Primary School which took place between the 22nd and 26th May. This summary is intended to give parents an overview of improvement priorities and actions outlined to achieve them.

The summarised inspection findings (SIF) note the following:

Particular Strengths

- The impact of the newly appointed headteacher in creating a clear sense of direction for the school.
- Friendly, capable children who are eager to learn and ready to take more responsibility for their own learning.
- Effective partnerships with parents and the local community which offer potential for further enhancement of the school.

Agreed Areas for Improvement

- In order to raise attainment and achievement for all, the school should use its three-year strategic plan to improve all areas of the curriculum.
- Develop staff's skills in tracking and monitoring of children's progress, making effective use of all relevant data.
- Improve learning, teaching and assessment as a priority, ensuring an appropriate level of pace and challenge for all.
- Develop leadership across the school, particularly through the roles of class teachers and the contribution of children.

The current iteration of the full Education Service Action Plan is available for parents to view at <https://www.east-ayrshire.gov.uk/EducationAndLearning/Schools/Our-schools.aspx>

To address the areas of improvement, the school will be supported by the following officers and teams:

- ***Strategic Education Group Manager/Loudoun Education Group***

Ian Burgoyne is the school's link manager to the Loudoun Education Group and reports directly to the Head of Education; the SEGM will work closely with the Head Teacher, as well as the group's two Executive Head Teachers (*Linda McAulay-Griffiths, Loudoun Academy and Kirsty Doncaster, Darvel Primary School*), to coordinate Education Group support and moderation activities with the school. This new formalised structure means that Fenwick can draw extensively on the range of experience and expertise across the group including the sector leading approaches to data usage and management developed by Loudoun Academy. The SEGM will be in school regularly (at least once a week) to liaise with the Head Teacher and to monitor progress of the action plan.

- ***East Ayrshire Improvement Team***

Led by a highly experienced Education Quality Improvement Manager, the team draws on the expertise of former Head Teachers and Senior Managers; the team will be supporting Fenwick Primary on an ongoing basis with an officer assigned to the school with responsibility for specific actions from the plan.

- ***Scottish Attainment Challenge Team***

Officers from the authority's attainment challenge team will be working collaboratively with the school in coordinating planning and support, appropriate strategies and interventions, to raise attainment in the key areas of literacy, numeracy and health and well-being across all stages.

- ***East Ayrshire Support Team (EAST)***

EAST work collaboratively with the school to provide effective support for children with additional support needs to help them achieve their individual targets and reach their full potential. The team supports the development and implementation of whole school approaches to effective teaching and learning and offers specialist support where this is required.

- ***Educational Psychological Services***

The Educational Psychologist team can work with children with learning difficulties, sensory and physical impairments, social and emotional difficulties, and communication difficulties. Much of their work is done in partnership with parents, schools and other agencies, such as speech and language therapists, school doctors and social workers.

- ***Health & Well-Being Development Team***

Fenwick will be supported by designated officers through coaching and modelling of good practice to enhance the provision of Health & Well-Being across the school.

- ***Education ICT Coordinator***

Supporting the school through the delivery of training to staff and the provision of appropriate resource, the ICT coordinator will work with teachers to ensure digital skills are being embedded in every child's learning experience.

Section 1: Leadership

<p>Inspectors identified that the Head Teacher “has made a strong start to driving improvements in the school. Working with staff and parents she has begun to develop a clear vision for improving Fenwick Primary School.”</p> <p>Inspectors stated that: “Staff share a clear commitment to ensuring equity and excellence for all children. This now needs to lead to positive impact on children’s learning experiences and attainment”.</p> <p>Inspectors found that the Head Teacher’s “effective leadership is beginning to promote a culture of self-evaluation and collaborative leadership at all levels. The school is still some way from having effective processes of self-evaluation in place.”</p>	<p>Our commitment to parents/carers and learners is that we will:</p> <p>By December 2017</p> <ul style="list-style-type: none"> • Ensure the life and ethos of the school reflects its vision, values and aims. Developed through Head Teacher, staff and pupils working together and implemented in day-to-day work of the school. Evidenced through self-evaluation. <p>By May 2018</p> <ul style="list-style-type: none"> • Using the revised school improvement plan (June 2017), reflect on developing practice in literacy, numeracy and health and well-being, and measure the impact of this developing practice through self-evaluation processes, feedback, surveys and baseline assessments. <p>By October 2017</p> <ul style="list-style-type: none"> • Complete baseline assessments in literacy and numeracy across P2-P7 with P1 ELLAT diagnostic assessments undertaken in October 2017. <p>By December 2017</p> <ul style="list-style-type: none"> • Implement a robust pupil monitoring and tracking system with completion by the end of session 2017-18 across all stages. Attainment data can be scrutinised to plan future interventions to support learners.
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Section 2: Learning, Teaching & Assessment

<p>Inspectors identified that “at all stages, children show an eagerness to learn. They are respectful and attentive when teaching is well-paced and interesting. Children are keen to contribute, and polite and articulate when working on their activities.”</p>	<p>Our commitment to parents/carers and learners is that we will:</p> <p>In this session (introduced in January 2017)</p> <ul style="list-style-type: none"> • Use formal learning conversations and target setting across all stages. Once agreed and set, targets will be shared with parents. <p>In this session</p> <ul style="list-style-type: none"> • Ensure teachers plan learning experiences that are appropriately challenging, enjoyable and suit learners’ needs and interests. Measured
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Inspectors commented that “children have only very limited opportunities to show their capacity to contribute actively to learning. Almost all lessons are dominated by teaching which lasts too long, losing children’s interest and expecting only passive compliance from them.”

Inspectors noted that “the new headteacher has introduced an important element of professionalism to staff’s experiences, encouraging them to undertake aspects of practical research to identify improvements in learning and teaching.”

Inspectors identified that “tasks and activities are not consistently well chosen and many are drawn from outdated resources which have no connection or relevance to children’s experiences. Too many learning activities are whole-class, failing to meet individual children’s needs”

Inspectors commented that most learners “show good independence in learning, where activities give them responsibility to make choices or decisions, or to lead on aspects of their own learning. Children show positive skills in organising and managing tasks, and they respond well to problem-solving challenges.”

through scrutiny of forward planning, classroom observation, records of target setting conversations, monitoring and tracking meetings and assessment data.

From September 2017

- In collaboration with leads from the Scottish Attainment Challenge, establish a Coaching and Mentoring programme to support teachers which uses approaches to lesson planning and evaluation based on the ‘gold standard’ lesson.

Ongoing throughout the session

- Develop teachers’ understanding of progression and achievement of a level through training and moderation activities. Impact evidenced through professional needs analysis discussions, classroom observations, moderation meetings.

From September 2017

- Use the ‘Transforming Learning Tool Kit to support teachers in the evaluation and design of their curriculum to ensure it reflects Curriculum for Excellence design principles with initial focus on literacy, numeracy and health and well-being.

From September 2017

- Ensure curriculum planning is scrutinised to ensure experiences and outcomes are covered. Programmes in English language and mathematics updated to support children to progress at a rate consistent with their capacity to learn. Home learning provision reviewed to ensure tasks are challenging, engaging and appropriate.

Section 3: Ensuring Well-Being, Equality and Inclusion

<p>Inspectors identified that “in almost all of the learning observed, there is evidence of positive relationships and respectful interactions between staff and children.”</p> <p>Inspectors commented that “the school now needs to develop better approaches to delivering programmes across the curriculum to ensure that all children acquire the knowledge, skills and understanding to keep them safe, healthy and achieving.”</p> <p>Inspectors noted that “staff are alert to the needs of children and prompt to respond to any issues which arise. A range of support strategies are in place to identify and address issues. Staff share a good knowledge of those children who may face barriers to learning.”</p> <p>Inspectors identified “a need to develop further children’s understanding of the wellbeing indicators and use these to help them assess their progress and identify areas for development.”</p>	<p>Our commitment to parents/carers and learners is that we will:</p> <p>By June 2018</p> <ul style="list-style-type: none"> • Develop a shared rationale of Health and Well-Being developed with pupils, parents, staff and partners that reflects the school’s vision, value and aims. <p>By October 2017</p> <ul style="list-style-type: none"> • Increase staff knowledge and understanding of the well-being web through training and used to establish accurate baseline for HWB to inform planning and teaching. <p>By June 2018</p> <ul style="list-style-type: none"> • Establish a PATHs programme to promote alternative thinking strategies; evidence of regular and consistent discussion with learners regarding their health and well-being in school. <p>Ongoing throughout the session</p> <ul style="list-style-type: none"> • Measure the impact of interventions and alter provision as required; teachers supported to input into children’s individual learning plans. <p>By June 2018</p> <ul style="list-style-type: none"> • Introduce Rights Respecting School; teachers and ensure teachers can access training to embed nurture principles in the classroom. <p>By June 2018</p> <ul style="list-style-type: none"> • Increase the focus on the transfer of appropriate information between teachers regarding the learning needs, attainment and achievement of all learners.
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Section 4: Raising Attainment & Achievement

<p>Inspectors identified that “the headteacher has introduced more effective approaches to tracking children’s progress and attainment, and staff have undertaken appropriate professional learning. These important steps have not yet resulted in the school having reliable assessment evidence on children’s progress.”</p> <p>Inspectors stated that “the evidence of inspection indicates substantial scope for raising children’s attainment significantly in English language and literacy and numeracy and mathematics.”</p> <p>Inspectors noted “almost all children demonstrate appropriate confidence in social interactions with peers, staff and visitors. Almost all show good qualities relating to positive citizenship, interacting well with other children, sharing resources willingly and showing concern for others’ welfare”</p> <p>Inspectors found that there was “no clear evidence of effective rewards or incentives systems in classes or across the school which would add value in motivating children to aspire to higher achievement.”</p>	<p>Our commitment to parents/carers and learners is that we will:</p> <p>By October 2017</p> <ul style="list-style-type: none"> • Undertake an audit of existing resources; outdated materials replaced and resources for literacy and numeracy improved. <p>From September 2017</p> <ul style="list-style-type: none"> • Implement ‘Active Literacy’ introducing higher order thinking skills and questioning and ensuring appropriate challenge for every learner. <p>From September 2017</p> <ul style="list-style-type: none"> • Ensure learners are applying literacy and numeracy skills more frequently across the curriculum. <p>This session</p> <ul style="list-style-type: none"> • Ensure staff can undertake moderation activity with partner schools from the Loudoun Education Group to inform teacher judgement and measure the impact of this through attainment data, classroom observations, external and internal moderation. <p>By June 2018</p> <ul style="list-style-type: none"> • Revise the school Assessment Policy and fully implement it in session 2017-18. <p>By October 2017</p> <ul style="list-style-type: none"> • Use data provided through baseline assessments in September 2017, to inform planning and appropriate intervention. <p>By June 2018</p> <ul style="list-style-type: none"> • Ensure children have a clear idea of their strengths and next steps. <p>This session</p> <ul style="list-style-type: none"> • Continue monthly Achievement Assemblies and monitor and track extra-curricular activities to ensure all learners have equity of success and achievement.
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