

## **FENWICK PRIMARY SCHOOL**

### **EDUCATION SERVICE ACTION PLAN IN RESPONSE TO INSPECTION REPORT – September 2017**

#### **Introduction.**

Fenwick Primary School was inspected between the 22<sup>nd</sup> and 26<sup>th</sup> May 2017. Following the inspection Education Scotland's evaluations for Fenwick Primary were as follows:

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>weak</b>
<b>Raising attainment and achievement</b>	<b>weak</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

The action plan looks to provide the school with a template for improvement and identifies individual improvement points and recommended actions for improvement from the summarised inspection findings and their current status as part of the school response to inspection.

To assist the school in achieving this Action Plan the following officers and teams will support:

Strategic Education Group Manager

Loudoun Education Group

East Ayrshire Improvement Team

Scottish Attainment Challenge Team

East Ayrshire Support Team (EAST)

Educational Psychological Services

Health and Well-Being Development Team

ICT Co-ordinator

### HGIOS 1.3 Leadership of Change

Theme	Area for improvement	Action Steps	Progress	Key Drivers	Timescale	Impact measures
1. Developing a shared vision, values and aims relevant to the school and it's community	Ensure that the agreed vision, values and aims for what the school is trying to achieve is implemented in the day-to-day work of the school.	<p>Ensure the vision/values/aims are implemented in the day-to-day work of the school.</p> <p>Further work with staff/pupils/ parents/ stakeholders and the community will be undertaken to ensure the vision, values and aims reflect the need for planning for continuous change</p>	The HT, staff and pupils have worked together to develop meaningful vision, values and aims. A digital consultation has been carried out through the school app with all stakeholders to agree these.	HT, SMT, all Staff and stakeholders.	April 2017	<p>The life and ethos of the school reflect the vision, values and aims. This is evidenced through a range of self-evaluation processes.</p> <p>Pupil questionnaire Parent and partner questionnaire</p> <p>Information sessions/pupils involvement in the village/workshops/parental engagement events/school website –class pages</p>
2. Strategic planning for continuous improvement.	<p>Ensure effective processes of self-evaluation are in place across the school.</p> <p>Ensure that the strategic planning for improvement reflects the areas for improvement identified in the recent HMIE Inspection Report and the school's self-evaluation processes.</p>	<p>Develop more effective involvement of stakeholders in evaluating and agreeing improvement priorities and ensure that progress is evaluated through more explicit and measurable improvements in outcomes for learners.</p> <p>Creation of a revised school improvement plan which reflects more accurately the priority next steps in the school's development and the careful strategic pacing of improvements in a timeline that enables the school to make up lost ground.</p>	<p>A 5 year cycle of engagement with HGIOS 4 is in place. Self-evaluation is becoming an integral part of all relevant learning experiences, for example evaluation of Masterclasses, school questionnaires and baseline surveys.</p> <p>A revised school improvement plan (SIP) has been devised which reflects the school's developing pedagogy in literacy and numeracy. It also sets out plans for improving resilience and well-being for all pupils. The priorities in the SIP are supported by the Pupil Equity Fund plan.</p>	HT, Principal Teachers, all staff and stakeholders.	<p>June 2017</p> <p>May 2017</p>	<p>Impact of self-evaluation processes Feedback Surveys Baseline Assessments</p> <p>Impact of SIP Priorities as clearly detailed in the revised SIP.</p>

	<p><b>All staff need to develop and participate in more rigorous approaches to monitoring and evaluating practice.</b></p>	<p>Senior leaders need to work with all staff to develop awareness of the range of data which can be used to inform planning and tracking and monitoring procedures.</p> <p>All staff need to develop skills in gathering and analysing information from which to judge the impact on children's learning.</p> <p>Following baseline assessments, rigorous monitoring and tracking system will be fully implemented across all stages by end of session 2017-18.</p> <p>Build on existing practice to develop and implement school approach to moderation.</p> <p>In-Service – planning of a moderation task / Education Moderation Group.</p>				<p>Evidence of staff being reflective practitioners and engaging in effective evaluation. Staff using a range of robust and reliable data (day to day, periodic and points of transition) to judge the impact on children's learning. (link to 3.2 Raising Attainment)</p> <p>2017/18 National Standardised testing roll-out.</p>
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## HGIOS 2.3 Learning, Teaching and Assessment

Theme	Area of Improvement	Action Steps	Progress	Key Drivers	Timescale	Impact Measures
<b>1. Learning and Engagement</b>	<b>Ensure children have opportunities to make choices and decisions and lead and contribute actively to their learning.</b>	<p>Teachers introduce formal learning conversations and target setting with all pupils. These targets focus on literacy, numeracy and health and well-being. Targets are set and shared with parents.</p> <p>Teachers plan learner experiences that are appropriately challenging, enjoyable and well matched to learners needs and interests. This is set out in the guidance for the 'Gold Standard Lesson'</p> <p>Progressively develop skills for lifelong learning and work.</p>	Key skills are being established through the development of Masterclasses and good links have been made with the wider community. The next steps are to ensure these opportunities are relevant, purposeful and that skills development is well planned and progressive.	HT, SMT and All Staff.	Introduce Term 2 2017	Scrutiny of forward planning, classroom observation PLPs, records of target setting conversations. Monitoring and tracking meetings. Assessment data. Feedback from local and national moderation. Pre and post staff questionnaires on AifL and Achievement of a Level.
<b>2. Quality of Learning and Teaching</b>	To develop high quality learning and teaching across the school.	<p>Establish a teacher coaching and mentoring programme to support joint planning and the delivery of high quality learning experiences in literacy and numeracy.</p> <p>Inform and introduce a consistent approach to the 'gold standard' lesson and ensure all staff use this as the basis of lesson planning and evaluation.</p>	Planned with the Scottish Attainment Challenge Managers.	HT, Staff, Improvement Team Scottish Attainment Challenge teacher.	September 2017	Lesson observations, Collegiate quality assurance activities as detailed in the school calendar.

<b>3. Effective use of Assessment</b>	<b>Staff require to extend their professional skills to be confident and competent in assessing children's progress and attainment across the curriculum.</b>	Develop teachers understanding of progression and achievement of a level through CLPL, discussion and moderation activities. Access to appropriate training opportunities as part of staff CLPL informed by a Professional Needs Analysis process. Revisit all aspects of Assessment is for Learning(AifL)	National resources and approaches to develop assessment in learning have been introduced but require to be embedded within the school.	HT and all teaching staff, Improvement Team manager.	CLPL by Claire Mullen on AifL. 20/09/2017	Professional Needs Analysis discussions. Moderation meetings. Evidence of AifL in classrooms through observations. Planning for learning.
<b>4. Planning, Tracking and Monitoring.</b>	<b>All staff need to develop and participate in more rigorous approaches to monitoring and evaluating practice and use all data effectively to bring about improved outcomes.</b>	Supported by the local authority the school will develop a systematic approach to monitoring and tracking learner progress in line with, national, local authority and the schools approaches to assessment.	The Head Teacher has introduced a system for monitoring and tracking progress and achievement. The wide range of data collected is used as an agenda for professional discussions with staff individually and collectively to inform professional judgements and to ensure the needs of all pupils are met.	HT and all teaching staff.	As detailed in the schools monitoring calendar.	Scrutiny of attainment data. Information used to plan future interventions through universal and targeted support.

## HGIOS 2.2 Curriculum

Theme	Area for Improvement	Action Steps	Progress	Key Drivers	Timescale	Impact Measures
<b>3. Learning Pathways</b>	The school should continue to build a curriculum rationale which is shared and understood by all stakeholders	The school, in partnership with the local authority, will develop a strategic overview of the totality of the curriculum to ensure a shared understanding of the purpose and design of the curriculum. The curriculum will reflect the local context and the CfE design principles.	An introductory presentation on Inter-disciplinary learning (IDL) was given to staff. Staff are now considering what aspects of the curriculum could be best delivered through IDL. This will help inform strategic overview planning.	HT, SMT, teachers, support staff and stakeholders.	This is a long term area for improvement that will be addressed systematically across the four context for learning.	Curriculum planning scrutiny, coverage of the experiences and outcomes, evaluations of IDL, class observations, discussion with children and teachers. Consultation with parents.
	The school, as a priority, and with strong support from the local authority, needs to develop high quality provision for all areas of the curriculum and the programme of development should be clearly set out in the school's intended three-year improvement plan from August 2017	The school will use the Transforming Learning Tool Kit help them in evaluating their curriculum and in designing their curriculum. This will help prioritise developments and inform the 3 year plan.	Literacy, Numeracy and Health and Wellbeing have been made priorities in the SIP.		GLOW overview training 20 <sup>th</sup> October.	
	The school should provide a comprehensive, purposeful timeline for developing all other areas of the curriculum, appropriately paced to deliver pupils' entitlement in full, within the timescale of the three year plan.	The school should ensure an initial focus on literacy, numeracy and health and wellbeing, with effective use of digital technologies to underpin learning.  Programmes in English language and mathematics will be require updated to support children to	An audit of digital needs undertaken by all staff. Training and guidance delivered by EAC ICT Co-ordinator.  Staff attended training on the Active Literacy Programme. The authority provided resources to allow for this programme		May 2017 onwards	

		<p>progress at a rate consistent with their capacity to learn and to ensure appropriate pace and challenge is in place for individual children.</p> <p>In partnership with the authority the school will develop and provide a high quality progressive programme in Health &amp; Well-Being which meets children's needs more fully in core entitlements.</p> <p>Through the COACH programme children in P6 and 7 will participate in the John Muir Award</p> <p>Staff, pupils and parents will review the homework provision to ensure tasks are challenging, engaging and appropriate.</p> <p>A home learning policy will be implemented and evaluated across all stages in session 2017/18.</p>	<p>to be implemented across the school.</p> <p>Staff have been provided with new literacy and maths planners to enable them to plan for progression and better meet the needs of all learners.</p> <p>The school has appointed a Health and Wellbeing Co-ordinator to liaise and work closely with the local authority Development Officers to develop and implement the Health and Wellbeing Programme.</p>			
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### HGIOS 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Theme	Area for Improvement	Action Steps	Progress	Key Drivers	Timescale	Impact Measures
<b>1.Wellbeing</b>						
	<p><b>Staff need to track and monitor health and wellbeing and demonstrate improved outcomes for children.</b></p> <p><b>Staff should systematically analyse the impact of specific intervention strategies so that good practice can be shared effectively across the school.</b></p> <p><b>The school 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.</b></p>	<p>Work with parents, partners and staff to agree on a shared rationale for health and wellbeing that best meets the needs of its community and reflects the school's vision, values and aims.</p> <p>Staff to be provided with training to develop and extend skills on the wellbeing web. Outputs from well-being web used to establish baseline for HWB to inform planning for learning and teaching.</p> <p>Paths Programme established to promote alternative thinking strategies.</p> <p>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>New arrangements to be established to ensure steps are taken to measure the impact of interventions and alter provision as required. Teachers will be</p>	Workshop on sexual health and relationships.	HT, SMT, All Staff and Stakeholders.	May 2017	<p>Information from the Well Being Web.</p> <p>Feedback from workshops.</p> <p>Discussions with pupils regarding their well-being in school.</p> <p>Questionnaires.</p> <p>Tracking of health and well-being data.</p>



	<b>The school needs to ensure children's prior learning and experiences are taken into account and that explicit links are made between other areas of work.</b>	supported to input into children's ILPs.				
<b>3.Inclusion and Equality</b>	<p><b>The school should explore further development of a whole-school approach to promoting positive relationships.</b></p> <p><b>Build on existing practice around supporting children at points of transition and plan further curricular programmes to promote learning continuity</b></p>	<p>Educational Psychologist to provide nurture training on embedding nurture principles in the classroom</p> <p>Rights Respecting Schools to be introduced.</p> <p>Procedures for transitions between stages focus on the transfer of appropriate information between teacher regarding the learning needs, attainment and achievements of all pupils.</p>	<p>Staff session on EAC Relationships Policy to allow staff to reflect on what we need to stop doing? What we need to start doing?</p> <p>1/2/3 Magic support from EAST Team.</p>		<p>Training confirmed for 5.9.17 from EAST</p>	<p>Teacher assessment folders.</p> <p>Number of behaviour referrals.</p> <p>Discussions with pupils regarding their well-being in school.</p> <p>Questionnaires.</p>

### HGIOS 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Theme	Area for Improvement	Action Steps	Progress	Key Drivers	Timescale	Impact Measures
<b>1. Attainment in Literacy and Numeracy</b>	<b>To raise attainment in English Language and Literacy and Mathematics and Numeracy.</b>	<p>Undertake an audit of existing resources. Improve resources in literacy and numeracy, to replace outdated materials and to support high expectations.</p> <p>Children need to experience significantly more effective programmes, ensuring progression pathways correlate more closely with children's needs and abilities.</p> <p>Through the implementation of Active literacy introduce Higher Order Thinking Skills and Questioning to ensure appropriate challenge for all.</p> <p>Staff should ensure more frequent opportunities for children to apply literacy and numeracy skills across the curriculum.</p> <p>Review the school's approaches to home learning to ensure high quality literacy and numeracy activities</p> <p>Children need more effective support in developing skills in finding and using information in a variety of texts and for different purposes.</p>	<p>Some numeracy resources have been ordered in line with recommendations from the Numeracy Manager.</p> <p>New planners for numeracy and mathematics have been introduced. These set out a clear progression of skills and will help with the pace of learning.</p> <p>Staff have attended CLPL in Active Literacy and Number Talks to enable them to implement the new approaches.</p> <p>Coaching and modelling lessons planned with the Scottish Attainment Challenge teacher for literacy.</p> <p>CLPL in Number Talks planned.</p> <p>Literacy and Numeracy Leadership Groups established in session 2017-18.</p>	HT, SMT, All Staff.	September 2017 onwards.	<p>Attainment data.</p> <p>Classroom monitoring.</p> <p>External and internal moderation.</p> <p>Baseline data.</p>

		<p>Children need more opportunity to apply their writing in contexts which are more relevant and meaningful to them.</p> <p>Staff need to provide experience of a wider variety of genres, and opportunities to write about personal experiences to enrich children's learning and improve their technical skills in writing</p> <p>Baseline holistic assessments will be carried out for all pupils to inform teacher judgements and monitor progress.</p> <p>Staff to undertake moderation activity with partner schools from Loudoun Education group.</p>				
<b>2. Attainment over Time</b>	<p><b>To increase the range of good quality data, of a range and type necessary to judge accurately children's progress and attainment in literacy and numeracy over time.</b></p> <p><b>To develop staff expertise to provide consistently accurate judgements of children's</b></p>	<p>School Assessment policy to be revised and implemented in session 2017-18.</p> <p>Undertake a range of available assessments to include PM Benchmarking, Quest (P3), ELLAT (P1); East Ayrshire Literacy &amp; Numeracy Diagnostic Assessments; Schonell Spelling.</p> <p>Supported by the SAC Team, Staff to undertake training sessions based on materials selected from the National Improvement Hub</p>	Schonell Spelling assessments undertaken. GL assessments in literacy and numeracy ordered.			<p>Scrutiny of the range of data available. Moderated materials. Benchmarking data from comparator schools.</p>

	<p><b>achievement of appropriate levels.</b></p> <p><b>There are important gaps in children's breadth of attainment and depth of understanding, with respect to achieving a Curriculum for Excellence level</b></p> <p><b>Teachers should engage in a structured programme of moderation activities to ensure continuity and progression across all levels.</b></p>	<p>regarding achievement of a level.</p> <p>Through discussion and target setting ensure children have a clear idea of their strengths and next steps and they know their selves better as learners.</p> <p>Staff will fully participate in the EAC Moderation processes.</p>				
<b>3. Overall quality of learners' achievements</b>	<b>To introduce effective rewards or incentives systems in classes or across the school which would add value in motivating children to aspire to higher achievement.</b>	<p>Introduction of Achievement Assemblies in session 2017-18.</p> <p>In consultation with the school community an incentive system will be devised and implemented.</p>		HT, SMT, All Staff,	September 2017	Comments/ideas from children, parents and partners used to shape the incentive system.
<b>4. Equity for all learners</b>	<b>To gather information on children's achievement beyond</b>	Staff will track participation at extra-curricular opportunities to ensure all children have equity of success and achievement		HT, SMT, All Staff and stakeholders.		Information from achievement assemblies, extra-curricular and life and

	<b>school to help ensure there are no barriers to participation.</b>					work of the school and wider community is recorded and analysed to ensure equity.
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