



Fordbank Primary School  
&  
Flexible Learning Resource  
School Improvement Plan  
2023/24

# Planning framework

As part of Children's Services, Fordbank Primary & FLR has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

## **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education.**
- 2. improve attainment, particularly in literacy and numeracy.**
- 3. close the attainment gap between the most and least disadvantaged pupils.**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

## **Pupil Equity Funding**

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

## Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

### Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
--	---	--	--	---

## **Our Vision, Values and Aims**

### **Vision**

Fordbank Primary provides a safe, nurturing and stimulating environment in which all pupils are supported to reach their potential to lead fulfilling and happy lives. We actively promote a sense of belonging through our trusting relationships and community partnerships and have high expectations for our learners.

### **Values**

Our values are at the centre of our practice and chosen by our school community.

**Hope, Equity, Achievement, Respect and Teamwork**

### **Aims**

At Fordbank we aim to:

1. Create an inclusive ethos that fosters healthy, happy children and celebrates wider achievements.
2. Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all
3. Enable and encourage pupils to be actively engaged in and leading their own learning
4. Fostering and nurturing opportunities that develop successful partnerships with families and our wider partners and school community.
5. Promote a sense of responsibility, tolerance, resilience and co-operation within our school community.
6. Ensure that all children are aware of the opportunities in the wider world of work.

### Who did we consult?

To identify our priorities for improvement, we sought the views of our stakeholders, namely our children, parents and carers. We used a variety of methods of getting the views of those who are involved in the life and work of Fordbank Primary including:

<p style="text-align: center;"><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• In-Service days</li> <li>• Curriculum Development sessions</li> <li>• Regular children's progress/target-setting meetings.</li> <li>• Attainment and GIRFEC meetings</li> <li>• Evaluation of the service using How Good Is Our School (HGIOS 4)</li> <li>• Regular review of School Improvement Priorities</li> <li>• Staff questionnaires</li> <li>• Annual Professional Review and Development meetings</li> </ul>	<p style="text-align: center;"><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Annual feedback report</li> <li>• Parent/carers questionnaires/ Surveys</li> <li>• Parent/carers meetings</li> <li>• Parent/Carer Council meetings</li> <li>• Monthly SWAY newsletters</li> <li>• Parent &amp; Carers Noticeboard</li> <li>• Updated school website</li> <li>• Parental evaluations of school events</li> <li>• Induction days</li> <li>• Parent workshops</li> <li>• Integrated assessment meetings</li> <li>• Family Learning sessions</li> <li>• Open afternoons</li> </ul>
<p style="text-align: center;"><b>Learners</b></p> <ul style="list-style-type: none"> <li>• Pupils Council meetings</li> <li>• Pupil questionnaires and feedback</li> <li>• Strengths and improvement consultation</li> <li>• Learning conversations with their teacher and SMT</li> <li>• Curricular and non-curricular focus groups</li> <li>• Planning for curricular areas (KWHL, Mind mapping, Floor books and other appropriate methods)</li> <li>• Whole school and classroom rights-based learning activities</li> </ul>	<p style="text-align: center;"><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Informal feedback through discussions</li> <li>• Fortnightly meetings with Active Schools co-ordinator</li> <li>• Regular collaborative meetings with Homelink &amp; Key Worker/ Educational psychologist.</li> <li>• Regular meetings with stakeholders involved in The Saturday Club</li> <li>• Partners questionnaire</li> <li>• Cluster meetings</li> <li>• FM meetings</li> </ul>

All information gathered is collated and used to assist us to identify the next steps and areas for improvement.

## **How will we know if we are achieving our aims?**

**We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include.**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Monitoring calendar for school and flexible learning centre which ensures a rigorous and systematic approach to monitoring
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Responsive target setting for each child
- Monitoring and tracking of children's learning and attainment at termly attainment /GIRFEC tracking meetings to monitor impact and/or identify early intervention and personalised support using recently refreshed GIRFEC paperwork.
- Pupil learning conversations
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised tests
- Collegiate and INSET self-evaluation activities using HGIOS 4 and Education Scotland guidance/resources
- Education Scotland and other in-house devised questionnaires for staff, parents, carers, children and partners and analysis of results to inform improvements.
- Review of practices and impact of actions concerning statutory duties of ASL, Parental Involvement and Equalities Act.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning and teaching in classroom observations, including SLT learning conversations.
- Peer learning visits
- Liaison with external partners who provide support for children and pupils ( Speech and Language Therapy, Occupational Health, Diabetes Nurse and Social Work, Exchange Counselling and CEDAR Project) to ensure the best provision for children.
- Staff review of policies as required.
- A range of celebratory assemblies where success within the classroom and wider achievements are recognised.

### **Moderation**

- Cluster working across all levels within Literacy/ Numeracy
- School-based moderation within all curricular areas
- Education Scotland QA Moderation resources

### **Attendance**

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored every month. Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Service

**Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.**

Improvement Priority 1 Improve attainment in writing.			
HGIOS/Qis	NIF Priorities	NIF Drivers	
QI 1.2 OI 2.3 QI 3.2	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through the analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Professional dialogue with staff, learning observations with pupils indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.</p> <p>Significant work has been undertaken concerning building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>ACEL data demonstrates (see below writing data for 22/23) the ongoing need to establish the link between the teaching</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p><b>By June 2024-</b>            Writing ACEL Attainment will increase to between:            P2 90 - 93%            P3 83 - 89%            P4 79 - 81%            P5 64 - 70%            P6 56 - 66%            P7 66 - 70%</p> <p>Our new Writing Policy will provide clear guidelines on the learning, teaching and assessment approaches used for writing across the whole school.</p>	<p><i>How will we know the change is an improvement?            What information/data will we gather to measure progress and impact?</i></p> <p>Practitioner confidence survey: Baseline Data Capture in August 2023 compared to Endpoint Data Capture in June 2024 and continuing into 2024.</p> <p>SNSA Literacy Writing results for pupils in P1, 4 and 7 in June 2023 (Baseline) compared to June 2024 (Endpoint). Pupil engagement and participation during Writing lessons as measured by Leuven Scales in August (Baseline) and June 2024 (Endpoint).</p> <p>Learning observation feedback will identify key strengths in learning</p>	<p><i>What do we plan to do?            If PEF intervention, denote with (PEF).            Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <ul style="list-style-type: none"> <li>PM writing resource (Steven Graham). All Staff in FPS are to continue to engage in professional learning.</li> <li>Internal and Cluster moderation with a focus on assessment of writing with Johnstone High School (JHS) English dept and primary colleagues collegiate calendar/ WTA</li> <li>Community moderation of writing with Lochwinnoch Primary School and primary schools within North Ayrshire that are experienced in PM writing, collegiate calendar/ WTA</li> <li>Literacy Curricular Leaders to develop new Literacy policy. Including modelling lessons.</li> </ul>



<p>of writing to create a coherent, progressive literacy curriculum for FPS.</p> <p>P1 83% P2 83% P3 81% P4 58% P5 55% P6 54% P7 62%</p> <p>There is a gap in writing attainment between boys and girls which is greatest in P4 and P5 .</p>	<p>There will be an agreed and shared understanding of assessment benchmarks/milestones to inform teacher judgement of attainment in writing at each level/ pathway across the seven JHS cluster schools.</p> <p>Teacher confidence in tracking and assessing pupil attainment in writing has improved. As a result of continued CLPL and cluster moderation the quality of Learning and Teaching will have improved.</p> <p>Targeted support for identified pupils will increase engagement and participation in writing. (GIRFEC stage 1)The attainment gap between boys and girls in the targeted year groups will decrease to ?</p>	<p>and teaching and also highlight areas for improvement.</p> <p>Pupils work- writing jotters, spelling jotters and handwriting jotters demonstrate improvement Pupil tracking P4-P7 in writing will show increases throughout the year.</p> <p>Termly attainment tracking meetings, staged intervention meetings and plans which indicate achievement of writing targets</p> <p>Termly targeted intervention data from ASN teachers shows increased motivation and skills in writing.</p> <p>Learning conversations with pupils demonstrate their awareness of their writing targets and the steps needed to be taken to achieve their goals.</p> <p>Writing moderation, professional dialogue at internal/ external moderation sessions tell us our teacher judgement is accurate and our lessons are pitched correctly .</p> <p>Tracking and monitoring of pupils at GIRFEC/ support meetings involving all involved with the child indicates that the correct supports are in place for individual children to support their writing.</p>	<ul style="list-style-type: none"> <li>• Provide targeted additional support for engagement and enjoyment of writing for boys P4 and P5 by PEF-funded teacher 0.2. (PEF) reviewed termly</li> <li>• Provide targeted writing support for pupils SIMD 1-3 who are not on track for writing. Reviewed termly.</li> <li>• Early Years Officer to lead bespoke Outdoor Learning sessions for identified pupils to increase growth mindset and engagement levels. (PEF funded), reviewed termly.</li> <li>• Provide KEY WORKER, targeted support for the identified group to increase self-confidence, resilience and growth mindset. Support to focus on boys who are not on track. (PEF ) reviewed termly</li> <li>• DHT/PT to lead Family Information sessions detailing the PM writing approach</li> <li>• Information on the website is easily accessible to provide additional materials that can be used at home.</li> </ul>
--	---	---	--

**Improvement Priority 2 Increase inclusion**

**HGIOS/Qis**  
**QI 2.1**  
**QI 2.4**  
**QI 2.7**  
**QI 3.1**

**NIF Priorities**

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

**NIF Drivers**

- |                            |                                      |
|----------------------------|--------------------------------------|
| 1. School Leadership       | 4. Assessment of Children's Progress |
| 2. Teacher Professionalism | 5. School Improvement                |
| 3. Parental Engagement     | 6. Performance Information           |

**Rationale for change**

**Outcome and Expected Impact**

**Measures**

**Interventions**

<p>Inclusive practice is vitally important both at Fordbank Primary School and within our Flexible Learning Resource.</p> <p>There are four key features of inclusion which we use to set our expectations and evaluate inclusive practice in school.</p> <p>These are <b>present, participating, achieving</b> and <b>supported</b>. Together these four features support the delivery of our inclusive learning environment at Fordbank which will enable our pupils to reach their full potential.</p> <p>Utilising the refreshed GIRFEC resources to support inclusion &amp; H&amp;W of pupils within FPS and our FLR, tracking meetings and monitoring of behaviour indicate that there continues to be a need to build on the skills of the school community to support our children.</p> <p>The results of the Glasgow Motivation and Wellbeing(GMWP)survey (P3-7), Leuvens Scale (p1-2), Family HGIOS 4 show a continued need to focus on developing resilience and promoting inclusion amongst our young people.</p> <p>An increase in children struggling to self-regulate and communicating through dysregulation suggests that greater support is needed both with FPS and our FLR within the school and at home.</p> <p>In our P5-7 Pupil Survey (73 respondents) on June 23 (FPS) over 76% said 'school helped them feel safe',</p>	<p><b>By June 2024:</b> Almost all pupils will achieve or make progress towards the achievement of HWB targets set in August 2023.</p> <p>The language of emotional literacy will be used more consistently by staff and pupils by June 2024 to show that it has become embedded in the school.</p> <p>There will be an increased use of inclusive vocabulary and a decrease in the use of terminology that seeks to exclude some members of the school community by June 2024.</p> <p>All stakeholders will feel supported through the school's robust Health and Wellbeing Strategy.</p> <p>Almost all children with SEBN will increase their inclusion in class and engagement in learning and will be able to use planning strategies to manage and de-escalate their behaviour.</p> <p>Almost all parents/carers will be aware of and understand the support available to improve the mental and emotional well-being of their children.</p>	<p>Glasgow Motivation and Wellbeing Profile Assessments were taken in August 2022 (Baseline) and then compared with those results captured in June 2023. This is part of an ongoing assessments which will recommence in Aug 2023.</p> <p>GIRFEC Tracking Data compared from June 2023 to June 2024 will show improved ability in self-regulation.</p> <p>The Exchange Counselling service monitoring and evaluation systems will highlight the positive impact of the service on children's mental health and well-being.</p> <p>Pupil Have Your Say records from TAC meetings demonstrate that adults listen to children at Fordbank.</p> <p>Monitoring of pupil successes and celebrating at assemblies, Website, and Twitter.</p> <p>Thinking Break records demonstrate that there are patterns to behaviour. Feedback from teachers/support staff- staff meetings, collegiate sessions, CLPL NVR, RICE, RNRA action</p>	<p><b>Review of stepped intervention supports</b> HWB curricular Leads to review the current policy.</p> <p><b>Breath works initiative</b> Inhouse training on using breathing techniques to aid relaxation and de-escalation.</p> <p><b>PATHS &amp; Treetop resources</b> to continue to be used to develop emotional literacy and resilience.</p> <p><b>RICE (FPS &amp; FLR)</b> We will seek to implement and gain accreditation for Renfrewshire's Inclusive Classroom Environments by Principal Teacher.</p> <p><b>RNRA(FPS &amp; FLR)</b> To continue to develop the Renfrewshire Nurturing Relationships Approach. Year 2 measures and accreditation for the Silver award. Collegiate RNRA training delivered by Ed Psych, FLR Principal Teacher. RNRA core group; RNRA action plan created for session 2023-24. RNRA staff questionnaires will be distributed by the core group and data collated and analysed</p> <p><b>Nil By Mouth:</b> Workshops for pupils in P6/P7 to support respect for all and eradicate sectarianism from society.</p> <p><b>Bereavement/Exchanging Counselling: Seasons for Growth</b> for identified pupils.</p> <p><b>Individual supports</b> Identification of targets for individual children through digital BOXALL</p>
---	---	--	---

<p>73% said ‘staff help them understand the progress they are making in their work’, and 93% said ‘most of the work was hard enough’ 79% of pupils that moved to FPS in the last year felt well supported.</p> <p>With over six Exchange Counselling referrals (22-23) last session work needs to continue to be undertaken to further support to ensure inclusion is prioritised at Fordbank. Implementation of these resources will support our continued drive for inclusion at FPS &amp; FLR</p> <p><b>Children’s Rights</b> The Scottish Government’s pledge to incorporate children’s rights into legislation is reflected in Renfrewshire’s commitment to ensuring all children and young people have a voice and are empowered to be human rights defenders.</p> <p><b>GIRFEC Refresh</b> The national refresh of GIRFEC approaches has heralded an update of the Renfrewshire GIRFEC policy and staged intervention process. New paperwork will strengthen well-being assessment and planning. A programme of staff training has been rolled out.</p> <p><b>The Promise</b> Renfrewshire Council is committed to keeping The Promise to listen and respond to the voices and needs of the care-experienced community. This will mean that all staff will ensure any barriers to education are removed and will work to widen the opportunities and positive</p>	<p>By June 2024, all staff will be aware of the support available to them from Renfrewshire Council including the new ‘Menopause Policy’.</p> <p>Increased knowledge of attunement and effective use of language.</p> <p>Improved attunement to pupils. Increased awareness of Nurturing Approaches, Nurture Principles,</p>	<p>plans will evidence the steps taken to alleviate these patterns.</p> <p>The parental attitudinal survey will show almost all parents and carers are aware of The Exchange Counselling service .</p> <p>Collegiate/ Inset programs show a range of staff well-being activities and opportunities are being provided.</p> <p>Staff engagement in ilearn modules which support various aspects of staff well-being.</p> <p>RICE assessment process using Key Indicators 1, 2 and 3. Self and whole-team evaluation.</p> <p>PT and peer classroom observations will evidence the success of the CLPL in informing practice.</p> <p>RNRA /LISN discussions and feedback.</p> <p>Discussion of impact during daily FLR team briefing meetings.</p>	<p>profiling tool - individual time with Key Worker(PEF), Active schools and support staff focussing on individual targets. – ongoing.</p> <p>Implementation of refreshed GIRFEC training and resources, as well as SharePoint support materials and resources for identified children within FPS and our FLR.</p> <p><b>Supervision/ Talk time</b> In collaboration with other schools, Barnardo’s and Educational Psychology we will pilot a range of programmes designed to give staff a safe space to talk with a clear framework for each session. Ongoing</p> <p><b>The Promise (FPS &amp; FLR)</b> Part 2 training for all staff(Sept 23)</p> <p><b>The Circle (FPS &amp; FLR)</b> <i>CIRCLE provides a framework to identify classroom strategies to support learners with additional support needs and be included. CIRCLE provides a common language between teachers, health professionals, partner services and parents(carers) who together support children in schools.</i> (National Autism Implementation Team) CIRCLE classroom audits are to be undertaken within all classes within <b>FPS &amp; FLR</b></p> <p><b>Non Violent Resistance(FPS &amp; FLR)</b> Continue to progress this trauma-informed approach with all staff to guide them to: become a positive, authoritative presence in our pupil’s lives Improve relationships with children which support regulation. De-escalate challenging situations Take a firm stance against behaviours of concern</p>
--	--	---	--

<p>experiences that care-experienced children and young people can access.</p> <p><b>Circle Framework(Child Inclusion Research into Curriculum Learning &amp; Education)</b>  An evidence-based resource which supports inclusive practice within education.</p> <p><i>CIRCLE provides a framework to identify classroom strategies to support learners with additional support needs and be included. CIRCLE provides a common language between teachers, health professionals, partner services and parents(carers) who together support children in schools.</i>  (National Autism Implementation Team)</p> <p>Self-evaluation data indicates that staff need support for their Wellbeing</p> <p>Self-evaluation tasks from RNRA identify good use of positive language and attunement.</p> <p>The changing profile of needs of pupils – an increase of language and communication difficulties, Feotal Alcohol Spectrum Disorder (FASD) diagnosis, developmental trauma and range of complex needs.</p>	<p>and practical application in FLR base.</p> <p>All FLR staff will have a shared understanding of inclusive classroom environments. Increased understanding and awareness of aspects of an Inclusive Environment including making changes to the physical environment and interactions with pupils. (CIRCLE)</p> <p>FLR staff have increased understanding and confidence in using NVR approaches as part of the toolkit of supports used. Increased knowledge and understanding of a range of specific needs such as supporting children with FASD and identifying/supporting sensory needs.</p>		<p>Talk time/ supervision program will ensure staff well-being needs are met.</p> <ul style="list-style-type: none"> <li>• Sharing good practice and knowledge as a team.</li> <li>• Focus on NVR development as part of RNRA</li> <li>• Focus on Attunement and language used with pupils. Continue to foster a strengths-based approach to supporting pupils. Continue to build positive relationships with all pupils.</li> <li>• Focus on the balance of connective and corrective interactions.</li> <li>• Parent information sessions – ACES, Looking Behind the Behaviour and Supporting Distressed Behaviour.</li> <li>• Development work in supporting young people with Fetal Alcohol Spectrum Disorder (FASD) – directed reading, team discussions and input from PT.</li> <li>• Sensory needs understanding. Directed reading, team discussions, visits to other ASN establishments and input from PT/training from other professionals.</li> <li>• Implement GIRFEC refresh planning &amp; resources to support Inclusion</li> </ul>
---	--	--	---

**Improvement Priority 3 Increase parental engagement**

<p><b>HGIOS/Qis</b>  <b>Q.I 1.5</b>  <b>Q.I 2.4</b>  <b>Q.I 2.5</b>  <b>Q.I 2.7</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>		1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress								
2. Teacher Professionalism	5. School Improvement								
3. Parental Engagement	6. Performance Information								
<p><b>Rationale for change</b></p>	<p><b>Outcome and Expected Impact</b></p>	<p><b>Measures</b></p>	<p><b>Interventions</b></p>						

<p><i>Goodall and Montgomery (2013) describe parental involvement/ engagement as being on a continuum. We aim to move from school-led activities to those where both families and schools create activities together, and finally to parent-led home activities, shown to be most effective (Harris &amp; Goodall, 2008)</i></p> <p><i>Evidence indicates that “parental involvement makes a significant contribution to closing the attainment gap” (Sosu &amp; Ellis, 2014, p. 24). Data from the Growing Up in Scotland Study (2012) suggested that greater levels of parental involvement in education are associated with higher pupil achievement.</i></p> <p>Fordbank Primary School has a mixed catchment. 50% of our families are living in the lowest SIMD (1-3). Of our working families, many are working long hours in low-paid jobs. through increasing experiences, support and social capital. There is a clear link between poor attendance, low attainment and low SIMD/FME/CG data.</p>	<p><b>By <u>June 2024</u></b></p> <p>All teachers and Support staff will have a shared understanding and an ability to discuss the opportunities and supports available through the school. An increased sense of ownership and belonging will be fostered amongst almost all Fordbank families.</p> <p>Identified children will have access to increased experiences within and outside of the curriculum leading to greater equity of experiences and greater choices in later life.</p> <p>The number of families attending Family Learning events by June 2024 will increase by 10%. Baseline figures are to be taken on Aug 23 and revisited in June 2024)</p> <p>The number of families completing the Local Authority Parental Engagement questionnaire will increase by 10% in February 2023 Families attending Fordbank will attend community events and will have access to support. Focus on building relationships, resilience and well-being amongst the community.</p>	<p>Family Learning questionnaires demonstrate an improved understanding of current opportunities and support available at Fordbank.</p> <p>The percentage of target families accessing support/opportunities attending each event will be compared with those originally identified.</p> <p>Participation in organised events will be monitored for impact.</p> <p>Regular meetings throughout the year between all contributors to the Saturday club to monitor the popularity of activities.</p> <p>Homelink worker records used to identify next steps for support.</p> <p>Tracking of target children at attainment/ GIRFEC meetings.</p> <p>Measured by community surveys in partnership with Local Housing Authority, George MacDonald.</p>	<p>The Saturday Club Community partnership (with Active Schools, Create Paisley and TARA (housing association)) provides weekly experiences for children in our community (not just Fordbank) which promotes equity of experiences and will lead to greater social capital. (PEF )</p> <p>Counselling service, play therapy (PEF) and bereavement counselling will continue for identified children. Parental referrals and children were identified through GIRFEC tracking meetings. <b>(FPS &amp; FLR)</b></p> <p>Homelink Support In addition to our allocated weekly time, the Homelink officer/Key Worker (PEF) will provide a termly drop-in session to advise on housing, finance, and parenting. <b>(FPS &amp; FLR)</b></p> <p>Outdoor Learning Opportunities. Focus on high-quality learning opportunities throughout the year. P1-P2, School-based with ELCO (PEF) in the school garden.</p> <p>Weekly sessions for targeted groups/individuals, Outdoor learning, woods based with Active schools-HWB officer (PEF). Bi-weekly sessions.</p> <p>Ongoing for 2024, Kibble Partnership with Kibble to build life skills and interpersonal skills.</p> <p>Early Years Support P1-2 Increased support in the infant department led by PT including open afternoons/drop-in sessions/ showcasing the learning and online tutorials</p>
--	--	---	---

			<p>Angela Kerr: Early years officer(PEF) P3-P7 Support To deliver Family Learning sessions in the following areas: Writing Glasgow Motivation and Wellbeing Profile Online Safety</p> <p>Behaviour support at home - Key Worker(PEF)</p> <p>Teacher-led after-school clubs targeted at involving families in their children's learning eg. (Fun fitness, and Learning a language together (Teacher Working Time Agreement)</p> <p>Provide targeted families with a safe space to enjoy quality experiences, and support/ guidance if needed without distraction. Key Worker PEF <b>(FPS &amp; FLR)</b></p> <p>Review of reporting processes and an end-of-session report of Learning Attainment issued.</p> <p>Phone call/praise letter/SeeSaw message/text message.</p> <p>Introduction of SeeSaw home communication resource. Consistent daily use of SeeSaw for home-school contact. To be rolled out further in new sessions including more two-way communication, and good news messages. PT weekly parental contact where appropriate.</p>
--	--	--	--