



**FORDBANK PRIMARY SCHOOL
&
FLEXIBLE LEARNING RESOURCE**

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Cara Wadsworth

Head Teacher

OUR SCHOOL

Fordbank Primary School is a non-denominational school in Johnstone. The school opened in 1966. The new school building is twelve years old and provides excellent facilities for our pupils.

Our children and families are well-supported, and we work tirelessly to raise attainment for all to reduce the poverty-related attainment gap where appropriate. The school takes great pride in the very good work carried out to reduce barriers to learning and ensure that all children are supported to achieve their potential.



Our school includes a Flexible Learning Resource (FLR) for children across Renfrewshire Council who are given additional support to meet their social, emotional, and behavioural needs. Our approach to meeting the needs of our children within the base is inclusive and we are proud of the achievements of all our young people, including those within the FLR.

The school has a very positive reputation in the local community and an active and supportive Parent Council. Parental surveys show that the school is well regarded amongst parents/carers with almost all indicating that they are happy with key aspects of the school.

Over the years we have built very strong partnerships with agencies and our community to provide motivating experiences for our children as well as support all children to achieve their potential within a nurturing and caring environment.

The strong staff team work well together to provide the best experiences for the pupils. The senior leadership team comprises a Headteacher with overall responsibility, a Depute Head Teacher, and a Principal Teacher. There are 15 teachers, 4 classroom assistants and 2 additional support needs assistants. The environmental services team comprises senior facilities operatives, catering and cleaning staff.



OUR VISION, VALUES AND AIMS

Vision

Fordbank Primary provides a safe, nurturing and caring environment in which all pupils are supported to achieve their potential and have the confidence and skills to meet the challenges of the future.

Values

We base our vision on values that enable our pupils to be all they can be:



Aims

Our aim is for all pupils to be **successful learners, effective contributors, confident individuals and responsible citizens** by:

1. Providing broad, balanced, progressive and coherent learning experiences matched to the needs of pupils within a safe, stable and nurturing environment.
2. Encouraging and enabling pupils to be actively engaged in and lead their own learning.
3. Creating an inclusive ethos that fosters healthy, happy children and celebrates wider achievements.
4. Developing and supporting positive relationships between staff and pupils, effective partnerships between homes and school and close links with agencies and the community.

SUCCESSES AND ACHIEVEMENTS

- The continued successes, efforts and support of all staff at Fordbank were recognised by very positive parent carer survey returns. Survey comments included;

Mrs Miller along with the other infant teachers are very good at uploading what the children have been doing in p1 & 2 both collectively & individually. It is great to see the progress with my daughters writing skills & all the fun learning opportunities she is involved in within the infant zone.

I always feel very well informed on my child's education and have an opportunity to have an input through the PTA/parent council.

I think the School do a good job, both my children enjoyed/enjoy being there & keep up the good work ;



- All our families have access to ICT equipment to support digital learning which helped to minimise specific barriers to learning and provide them with the best opportunities to engage in online learning experiences.
- We established new relationships with our local community with the Saturday Club which is a collaborative project between the school and the local housing association.
- All classes have experienced high-quality outdoor learning supported and led by Active Schools, leading to us taking full advantage of our local area and the health benefits of being in the outdoor environment.
- We proudly achieved the **Gold** level **Reading Schools Award** through sharing the enthusiasm and expertise that Fordbank had developed as a Reading School with the community through working with other schools in our cluster, in the local community, and with a local independent bookshop.





- We achieved the **FairAware Award** - Fairtrade Schools award for supporting the understanding of Fairtrade and using Fairtrade products.



- **EcoSchools Green Flag Award** – celebrating Fordbank's commitment to sustainability and environmental awareness and **Code for Climate** lessons which support our pupil's understanding of climate change issues.

- Woodlands Trust - **Green Tree Schools Bronze Award** winners for the school's encouragement for pupils to learn outdoors and be inspired by wildlife and nature.

- **Sports Scotland Gold Award** - recognising Fordbank Primary Schools' achievement to put young people at the heart of decision-making, planning and implementation of extra-curricular school sports. The award also commended the sporting links Fordbank Primary had made with the wider community and St. Mirren FC.



- **Scientific Achievements** include an increased STEM profile locally and nationally with the formation of a Young STEM Leaders Group, classroom MET Office certified mini weather stations, Royal Society class visits, a Dyson Project, Glasgow Science Centre Body Works and our pupils being contestants on a Cbeebies(BBC) Science programme.

- **Cycling Friendly Award** - Primaries 6 and 7 enjoyed the Renfrewshire Bikeability training that provided pupils with cycling proficiency who are now confident in applying safe cycling skills within the school grounds and also in the local area.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?



School Leadership

- Distributed leadership amongst staff across the school to lead different areas of the curriculum has led to shared educational values underpinning our aspirational vision.
- Principal Teachers provided NVR training across the authority to families and staff to enable them to better support and implement the strategies at home consistently for children that are in crisis.
- All staff have consistently high expectations of all learners and show commitment to our shared educational vision, values and aims which are shared and understood by our school community. Staff have continued to ensure our school values are highly visible through, for example, online assemblies and Fun 31 days.
- Headstrong Minds - through a whole school assembly, parent workshop, staff meetings and 1:1, supported pupils, parents, teachers and the leadership team in recognising signs of stress and anxiety and how to overcome it.
- Who Cares Scotland - all staff trained in the leadership of supporting care experienced pupils giving them greater insight and skills to deal with specific issues.
- DHT leading in the implementation of Renfrewshire's revised GIRFEC resources ensuring that staff have a suite of strategies available to support our school.
- Head Teacher obtained Into Headship qualification equipping her with essential skills to lead the school forward.



Teacher Professionalism

- 3 members of staff completed the Froebel self-regulation training in line with the RNRA principle which supported the school's successful application for the Jade Award. The award reflects the deep understanding across all staff members of the importance of teaching self-regulation.
- Working with teachers from North Ayrshire our class teachers had the opportunity to observe the delivery of PM Writing Lessons and liaise with other teaching colleagues on how to maximise PM Writing's potential for pupils.
- All teachers have continued to engage in Professional Learning on Renfrewshire's Nurturing Relationships Approaches (RNRA) to ensure that children continue to have their social and emotional needs met. This has enabled us to maintain a very positive and safe school ethos. All teachers engaged in Recovery Professional Learning to meet the mental and emotional wellbeing needs of our children which has ensured consistent approaches to meeting learners' wellbeing needs.
- Outdoor learning is fully integrated into our pedagogy - teachers and staff delivering high-quality outdoor learning opportunities for all pupils supported by our PEF-funded ELCO & Health & Wellbeing Assistant.
- Our Principal Teacher attended Renfrewshire Inclusive Communications Education training to support our learners leading to an agreed cohesion re classroom layouts.

Parent/Carer Engagement

- We have 100% of our families connected on Seesaw. Communication is strong with an average weekly parental engagement of 500+ visits
- Family events such as Bingo Night, Christmas Fayre and Summer Fair are well attended adding to the commitment to promote the positive whole school community.
- Family Fitness afterschool club was well attended and highly valued by parents and children as reflected in the surveys. This will be further developed in the coming session.
- Parent Council events have been well supported by the whole parent body in their fundraising efforts with money raised going towards the purchase of a sustainable shipping container for our outdoor resources.
- Transitions events have had a high uptake from parents ensuring all families are equipped with the information needed for transitions into and out of Fordbank Primary.
- Face-to-face parent evening with a 95% attendance rate with parent/carers surveys highlighting the efforts and support of all staff at Fordbank. These provided clear direction to where we are going next.
- Skoobbus, Renfrewshire Library Service family reading engagement sessions have been popular and well attended leading to an increase in children attending our local library.
- Renfrewshire's Youth Music Initiative supported our family singing and musical engagement sessions. Two pupils proudly played at Renfrewshire Christmas & Spring concerts as well as NYCOS, Sonappa, Feis Gaelic projects and Music Broth Projects being undertaken and enjoyed by our families.



Assessment of Children’s Progress

- All teachers engage in termly tracking meetings and pupil tracking procedures include the Scottish Government benchmark information which enables teachers and children to work together to identify areas of strength and support.
- All teachers regularly use running records to check the progress of pupils' reading leading to more accurate and up-to-date tracking information.
- Support staff engage in professional dialogue with class teachers to keep them up to date with the progress of children which enables them to tailor individual support for each child.
- Almost all teachers have continued to provide appropriate challenges for pupils across the school through the use of approaches such as the Chilli Challenge and WAGOLL (What A Good One Looks Like) which has maintained pupil motivation and self-assessment. Almost all classes continue to use Working Walls in literacy and numeracy to support children's learning.
- The NSA data shows for session 2022-23 that we continued to outperform our comparator schools in our quartile.

	Listening and Talking	Reading	Writing	Numeracy
P1	90%	90%	90%	83%
P2	94%	83%	83%	86%
P3	89%	84%	79%	79%
P4	80%	70%	64%	80%
P5	88%	83%	56%	71%
P6	93%	70%	57%	64%
P7	100%	72%	66%	81%

School Partnerships & Improvements

- Staff across the school are committed to ensuring children’s views are taken into account as they plan learning experiences. Throughout the year there are opportunities for children to make decisions about their topics and they are routinely asked to identify what they would like to learn.

- Staff seek children’s views on a range of issues such as how motivated they are in learning and the quality of opportunities that they have for decision-making. Almost all children made positive responses to school surveys this year. The pupil council effectively collect and analyse data from children’s questionnaires and identify relevant actions. They engage with the HGIOURs challenge questions and strive to ensure that all children in the school feel valued and listened to.
- Fordbank Primary is proud to work in partnership with KibbleWorks in Action – to educate our pupils on how to maintain their bikes.



Performance Information

- All teachers in mainstream and the Flexible Learning Resource, track and monitor children's attainment rigorously. All teachers work closely with the senior leadership team to track pupil progress and attainment and to identify and support any barriers to learning. All our staff know our children and families well.
- We use all available information to provide appropriate support to our vulnerable children, applying particular attention to mental health and wellbeing and we measure the impact of the support to ensure improved outcomes.
- The school uses a range of reliable data such as NSA and has effective tracking systems in place. Staff are confident in their planning approaches and take good account of the needs of all learners leading to appropriate challenge, breadth and depth of learning in all classes.

Overall, our performance information is **Good**

In Primary 1 (Early level)

Most children are achieving national standards in Talking and Listening

Most children are achieving national standards in Reading

Most children are achieving national standards in Writing
Most children are achieving national standards in Numeracy

In Primary 4 (First level)

Most children are achieving national standards in Talking and Listening
The majority of children are achieving national standards in Reading
The majority of children are achieving national standards in Writing
Most children are achieving national standards in Numeracy

In Primary 7 (Second level)

All children are achieving national standards in Talking and Listening
The majority of children are achieving national standards in Reading
The majority of children are achieving national standards in Writing
Most children are achieving national standards in Numeracy



PUPIL EQUITY FUNDING

Quality assurance information from all stakeholders in our school community is used effectively to inform PEF spending. The views of our parents, partners and children are very important to us and we use a variety of methods to ensure everyone has their say, for example, questionnaires, focus groups and event evaluations. Our findings are collated and analysed by the staff team. Results are shared with all stakeholders and used to inform interventions, resource purchases and the focus of professional learning.

Collated consultation information is used alongside monitoring and tracking evidence to help us pinpoint what we need to stop doing; what needs to be changed; any barriers to improvement; and to agree on our short, medium and long-term improvement priorities for the following school year. This ensures a collegiate approach to school improvement and pupil equity fund spending with the views of all in the school community at the heart of decision-making.

Our strategy for funding has been to focus more deeply on wellbeing throughout the school and this is best highlighted in the appointment of an ASNA who led targeted nurture sessions with pupils based on BOXALL, which identify gaps in children's social, emotional and behavioural developments. Although positive relationships and initial targets were overtaken, due to the long-term absence of the ASNA appointed, progress was limited by the target group. These targeted pupils will be prioritised by our Key Worker(PT) when digital Boxall profiling is undertaken in the next session. Identified pupils' targets will be shared with parents and progress made is discussed throughout the year.

All teachers continue to monitor and track the individual progress of children and reduce any gaps in attainment in Literacy and Numeracy and Health and Wellbeing. Strategies and interventions for supporting and challenging children are identified and their impact is reviewed regularly. Teachers are more confident about making judgements on the achievement of a Curriculum for Excellence level in line with benchmarks. All interventions have been monitored through the use of surveys, tracking data, BOXALL profiling and staff observations and the use of the Glasgow Motivation and Wellbeing Profile.

Our PEF has been used to support learning across the whole school with the appointment of an Early Years Officer. The EY officer has complimented the play pedagogy, which has been an ongoing priority and thus ensuring our pupils have opportunities to lead their learning, becoming confident and responsible learners.

We continue to see the impact of this pedagogy positively reflected in our NSA data and well-being surveys. Parents and carers also comment on the positive impact that this is having.

An additional teacher (0.2) was also appointed to provide targeted support in learning. This additional resource has allowed staff to work closely with pupils on a 1:1 basis and in small-targeted groups using approaches like Clicker 8 to better support writing and reading.

The principal teacher (0.2) was hired to embed the RNRA principles across the school ethos and classrooms. The P.T. developed calm areas within the classrooms and around the school that can be discretely accessed by all children. It has been reflected that these calm areas have had a positive impact on the overall ethos of the school concerning more settled behaviour and general well-being.

To ensure equity, appropriate outdoor clothing was purchased for all children in the school. This has had a positive impact as it allows greater potential for outdoor learning in all weathers and extended possibilities for accessing our local area. We have had every class in the school visit the local woods every week supported by the Outdoor champion. This regular access to the outdoors has had a positive impact on the mental and physical well-being of our pupils and staff.

KEY STRENGTHS OF THE SCHOOL

Key Strengths of the School

- **Relationships are at the heart of what we stand for at Fordbank.** We are very proud of the stable and nurturing relationships that we have across our whole community. We are confident that we have created a safe and secure environment for children to learn and achieve.
- **Parents and Families** know and trust that issues and concerns will be dealt with quickly and in a fair manner.
- **Happy, enthusiastic, motivated and confident children** who have a strong pupil voice in influencing aspects of school improvement.
- **High-quality learning and teaching** across the primary and FLR classes, which provides opportunities for children to successfully lead their learning.
- **Very effective teaching staff** who are committed to their professional development and participate in evidence-based initiatives and critically analyse research to provide the best possible experiences for our children.
- **High-quality relationships with partners** such as Kibble, Homelink, SCOT Team, Exchange Counselling, Active Schools and Educational Psychology ensure that support and intervention are easily accessible. This is frequently commented on by visitors to the

school.

- **Leadership at all levels:** high-quality teamwork and opportunities for all staff to lead developments. This year we have highlighted Curriculum Champions to drive forward improvement and progress our pedagogy and teaching and learning in the school
- The effective use of **Pupil Equity Funding** to raise attainment in literacy and numeracy and to reduce the barriers to learning.
- **Staff who genuinely care** and know our children and the context of their learning.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made **good** progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Priority 1 - To improve attainment in writing across the school.
- ★ Priority 2 - To promote Inclusion across the school and Flexible Learning Resources utilising the revised GIRFEC refresh materials
- ★ Priority 3 - To expand Fordbank Primary and FLR as a community facility supporting the wider community.

Alongside our Key Priorities, we will:

- Continue to enhance current good practice in supporting social, emotional and behavioural needs through engagement in Renfrewshire's Nurturing Relationships Approaches programme and implementation of our Nurturing Relationships, Positive Behaviour Policy.
- Continue to develop school and classroom environments to support pupils with additional support needs through engagement in Renfrewshire's Inclusive Class Environments Programme.
- Support the well-being of the pupils by providing an outdoor experience focussed on transferable life skills.
- Support the Health & Well-being needs of families and promote parental engagement through consistent Seesaw posts, pastoral calls and signposting to various areas of support as needed.
- Support the development of the Numeracy skills of parents/carers and ensure inclusion for all families through identification of barriers and drop-in sessions and Family Fun events,

supported by parent/carer volunteers and led by the Principal Teacher

Full details of the school's improvement priorities and actions are detailed in the school improvement plan which can be accessed on our website or by contacting the school office.

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Fordbank Primary School

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Twitter

@FordbankPS

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent

Council meetings, responding to questionnaires/surveys and completing evaluations at school events. Thank you.