



**Fordbank Primary School
And
Flexible Learning Resource**

**School Improvement Plan
2024/25**

Planning framework

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

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 Services' staff.

This School Improvement Plan has been peer-assessed by Head Teacher colleagues in the Johnstone Cluster.

Improvement Priority 1 – Raise attainment in Literacy with a priority focus on Writing

HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I 3.2	NIF Priorities <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Following implementation of the PM writing programme across the school we have seen increased engagement and attainment in almost all stages.</p> <p>Analysis of attainment data indicates that there is a need for an increased focus on closing the poverty related attainment gap at all stages in writing.</p> <p>Within each stage a targeted group has been identified.</p> <p>P2 – 26% (9 children) not on track P3 - 30% (8 children) not on track P4 – 5% (2 children) not on track P5 - 18% (7 children) not on track P6 – 48% (22 children) not on track P7 - 50% (21 children) not on track</p> <p>33% of these targeted children have attendance of less than 90%</p> <p>85% of these targeted children live in deciles 1-4</p> <p>Teacher surveys, classroom observations and learning conversations show that there is a need for greater consistency in the delivery of PM writing.</p>	<p>By June 2025, attainment in writing for the targeted groups will have increased – see below.</p> <p>P2 – 18% (6 children) P3 – 19% (6 children) P4 – 5 % (2 children) maintained P5 – 13% (5 children) P6 – 28% (12 children) P7 – 26% (11 children)</p> <p>By June 2025, the attendance of those within the target group (30 chn) will have increased to over 90%. (33% (7 chn) of target group have under 90%)</p> <p>By June 2025, most teachers will evidence that they are more confident in teaching writing both fiction and non-fiction.</p>	<p>June Attainment data will demonstrate improved attainment for the target groups.</p> <p>Sept ,January and May Attainment data will be gathered three times in the session at GIRFEC and attainment meetings. This will include SIMD/FSM/CG information.</p> <p>May Pupil surveys will provide positive feedback from the whole school.</p> <p>Pupils surveys from the targeted group will provide increased levels of engagement and attainment.</p> <p>Monthly monitoring of attendance will lead to early interventions to support increased attendance.</p> <p>June Parental engagement for the targeted grp will increase.</p> <p>June Teacher survey will indicate increased confidence and consistency in delivering PM writing.</p> <p>Oct and April Collation of minutes from moderation activities with Lochwinnoch primary will show increased professional dialogue and engagement of assessing against the Benchmark criteria.</p> <p>Nov Learning visit information will be analysed and fed back to the grp as a whole to aid improvement.</p> <p>Sept, Nov Feb PM writing project lead will lead CLPL and model good practice throughout the year.</p> <p>Sept, Jan, May Targeted intervention teacher will track progress throughout the year and provide feedback at agreed times.</p>	<p>Targeted intervention teacher P3-7 (0.4 PEF) will work with targeted children throughout the year to increase attainment.</p> <p>PM writing lead, (PEF project) will support consistency of delivery and implementation of PM2 project.</p> <p>Our participation in IOS will lead to clearer expectations in the delivery of writing throughout the school.</p> <p>Through IOS involvement, greater emphasis will be placed on gathering and analysing attainment data by class teachers and a clear focus on consistency of Learning and Teaching approaches in all curricular areas</p> <p>Early years officer 1.0 will work with targeted children to support wellbeing and increase a sense of belonging.</p> <p>Learning visits in the first half of the year will focus on PM writing as will the Open afternoon for families.</p> <p>Through the working time agreement, time is set aside for writing CLPL and moderation.</p> <p>Implementation of new writing milestones trackers will be shared with parents.</p>

Improvement Priority 2 – Improve wellbeing and relationships across our school community through inclusion.

<p>HGIOS/HGIOELC Qis</p> <p>QI 3.1 QI 3.2 QI 2.4</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • 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 	<p>NIF Drivers</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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community. (Ed Scot 2017)</p> <p>Pupil survey shows that 95% of children feel safe and have a sense of belonging at Fordbank 91% of parents feel welcomed and supported.</p> <p>An increase in children with ASN coming to school 10%-14% indicates that we need to strengthen the universal support offered at Fordbank.</p>	<p>Children who require support with emotional resilience and self-regulation will be able to access a range of supports in school thus increasing attendance and attainment.</p> <p>Raising awareness of our vision, values and aims across the school community will increase a sense of belonging and strengthen positive relationships.</p> <p>Pupil engagement levels will increase following introduction of school committees.</p> <p>Through implementation of a range of supports the number of learners reporting they feel safe and have a sense of belonging will increase to 96% by June 2025 The number of parents reporting their child feels safe and supported will increase to 94%.</p> <p>Almost all teachers and support staff feel confident in establishing and maintaining positive relationships by June 2025.</p> <p>NVR core group will complete new action plan focusing on agreed</p>	<p>Aug and May Wellbeing surveys of children and their parents will show an increase in the number reporting they feel safe and supported.</p> <p>Oct and June Evaluations of interventions such as the Nurture support, ELCO support, Seasons for Growth etc will show a positive impact on those who use them.</p> <p>Continuous use of Nurture support suite is recorded and will show evidence of positive impact.</p> <p>Sept, Jan, May Staff tracking of care-experienced pupils will demonstrate evidence of positive impact of interventions.</p> <p>Aug, Jan Early intervention and planned learning conversations for children who have an identified ASN will show that children feel safe and included.</p> <p>Sept, Jan, May GIRFEC /Attainment tracking meetings and data will demonstrate increased attainment and attendance for targeted children.</p>	<p>The suite of interventions available at Fordbank primary will be accessible for identified children and those in crisis providing therapeutic interventions supporting their wellbeing.</p> <p>Identified pupils will be supported to regulate their emotions through a variety of interventions.</p> <p>All pupils P3-7 will identify and evaluate a personal wellbeing target.</p> <p>PT to develop Family engagement and to engage with targeted families to build relationships, improve pupil attendance, encourage parental engagement.</p> <p>'Maths is fun' family engagement project working with P4 children and their families from Aug'24.</p> <p>Parents will be offered information sessions on Trauma Informed Practice, NVR and wellbeing interventions to support families.</p> <p>NVR parent groups run by staff will commence Sept'24</p> <p>Seasons for Growth groups will commence Oct'24/</p>

<p>An increase in the diversity of our school shows that we all need to be better educated in anti-racist practice.</p> <p>Survey results from events held within the school indicate that 91% of families enjoy coming to and being included in events at school.</p> <p>Fordbank is committed to upholding the values of The Promise and to ensure all care experienced children grow up loved, safe and respected.</p>	<p>interventions leading to a greater sense of community. By June 25 almost all staff will be confident in using the revised intervention paperwork. Children and staff will have a greater understanding of racial literacy and anti-racist practice leading to a safer environment for all our pupils.</p> <p>Events aimed at combining parental engagement, curriculum and positive experiences will target both identified groups and the whole community leading to better attendance and inclusion. By June 25 attendance will have increased to 93%</p> <p>All staff will have an improved understanding of the principles and practice outlined in The Promise and the experiences and support needs of our Care Experienced children by June 2025.</p>	<p>Continuous Single and Multi-agency planning will be used effectively to support children. Oct, April Information gathered from pupil committees will demonstrate increased levels of engagement across the school.</p>	<p>Children identified as having low levels of engagement invited to join 'Tuesday Club' led by HT and Janitor.</p> <p>DHT drop in sessions to support pupil planning for teaching staff.</p> <p>School committees increasing pupil choice will commence Aug'24.</p> <p>'Circle of friends' staff will be trained to use this resource.</p> <p>HT and HWB curricular lead develop anti-racist education across the school. School will have a clear vision of what inclusion and equity looks like at Fordbank.</p> <p>Show Racism the Red card coming into school Sept'24.</p> <p>All staff to deliver annual Who cares Scotland lessons.</p>
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Improvement Priority 3 – Improve attainment through embedding high quality robust assessment and moderation approaches.

HGIOS/HGIOELC Qis QI 2.2 QI 2.3 QI 2.4 QI 3.2	NIF Priorities <ul style="list-style-type: none"> 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 <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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Assessment is integral to the planning of learning and teaching. A variety of assessment approaches can be used to allow children and young people to demonstrate knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</i>"</p> <p>Assessment in the BGE update 2020/21 , Education Scotland</p> <p>Whole-staff self-evaluation exercises highlight the need for consistency in learning, teaching and assessment approaches embedded into planning across the whole school.</p> <p>A recent staff survey on highly effective practice highlighted a greater need for consistency in learning and teaching with a priority revisiting Learning Intentions and success criteria and effective feedback.</p> <p>Professional dialogue with staff has shown that there is a need for a clear framework in all curricular areas on how progress and</p>	<p>By June 2025 almost all teachers will be consistently using Assessment for Learning strategies within their teaching.</p> <p>By June 2025 most children will feel confident in their next steps through the use of effective feedback.</p> <p>By June 2025 an updated assessment policy will detail clear expectations and a calendar of assessment to ensure consistency across the school.</p> <p>By June 2025 almost all teachers will make effective use of milestone tracking and the benchmarks to ensure effective assessment is taking place leading to high quality learning and teaching and increased attainment.</p> <p>By June 2025 almost all teachers will have undertaken moderation activities at cluster and school level.</p>	<p>Aug, May Teacher confidence surveys will demonstrate increased confidence in using assessment effectively.</p> <p>Sept, Jan, May Minutes of GIRFEC/attainment meetings will record increased teacher confidence when discussing whether a child is on track.</p> <p>Oct,Dec,Feb Evidence of AfL will be seen through learning visits, professional dialogue and pupil voice.</p> <p>Sept, Jan, May Attainment data will be robust and teachers will be able to justify their judgement using a variety of assessment data.</p> <p>Nov, March Learning conversations with learners will demonstrate that learners know what their next steps are.</p> <p>Bi-monthly Minutes of collegiate sessions will record the professional learning that has taken place .</p>	<p>Assessment calendar and assessment folders to be reviewed for start in Aug'24 to ensure consistency across the school.</p> <p>Milestones Trackers for Literacy and Numeracy to commence Aug'24.</p> <p>Expectations regarding evidence to support teacher judgements and engagement with the Benchmarks to be clearly detailed at Aug '24 Inservice.</p> <p>Review of current tracking systems in place and implementation of revised systems.</p> <p>Literacy working party to review writing assessments Aug'24 and provide CLPL for new assessments Oct'24.</p> <p>Planned CLPL on assessment and AIFL as detailed in IOS plan.</p> <p>IOS focus on writing . IOS focus on Learning intentions, success criteria and effective feedback.</p> <p>Through IOS engagement, CLPL for staff to handle and interpret assessment data to inform good practice.</p>

<p>achievement is assessed, tracked and monitored.</p>		<p>Completion of the WP Assessment and Moderation self-evaluation toolkit will record where we are on our journey, identifying strengths and next steps. Pre and post surveys to take place.</p>	<p>Fully utilise the West Partnership Assessment and Moderation Toolkit to audit our current practice and support next steps.</p>
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