



FORDBANK PRIMARY AND  
FLEXIBLE LEARNING RESOURCE

# STANDARDS AND QUALITY REPORT

## June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

*Cara Wadsworth*

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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 18 teachers, 2 classroom assistants and 4 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.

## SUCSESSES 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;

*"My child is supported with his learning, but also seen and supported as a child in their own rights too. Individualised support and learning with positive relationships with staff is evident too. Staff are clearly passionate about their job and providing the best for children in the school. Every child is celebrated and seem for the wonderful individual young person that they are great school."*

*"I love that the Primary one base is so free flow & built around active learning it has been a fantastic transition from nursery to school. The staff are very nurturing and know what individual children's strengths are and work hard to extend their learning."*

*"My child loves coming to school every day which speaks volumes. She enjoys all her learning experiences."*

*"The Staff at Fordbank are extremely supportive of all the children and their families."*

- 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.
- Most classes have experienced high-quality outdoor learning to us taking full advantage of our local area and the health benefits of being in the outdoor environment. A hillwalking club and outdoor masterclass was created this session which pupils engaged positively with, increasing health benefits and community building.
- 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. This club refocused into an afterschool Tuesday Club in order to reach more pupils.
- We hosted a National Numeracy Engagement night which was well attended and provided a safe space where parents and carers could join in on fun Maths activities with their children all while enjoying some tasty pizza too. This was a continuation of last year's family engagement project.



- Musical achievements – This year we hosted a sell-out summer concert to our school community, ran a recorder group, violin group, drumming group, chanter group and pupils took part in Gaelic singing workshops, and we worked with Renfrewshire Council to run a popular Family Choir club. This club enabled our children to enjoy new musical experiences with a family member.
- Community – We continued to grow and strengthen as a school community. After the sad and sudden loss of formal pupil Stephen Dock, staff did a sponsored cycle to raise funds for outdoor seating in his memory which pupils use at break and lunchtimes. We also hosted a whole school Tough Mudder competition where pupils enjoyed a Memorial Day filled with fun activities. We hosted a cluster football tournament, purchased a new outdoor container for resources and established links to our local care home where Primary 5 pupils have been visiting monthly.
- Eco Schools – As part of our Eco commitment, our Pupil led Eco Committee organised a whole school litter pick around our local area. Sadly, we filled 74 bags, which earned us the winner of most bags collected from Keep Scotland Beautiful.
- Pupil Support – We have invested heavily on a suite of nurture interventions including a dedicated ASNA who offered individual and group nurture sessions based on targets from the CIRCLE and Boxall assessments. These sessions were complimented by outdoor nurture slots with our Early Years Practitioner who worked with targeted pupils from across the school. Increased scores reflect positive impact from assessments and Glasgow Motivational Wellbeing Profile surveys.
- Woodlands Trust – We upgraded our Bronze Green Tree Schools Award to Silver. This was awarded for continuing to encourage pupils to learn outdoors and be inspired by wildlife and nature.
- Scientific Achievements include an increased STEM profile locally and nationally with the formation of a Young STEM Leaders Group. Our STEM Champion has taken part in the Scottish Schools Education Research Centre Cluster project and hosted the whole cluster for STEM workshops at recent Inservice day. She has increased staff knowledge and skills by hosting workshops and sharing information throughout the year. We have been successful in securing two science grants which has been used to improve our STEM resources.
- Goblin Car Project with Royal Society and Glasgow Caledonia University (GCU) - over the course of the year, pupils worked alongside Master of Engineering Students to build a kit car's shell through investigation and participating in the design process. Pupils worked on scientific investigations at home and family club, facilitated by GCU, to build science capital and make further connections to the project with the support of their parents/carers. Pupils also worked alongside the Royal Navy who led STEM workshops to compliment the investigations. At the end of the project, pupils got to race the car at Kames racetrack.



# 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.
- 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.
- Who Cares? Scotland - All staff completed further training sessions building on previous years input in the leadership of supporting care experienced pupils giving them greater insight and skills to deal with specific issues.
- DHT continued to lead the implementation of Renfrewshire's revised Getting it Right for Every Child resources ensuring that staff have a suite of strategies available to support pupils in our school.
- DHT completed Thinking About Headship programme from West Partnership Collaborative giving him increased knowledge and skills focused on leadership.
- Head Teacher obtained Into Headship qualification with merit, equipping her with essential skills to lead the school forward.
- Multiple members of staff completed Play Pedagogy course in the Upper Primary school with intention to roll this out next session.
- Class teacher worked in partnership with Glasgow University to complete Glasgow University STEM SPACE project developing spatial skills in Primary 4.



## Teacher Professionalism

- 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. This has led us to submit application for Ruby RNRA Award.
- All class teachers have engaged positively with writing moderation activities and visits with Lochwinnoch Primary twice a year. Staff have visited and hosted colleagues to moderate writing which has increased teacher judgement confidence.
- Fordbank staff have hosted good practice visits for Ralston, Bushes and Arkleston Primary schools. They were able to share good practice, engage in meaningful dialogue and support colleagues in their play pedagogy journey.
- All staff have met for Stage meetings sharing and reflecting on practice and ensuring concise, consistent planning across the curricular level.
- Staff have completed training and hosted Seasons for Growth programme to our Primary 7 pupils. This was offered to pupils from schools in our cluster.

- Non-violent resistance parent group ran successfully for a group of parents by our FLR PT and key worker. This intervention was offered to the whole cluster resulting in support for families beyond our school.

## 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 Nights, Open Afternoons, Meet the Teacher and Summer Concert were well attended adding to the commitment to promote the positive whole school community.
- 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. This has been further developed this year by offering new families stay and play sessions, an induction day, invite to information session and monthly play dates during the school day.
- 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 surveys provided clear direction to where we are going next.
- Skoobmobile from Renfrewshire Library Service did a 6-week family reading engagement project which was 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 National Youth Choir Scotland, Feis Gaelic projects and Family Choir club being enjoyed by our families.

## Assessment of Children’s Progress

- All class 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 class 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 using 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.
- This year, assessment folders with challenge questions and an assessment calendar were created to ensure a range of assessment is used, strengthen professional judgement and encourage consistent practice across the school.
- Floor books have been refined and developed further this year to evidence and capture progress of learning from the Play setting in Primaries 1 to 4.
- The National Standardised Assessments data shows for session 2023-24 that we continue to perform well against our comparator schools nationally.
- Targeted Support teacher has used summative assessments throughout the year to identify gaps in pupil learning and organised relevant targeted intervention to help raise attainment of pupils.
- A class teacher was provided additional time across the year to assess pupils for dyslexia. This has been successfully done by using Renfrewshire Council’s new Dyslexia guidance policy.



Stage	L&T	R	W	N
P1	94%	79%	73.5%	88%
P2	97%	73%	70%	79%
P3	97%	97%	95%	92%
P4	94.9%	87%	82%	87%
P5	86%	81%	48%	79%
P6	95%	81%	50%	45%
P7	93%	87%	75.5%	80%



Overall, our performance information is **good**. Highlighted below is the progress made from the previous year to the next.

Stage	L&T		R		W		N	
	'22-'23	'23-'24	'22-'23	'23-'24	'22-'23	'23-'24	'22-'23	'23-'24
P1	90%	94%	90%	79%	90%	73.5%	83%	88%
P2	94%	97%	83%	73%	83%	70%	86%	79%
P3	90%	97%	85%	97%	79%	95%	79%	92%
P4	80%	94.9%	70%	87%	64%	82%	79%	87%
P5	88%	86%	83%	81%	56%	48%	71%	79%
P6	93%	95%	70%	81%	59%	50%	64%	45%
P7	100%	93%	72%	87%	66%	75.5%	81%	80%

## School Partnerships and 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 How Good Is Our School 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 KLAS Care to provide additional nurture and Kibble Works in Action which aims to educate our pupils on how to maintain their bikes.
- Intergenerational working project between local Care Home and Primary 5 pupils has paved a way for joint learning opportunities as well as pupils being able to exercise the school values.
- Parent and carers reported positive feedback from Open afternoons and Meet the Teacher afternoons. They shared that these sessions in school helped inform them of their children’s learning and the learning environment as well as getting to know staff better.
- Established Sailing project with Primary 6 pupils and the Laurence Upton Foundation. The STEM project themed around sailing and buoyancy culminated in the pupils sailing at Lochwinnoch for the day. The successful project has secured further involvement for next year’s Primary 6 class.

- The Junior Road Safety officers met with the road safety officer for the local council, audited the local area and created a travel plan. They were able to roll out the authority Walk to School week initiative as well as organise and oversee the installation of the brand-new Bike Shelter in the school playground.
- Primary 6 completed their Level 1 Bikeability programme and Primary 7 completed their Level 2 Bikeability programme.
- The school hosted the Healthy Big Breakfast group which provided a free healthy breakfast for every pupil in the school.
- Pupil Literacy leaders successfully secured £500 funding from the Siobhan Dowd Book Trust for a Book Spree for brand new books. Pupils travelled to Bridge of Weir to an independent book shop to spend the money and replenish the school library stocks with modern, interesting, and relevant texts.
- SLT secured funding for over 30 pupils from Cash for Kids this year which helped support families in need at Christmas.
- Themed termly Family Fun nights continue to be well attended by pupils and their families. The themed events are key at nurturing our community spirit.
- A £500 grant from the Ernst Cook Trust was secured which has been used to restock footwear and clothing for outdoor learning such as waterproofs and wellies thus providing wider access for pupils across the school.



## 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 National Standardised Assessments and Achievement of a Curricular Level 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)

Almost all children are achieving national standards in Talking and Listening  
Most 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 4 (First level)

Almost all 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 7 (Second level)

Almost all 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



## 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. Identified pupils' targets were shared with parents and progress made discussed at various points 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, new GIRFEC planning, staff observations and the use of the Glasgow Motivation and Wellbeing Profile.

PEF has been used to tackle the poverty related attainment gap 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. She has also developed the garden environment area and provided nurture sessions for identified pupils across the school on a weekly basis.



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



A classroom assistant was employed to support learning across the school including organising daily interventions such as Fizzy programme for gross motor control, Toe by Toe for spelling and reading as well as providing in-class support.

An additional teacher (0.4) was also appointed to provide targeted support in learning with a specific focus on writing. This additional resource has allowed staff to work closely with identified pupils on a 1:1 basis and in small-targeted groups as well as increasing enjoyment and positive engagement with writing.

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. 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

- **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.
- **Quality learning and teaching** across the primary and FLR classes, which provides opportunities for children to successfully lead their learning.
- **High-quality relationships with partners** such as Kibble, Family Wellbeing officers, WISE group, Exchange Counselling, St Vincent's Hospice, Cochrane Care Home, Active Schools and Educational Psychology ensure that support and interventions 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 2024-25

We have made **GOOD** progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- Priority 1 - To raise attainment in Literacy with a priority focus on Writing
- Priority 2 - To improve wellbeing and relationships across our school community through inclusion.
- Priority 3 - To improve attainment through embedding high quality robust assessment and moderation approaches.

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 the CIRCLE document.
- Support the well-being of the pupils by providing an outdoor experience focussed on building emotional literacy, resilience and 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 and a variety of social events as needed.

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

### CONTACT US

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### 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 by completing evaluations at school events.

