



Fordbank Primary and Flexible Learning Resource

STANDARDS AND QUALITY REPORT June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. 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 and this year we celebrated our sixtieth anniversary. The current school building is eighteen 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 and 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 FLR 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 for all children to achieve their potential within a nurturing and caring environment. This year we have continued to build and expand our relationships with other local partners.

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. We also have a Principal Teacher in the Flexible Learning Resource. There are 18 teachers, 1 Early Years Officer and 6 additional support needs assistants. The environmental services team comprises of 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.



SUCCESSSES AND ACHIEVEMENTS

School Celebration and Family Engagement

- In partnership with our Parent Council, we have hosted a number of family events throughout the year from Hallowe'en discos, Christmas Fayre and family bingo nights. Alongside this, our Principal teacher has organised termly Family Fun nights and the school has welcomed families to open afternoons and Sports Day events.
- The school celebrated an important milestone of the 60th Anniversary of Fordbank by having an Open Afternoon for the community inviting pupils, staff and parents past and present. The community were able to enjoy a refreshment and share memories while looking at pictures and items from throughout the years. Each class later performed a song at a two-day concert which were both sold out events. It was a wonderful way of celebrating the history and journey of the school as well as the talent it currently has.

Awards

- Over the years, we have been successful at achieving a number of awards including the Gold Award from Sports Scotland, Gold Award from Scottish Book Trust Reading Schools, Cycling Friendly School status, Green Tree Award from the Woodland Trust and Fairtrade Schools Award. We are very proud to announce that we have renewed all our accreditation this year for all of those awards listed by continuing and further building on our practice in school.
- At the start of the year, we were awarded our 4th Green Eco School Flag in July and throughout this year have prepared and submitted our applications for the PATHS (Promoting Alternative Thinking Strategies) award and the Rights Respecting School's Silver Level. These applications will be reviewed and verified in September 2026.
- In the last term, we received news that we have been accredited the Renfrewshire Nurturing Relationships Approach (RNRA) Amethyst award for embedding RNRA principles of Non-Violent Resistance (NVR) and anti-racist principles in our school policies.
- In our Flexible Learning Resource, the team have gained the bronze level Emotions Works award for their work in implementing the health and wellbeing programme to their learners.

School Environment

- We continue to develop and invest in our already fantastic school environment. This year we have installed a new outdoor garden area, renewed broken sports equipment, installed a bike maintenance station and built an outdoor classroom in our playground enabling learning to continue outdoors. Our playground markings and games have been refreshed

with new playground games, markings and three-way ball shooters installed for pupils to enjoy.

Curriculum and Pedagogy

- We were excited to be able to host writing guru Stephen Graham at our school for two-day workshops which pupils and staff benefitted from his input. This complimented our efforts at embedding our PM writing pedagogy into practice. We also purchased a new whole school reading resource and have had all staff trained on the new resource already.
- Alongside new advice from the Curriculum Improvement Cycle, we reviewed our dated Curriculum Rationale and our whole school community were involved in discussion about what makes us unique at Fordbank.

Anti-racist Practice

- Our staff have progressed their knowledge of antiracist practice across the school this year. Our Head Teacher has established an Anti-racist Collective made up of Primary 7 pupils. They met regularly and helped create a Fordbank Cookbook made up of the various cuisines from cultures across our school community.
- Our Head Teacher and Principal Teacher presented and lead anti-racist workshops at Renfrewshire's Nurture conference this year. This work continues and is led by our Head Teacher who is chair of Anti-racist steering group in Renfrewshire Council.

Pupil Experiences

- We are proud winners of the Beat the Streets competition for 2025-26. This saw our school community put their walking shoes on and hit the streets to earn points and ultimately exercise more. We were awarded vouchers which we spent on new sporting equipment.
- All of our Primary 7 pupils earned the John Muir Award for their efforts in outdoor learning this year including a two-night residential to Lockerbie Manor.
- A group of Primary 6 pupils were awarded the Young STEM Leaders award for taking part in STEM (Science, Technology, Engineering and Maths) activities and then sharing their learning across the school by leading workshops.
- Pupil Voice continues to be valued and grow through our whole school Committees, where each pupil has the opportunity to lead change in the school and take part in different activities. We have also introduced 'Ford Talks' which is
- Our Digital Leaders welcomed the Scottish Government to our school to discuss all things digital including resource and infrastructure.
- We organised a whole school Health focus week which included sporting workshops, health workshops and a very successful Family Sports day.

Partnerships

- Partnerships are something that we truly value at Fordbank and we are always looking for new ways to strengthen existing and expand new connections local and wider afield. This year, we established monthly 'Natter and Chatter' sessions for family members to come in and enjoy a refreshment and learn more about what is going on in the school. We also made some new local partnerships with Active Communities who led cooking sessions and knitting sessions with our pupils.
- We organised a very successful World of Work week, bringing together a whole host of different professions, careers and skills. Pupils responded enthusiastically and enjoyed making links to skills for the future.
- Primary 6 were involved in an Intergenerational Learning project with Renfrewshire Council which saw the class take part in a performance with other schools in the authority.

Grant Funding

- In collaboration with our Parent Council, we successfully applied and were awarded Flight Path Funding which will be used for buying new ICT equipment and to further strengthen engagement with our wider community. Primary 7 plan to lead an enterprise project next session using this funding. We have hosted two school Book Fair's in partnership with Scholastic which has raised £1000 which we have used to buy new texts for classes and library. We were successful in securing a grant from Kellogg's for investment in our Breakfast Club.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Last Session, we identified three key improvement priorities for our school –

PRIORITY 1: To raise attainment in literacy with a sustained focus on writing

We implemented the following interventions –

- Teacher **0.4 (PEF)** for targeted literacy support at P4 and P7 stages
- Early Years and Learning Childcare officer (ELCO) **1.0 (PEF)**
- ASNA **15 hours (PEF)** to support literacy interventions for targeted groups.
- Through the Working Time Agreement, time was set aside for moderation of writing along with cluster moderation alongside in-house moderation opportunities prior to tracking meetings.
- The PM Writing leads engaged in professional learning with Stephen Graham (cross authority) and cascaded learning across the school at collegiate sessions.
- Introduced new progressive spelling and grammar planners developed by teaching staff.
- Clear expectations for practitioners on the delivery of Literacy across the school and FLR used the Improving Our Schools framework.
- Robust Targeted Interventions for identified pupils including increased family involvement.
- Through the Working Time Agreement, 6 sessions were dedicated to specific training on the new reading scheme including assessment and delivery.
- Embedded use of Learning journals across the school to include personal targets for Literacy, Numeracy and Health and Wellbeing.
- Invested in culturally diverse books and make available to all pupils.

Impact of our interventions –

Through the implementation of targeted interventions, 0.4 teacher (PEF), 1.0 Attainment teacher funded by the authority and 15hrs ASNA support we have seen increased attainment for almost all targeted children at their identified milestones.

There is greater consistency to the learning and teaching of writing across the school due to the involvement of the three writing leads in the cross-authority writing program. All teaching staff have benefited from the learning, from the writing project, being cascaded across the school and the FLR and further embedded through the TRIOs.

The introduction of new spelling and grammar planners has led to greater consistency across the school and pupils have reported that they are enjoying the new approach to spelling.

The IOS framework has continued to support improvement in pedagogy across the school and the impact of this has been demonstrated in increased attainment, positive classroom observations, jotter monitoring and pupil conversations.

All teaching staff have taken part in 6 after school sessions on implementing the new reading scheme which sits alongside our writing scheme.

All children are now setting termly personal targets for reading, writing, numeracy and health and wellbeing. They load these targets onto Seesaw and share them with their families leading to greater independence and ownership of their own learning.

Our whole school committees have given all pupils a voice and a leadership role in the school. Pupil led learning opportunities across the school have contributed to our children developing within the four capacities.

Our Early Years Officer (PEF) has continued to equip our children with valuable outdoor experiences furthering their ability to build positive relationships and forge meaningful connections resulting in happy children who are ready to learn and have resilience when needed.

PRIORITY 2: To ensure our curriculum equips our children for the future through high quality learning, teaching and assessment.

We implemented the following interventions –

- Revisited our Vision, Values and Aims with the whole school community.
- Redesigned our Curriculum Rationale taking into account the need to embed the teaching of skills for Learning Life and Work in consultation with all school partners.
- Organised a whole school World of Work week.
- Digitised Forward Plan for mainstream and FLR.
- Used the 'Improving our Schools' framework to support ongoing improvement of Learning, teaching and engagement with a focus on Feedback and questioning.
- Through the Working Time Agreement, staff engaged in CLPL on Feedback and Questioning.
- Audited digital provision across the school and refreshed existing resource.
- Developed the use of Pupil Voice across the school through Committees and pupil led learning opportunities within the classroom and outdoors.
- Early Years Officer (**PEF**) supported identified children with wellbeing sessions outdoors.
- Head Teacher after school club for identified children to build positive relationships.

Impact of our interventions –

Established a shared understanding and collective ownership of the school's Vision, Values and Aims, resulting in greater consistency in expectations, ethos across the school community. We collectively strengthened the relevance of our curriculum enabling pupils to better understand and articulate the purpose of their learning in real-life contexts.

For the first time our World of Work week launched which increased pupil awareness of career pathways and employability skills, leading to higher engagement and more meaningful connections between learning and future aspirations. Our guest speakers were well received by the children who found many of them to be inspirational.

Led by DHT who worked collectively with another school to introduce our digitised Forward Plan for mainstream and FLR. Our forward planning is now streamlined with improved accessibility for staff, which has enabled more effective tracking and monitoring of learner progress.

Two of our collegiate sessions were used to look at learning and teaching using the 'Improving our Schools' framework with a focus on Feedback and questioning which led to improvements in classroom practice, with more effective questioning and feedback strategies supporting deeper learning and increased pupil engagement.

An audit of our digital provision has ensured more equitable access to digital tools and improved the quality of digital learning experiences across the school. With a donation from our parent council, we have been able to purchase more equipment to refresh our offering.

Through the development of pupil voice, we empowered pupils to influence their learning and school environment, leading to increased engagement, confidence and leadership opportunities throughout the school.

Our Early Years Officer (PEF) improved wellbeing, emotional regulation and engagement of targeted pupils, supporting readiness to learn.

PRIORITY 3: To improve health, wellbeing and relationships across the school community.

We implemented the following interventions –

- UNCRC Committee developed pupils' skills and knowledge to be ambassadors for the rights of others.
- UNCRC action plan created to further embed UNCRC throughout the school.
- Auto pilot statements shared that are adopted to tackle racist language.
- Whole school community including stakeholders will take part in a whole school announcement detailing our zero tolerance for racist language.
- Anti-racist core group will work with Educational Psychologist, Rebecca Gibson-Knowles to develop anti-racist education across the school and FLR.
- Audit of school resources to ensure cultural inclusion across the curriculum.
- PATHS embedded across the school and PATHS model school accreditation submitted.
- Staff CLPL Outdoor learning sessions with a focus on the teaching of skills.
- Refreshed expectations for bringing kit and school to provide kit when needed.
- Introduction of a variety of different options for keeping physically and mentally well.

Impact of our interventions –

Our UNCRC committee has developed pupils as UNCRC ambassadors which has strengthened their understanding of rights and responsibilities, empowering them to promote inclusion, fairness, and respect across the school community at assemblies and during committee time. The Rights Respecting Schools Action Plan ensured a consistent and sustainable approach to embedding children's rights throughout the ethos, curriculum, and daily practice.

The Anti-racist core group developed Auto-pilot Statements for addressing Racist language. Our consistent use of agreed responses has improved staff and pupil confidence in addressing racist language promptly and firmly, reinforcing clear expectations and promoting a safe, respectful environment.

Fordbank Primary and FLR has successfully collaborated with our educational psychologist to strengthened staff understanding and enhance approaches to anti-racist education, leading to more inclusive and informed practice across the school and community. Our audit of resources with an Anti-racist lens has increased cultural representation and inclusivity within the curriculum, helping all learners to feel seen, valued, and reflected in their learning experiences.

Our whole school approach to embedding PAtHs has supported the development of pupils' emotional literacy, resilience, and social skills, with accreditation demonstrating a strong commitment to wellbeing and nurturing approaches.

Staff training in outdoor learning has enhanced teaching practice and expanded opportunities for skills-based, experiential learning, contributing to increased pupil engagement.

A wider variety of PE activities and building in elements of pupil choice has supported pupils' physical and mental health, encouraging positive lifestyle choices and increased participation.

PUPIL EQUITY FUNDING

The focus of our Pupil Equity funding continues to be on the allocation of staff who have provided targeted learning and wellbeing support. We consulted with staff and parents/carers through providing information on our spending rationale and surveys which provided opportunities for feedback on our spending proposals.

Our self-evaluation and school context continues to demonstrate that there is a need to have a clear focus on 'raising attainment for all' across the curriculum and to continue to support the wellbeing and additional support needs of children across the school.

Staffing interventions

Additional teaching staff (0.4) who have provided targeted interventions and learning support in writing.

Early Learning and Childcare Officer (ELCO) who provided universal learning and wellbeing support across P1 & 2. She also provided targeted wellbeing interventions for identified pupils in P3 -7.

ASNA (15hours) to support targeted interventions in literacy for identified pupils.

Targeted writing interventions

Our PEF has enabled us to provide targeted support for children across the school in writing led by our teacher (0.4). This was further supported by the authority by the allocation of a Scottish Attainment Challenge teacher.

In almost all classes, the number of children attaining national standards in reading and writing has been maintained or has improved from the previous session. Almost all children continue to make steady progress across their individual working level/pathway.

Over the past 3 years we have seen a significant increase in overall attainment in reading and writing –

2025/26 percentage of children in

Primary 1 achieving national standards in reading 90% compared to Renfrewshire average 70%.
 Primary 2 achieving national standards in reading 82% compared to Renfrewshire average 69%.
 Primary 3 achieving national standards in reading 84% compared to Renfrewshire average 77%.
 Primary 4 achieving national standards in reading 78% compared to Renfrewshire average 70%.
 Primary 5 achieving national standards in reading 80% compared to Renfrewshire average 72%.
 Primary 6 achieving national standards in reading 87% compared to Renfrewshire average 81%.
 Primary 7 achieving national standards in reading 76% compared to Renfrewshire average 61%.

2025/26 percentage of children in

Primary 1 achieving national standards in writing 83% compared to Renfrewshire average 68%.
 Primary 2 achieving national standards in writing 82% compared to Renfrewshire average 68%.
 Primary 3 achieving national standards in writing 84% compared to Renfrewshire average 74%.
 Primary 4 achieving national standards in writing 78% compared to Renfrewshire average 64%.
 Primary 5 achieving national standards in writing 73% compared to Renfrewshire average 67%.
 Primary 6 achieving national standards in writing 79% compared to Renfrewshire average 74%.
 Primary 7 achieving national standards in writing 76% compared to Renfrewshire average 61%.

All children who received targeted interventions made progress across their learning pathway and demonstrated improvement in writing for the identified focus milestones. Evidence of children's learning shows a continued improvement in the quality of their writing in line with our implemented PM writing approaches which is evident during our monitoring of children's work and attainment meetings.

Universal Wellbeing supports

Our ELCO has led our universal outdoor nurture offer in P1- 2. The main focus has been increasing readiness to learn. These approaches have had a significant impact on our infant children's ability to engage in stage appropriate learning.

Targeted Wellbeing support

Our targeted wellbeing interventions, led by our ELCO, continue to have a significant impact on identified children across the school as well as contributing to the school's nurturing ethos and overall support. They have led targeted wellbeing sessions for identified individuals and groups of children. Children's progress is measured by Leuven scale, questionnaires, observations and a SHANARRI web.

Development of Learning and Teaching Approaches

Our three writing leads have benefited from taking part in a year long, cross authority writing programme which has had a significant impact on the development of learning and teaching approaches to writing. These practitioners have cascaded their learning at CLPL sessions and have taken on a mentoring role for colleagues in the school. Children report that they enjoy writing time in class and have responded enthusiastically to the monthly Star writer award that is shared during whole school assemblies. Classroom observations reflect an upskilling of staff's pedagogical approaches in teaching writing which has led to increased engagement across 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.
- We are a highly inclusive school and have very good practice in supporting the wellbeing and inclusion of our young people and families. Our approaches have been recognised at authority level and have been shared with schools across Renfrewshire, including the support provided by our Flexible Learning Resource.
- We have very clear values that underpin all our improvement developments and vision for our school community.
- Our distributed leadership of staff and pupils is very good, and we continue to strive to create an ethos where everyone feels valued and can contribute to and lead our

improvement agenda. We have fostered a hard-working, collegiate ethos across the school which has resulted in a shared vision and collective responsibility for providing the very best for our children and families.

- We have a strong commitment to providing the highest standards of learning, teaching and assessment – our teachers demonstrate commitment to professional learning and opportunities for moderation to improve our practice.
- We have very good approaches to personalised support for young people with ASN that are in line with best national and local practice within our mainstream and Flexible Learning Resource. We continue to impact positively on the outcomes for children within Fordbank Primary and across Renfrewshire.
- We have fostered strong relationships with other agencies and local community partners that are having a positive impact on how we support our children and the quality of learning experiences we provide.
- High-quality relationships with partners such as Family Wellbeing officers, Occupational Therapy, Speech and Language, Johnstone High School, Active Communities, One Ren, 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 positively by visitors to the school.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

➤ **Priority 1 - Raise attainment in literacy with a sustained focus on reading and writing.**

We will-

- Implement use of new progressive reading programme and assessment resource.
- Moderate writing with cluster colleagues.
- Identify writing leads who will engage in cross authority professional learning with Stephen Graham.
- Create a bank of videos demonstrating key teaching point of various text types.
- Establish teacher trios to share good practice.
- Whole staff implementation of Fordbank's 'What Makes a Good Lesson' criteria.
- Whole staff CLPL using the Renfrewshire Way to influence high quality learning experiences.

➤ **Priority 2 – Raise attainment and achievement through a focus on pupil led learning and children's skills development.**

We will-

- Update a pupil led learning policy alongside pupil, staff and parents.
- SLT will lead Young Leaders of learning programme with another school in the authority.
- Introduce x4 turbo topics which all children will take part in across the school.
- Implementation of whole school skills framework.
- Lead parent session on skills development.
- Increase partnerships with third sector.
- Develop a bank of life skill lessons which children can work through independently.

➤ **Priority 3 – To support children's wellbeing through continued development of inclusive practices and rights-based education.**

We will-

- Participate in the NAIT (National Autism Implementation Team) We were Expecting You whole school professional learning pilot co-delivered by the educational psychology service and speech and language therapy.
- Development of whole school approaches to communication supports regulation and inclusive practice.
- Engage with circle document to ensure consistency across classroom environments.
- Use RNRA framework to build evidence for gold application.
- Continued use of Improving Our Schools Framework to ensure high quality teaching across the school and FLR.
- NVR Anti-racist core group in conjunction with Educational Psychology to deliver CLPL throughout the year to upskill staff on anti-racist practice.
- All classes across the school consistently teach a right of the month lesson.

➤ **Priority 4 – To improve social emotional outcomes for pupils in Flexible Learning Resource (FLR).**

We will-

- Increase parent/carer involvement in social emotional development within FLR.
- Complete inventory and refresh social emotional resources
- Achieve the Emotion Works Silver Award
- Establish implementation leads to further embed Emotion Works into practice
- Provide open afternoons for families and carers to build positive relationships

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.