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Fordbank Primary and Flexible Learning Resource

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Fordbank Primary and FLR has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

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

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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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?

Staff • 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	Parents/Carers • Annual feedback report • Parent/carers questionnaires/ Surveys • Parent/carers 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
Learners • 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	Partners • Informal feedback through discussions • Fortnightly meetings with Active Schools co-ordinator • Regular collaborative meetings with Family wellbeing team & 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 next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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

- 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 and Exchange Counselling) 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
- Cross authority moderation

Attendance

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored every month.
- SLT follow up absence concerns following a stepped intervention aligned with the school attendance policy.

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

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.

Improvement Priority 1 – To raise attainment in literacy with a sustained focus on reading and writing

NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Following implementation of the PM writing programme across the school we have seen increased attainment at all stages. We want our children to be able to construct (writing) and deconstruct (reading) language so that they can make sense of the ever-changing world around us. Data demonstrates that we still have a poverty related attainment gap (FME/CG) in reading at P1, P2.P3, P4 and P6 and in writing at P1,P2,P3,P4 and P6. We also have an attainment gap for our ASN pupils in reading at all stages and in writing at all stages. We need to ensure that these pupils have access to High quality relevant learning and teaching.	By June 2027, the poverty related attainment gap (FME/CG) in reading will have decreased from 17% to 12%. By June 2027, the poverty related attainment gap (FME/CG) in writing will have decreased from 24% to 19%. By June 2027, the ASN related attainment gap will have decreased in reading from 17% to 12%. By June 2027, the ASN related attainment gap will have decreased in writing from 24% to 19%.	September, January and May, Attainment data will be gathered at tracking meetings. Staff will scrutinise data and discuss barriers to learning and supports/challenges they have implemented. Sept, Jan, May Targeted intervention teacher will track progress of group and will feedback at tracking meetings. Sept, Nov, Jan, May Tracking minutes will reflect staff awareness of targeted pupils and identify-individual supports in place. Minutes of moderation activities will ensure clear opportunities for professional dialogue ensuring teachers are assessing appropriately against the benchmarks. September PM writing leads complete baseline survey detailing awareness of attainment gaps.	Early Years Outdoor nurture officer 1.0(PEF) will increase engagement levels, cultural capital and wellbeing for targeted groups. Through the Working Time Agreement, time will be set aside for moderation of writing with cluster moderation alongside in-house validation opportunities prior to tracking meetings. The PM Writing leads will engage in professional learning with Stephen Graham (cross authority) and will cascade learning across the school at collegiate sessions. Introduce new reading scheme which complements learning and teaching in writing. Staff create bank of videos demonstrating key-teaching points of various text-types in writing sharing good practice. (WTA) March 27 -Teacher Trios across the school and FLR will focus on reading.

Education Scotland stress the importance of attendance and inclusion in raising attainment. Attendance data for Fordbank has shown an improvement from 23-24 92.3% to 24-25 93.6% but there are still patterned non-attendance issues. Consistency in the teaching of literacy across the curriculum is essential to ensure that all learners develop the language, reading, and writing skills required to access and succeed in all areas of learning. Using the IOS framework has been successful in increasing pedagogy across the school and FLR and we will continue to use the IOS framework to support Learning and Teaching.	By January 2027 Almost all targeted children and their families will have been supported to increase their attendance at school. By June 2027 All teaching staff in mainstream and FLR will use 'Fordbank Good Lesson' criteria to inform Learning and Teaching across the curriculum.	October 26 and February 27 Classroom observations with a focus on literacy. September and monthly thereafter SLT attendance monitoring at SLT meeting. Attendance data monitored and in-line with cluster policy and actioned where necessary. Oct 26 and March 27 Class observations will reflect all teachers using 'Fordbank good lesson' criteria. Monthly Fordtalks will give evidence of good practice and of next steps. May 27 Feedback from TRIOs will highlight good practice and staff generated next steps.	Use Education Scotland's, Included, Engaged and Involved to support families and children by using relational approaches to support attendance. Use networks such as Parent Council and Seesaw to influence positive change and attitude towards attendance in the community. Whole staff Implementation of staff, parent and pupil generated, 'Fordbank Good Lesson' criteria across the school. Whole staff using the Improving Our School's framework support consistency by CLPL sessions on metacognition and Differentiation (WTA) Whole staff CLPL using The Renfrewshire Way to inform high quality learning experiences. (WTA)
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Improvement Priority 2 – To raise attainment and achievement through a focus on pupil-led learning and children’s skills development.
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people’s health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

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Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Promoting pupil-led learning is central to Scotland’s Curriculum for Excellence, supporting the development of individuals, learners, citizens, and contributors. Empowering pupils to take ownership of their learning increases motivation, engagement, and independence, as they are actively involved in setting goals, making choices, and reflecting on their progress. We have noted increased pupil engagement when greater autonomy is present. A pupil-led approach also strengthens key skills for learning, life, and work. The monitoring of learning experiences demonstrates an inconsistency in children’s ability to identify and discuss skills development and application therefore there is a need to revisit our practice to bring about greater consistency in classroom practice and improved awareness and understanding in children.	By June 27 Almost all children will be able to talk about leading an area of their own learning within the curriculum. All children will be able to set meaningful targets and share their progress towards achieving them. Almost all pupils, P4-7 will be able to discuss a possible positive destination. By June 27 Almost all children P3-7, will be able to name, identify and discuss the development of skills and demonstrate how they have applied these skills in a variety on contexts. All teachers will implement agreed approaches to planning skills development for children resulting in improved consistency in the provision of	September 26 Young Leaders of Learning Action Plan and evidence. September and monthly thereafter. Fordtalks evidence will demonstrate increased pupil voice across the school. Rights Respecting Schools committee evidence. Target setting evidence on Seesaw. Sept, Nov, Jan and May Attainment Tracking Data Monthly Fordtalks evidence August 26 and May 27 Baseline and endpoint survey on skills awareness.	Pupil-led Learning Policy to be collectively updated (Staff, Pupils, parents). (WTA,PC) HT will lead Young Leaders of Learning Program in partnership with another school in the authority to bring about positive change using HGIOS for learners. Introduction of 4x ‘Turbo’ topics across the school HT will lead Skills Framework CLPL. (WTA) HT and DHT will increase partnerships with third sector. HT to lead parent’s session on skills development across the school. All staff engage in CLPL to review planning and implementation of Fordbank Power skills.

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Skills Development Scotland makes clear that providing a learning environment where visibility of skills, meaningful discussion and reflection of skills and the opportunity to profile skills will support children to articulate their skills development, empowering them to develop across the 4 capacities. Outdoor learning also plays a key role in developing meta-skills This position is particularly relevant to our school context. Currently around 51 % of our children have an identified Additional Support Need. Skills development is crucial for children with ASN. By focusing on individual strengths and needs, skills development can improve self-esteem, enhance learning and support independence and social inclusion.	high-quality learning experiences for children across the school. Almost all children attending Fordbank Power Skills sessions will demonstrate good progress in meta-skills and how these connect to Learning, Life and Work skills. Almost all children will be able to identify which skill they are using when discussing their learning intention.	Monitoring of Learners' experiences Teachers' forward planning including experiences for Fordbank Power skills sessions. Evidence of Children's learning, including digital profiling.	Develop bank of 'life-skills' lessons which children can work through independently. Collegiate development of Learning Spaces in line with The Circle document, including identification and purchasing of resources, to enhance Skills development opportunities. Review existing Outdoor Learning policy to ensure progression across the levels and to include pupil voice.
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Improvement Priority 3 – To support children’s wellbeing through continued development of inclusive practices and Rights based education.
NIF Priorities

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people’s health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

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Improving relationships behaviour and attendance with increased engagement in learning

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
We have identified a trend in the ASN profile of our children which shows an increasing number of children with neurodiversity currently at 20 children. There is a need to build on and enhance our current good practice to meet the needs of our children and to support staff within an informed and inclusive environment. Our continued engagement in Renfrewshire’s Nurturing Relationships Approaches (RNRA) has had a very positive impact on the inclusivity of school practice and children’s wellbeing. Data demonstrates there is a need to ensure that all children have a consistent universal provision across the school and FLR.	By June 27- Almost all children with a neurodiverse profile will make good progress in relation to their own attainment level/ pathway and/or individual learning targets in literacy and numeracy. Almost all children with a neurodiverse profile will have increased their attendance at school. By June 27- All children will receive a consistent universal provision across the school and FLR. All teachers will have an agreed understanding of the universal support offered at Fordbank Primary and FLR.	August and June 27 Pre and post Baseline surveys collecting information from all staff on confidence in supporting neurodiverse children. Sept, Nov, Jan and May 27 Attainment and Tracking meetings. RNRA Action plan and evidence August 26 FordTalks will survey the children and gather information regarding what they need in their classrooms. Sept 26 and April 27 The Circle document environment audit	The school will participate in the NAIT We Were Expecting You whole-school professional learning pilot, co-delivered by the Educational Psychology Service (EPS) and Speech & Language Therapy (SLT) RNRA core group to work closely with Educational Psychology to deliver ASD pilot. Development of consistent whole-school approaches to communication supports, regulation and inclusive practice Whole school CLPL revisiting a TRAUMA informed approach. Continued use of Improving Our Schools framework to ensure high quality Learning and Teaching across the school and FLR. Engagement with The Circle document to audit and support classroom environments. Use RNRA framework to build evidence for Gold application.

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Our pupils with an ASN profile benefit from a bespoke package of support. Data shows that times of transition are particularly challenging for these pupils. “All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners.” Scottish gov’25	All teachers will implement the principles of adaptive teaching to support learners across the school. By October 26 Revised support staff timetables will be in place to better support our transitions. Revised nurture timetables will be in place to support the needs of all children with an ASN profile. By June 27 All staff will have a greater understanding of what being ‘anti-racist’ means at Fordbank. All pupils will have a greater understanding of the diversity of our school population.	Observations from the agreed environment checklist. August 26 and May 27 GMWP/SHANARRI Survey will give baseline and endpoint data reflecting consistency of universal provision. August 26 SLT to consult with children, families and all staff about ASN support to identify what is working and areas for improvement. October and May 26 SLT to analyse ‘Time to Talk’ returns. August 26 Baseline survey on staff confidence in talking about diversity.	SHANARRI pupil-led group to ensure that GIRFEC principles are being upheld across the school. Whole school CLPL using Education Scotland ‘Applying Nurture as a Whole School Approach’ to support consistency of provision across the school. Revision of support staff timetables ensuring children are best supported with the resources available. (PEF EYO) Early years and childcare officer (1.0 PEF) to support engagement of identified ASN pupils. Revision of Nurture provision across the school. Whole school Inservice awareness raising of The Lundy model. Sensory circuits/Attention buckets to be used at points of transition for identified pupils. NVR Anti-racist Core group in conjunction with Educational Psychology to deliver CLPL throughout the year (x3) designed to inform and upskill staff on anti-racist practice. RNRA school committee to plan cultural celebrations across the school calendar reflecting the diversity of the school community. Anti-racist collective (Pupil group) to meet monthly to promote anti-racist practice across the school. They will also deliver information at assemblies.
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The United Nations Convention on the Rights of the Child ensures that every child is respected, valued and given the opportunity to thrive in a safe and supportive environment. Developing an awareness and understanding of their rights will Establishing a trusted named adult for every child is fundamental to creating a safe, inclusive, and emotionally supportive school environment.	By June 27 All children will be able to identify their Trusted adult. By Oct 26 Fordbank Primary School will have achieved silver accreditation Rights Respecting Schools award by embedding children's rights across the school.	Baseline and end point survey, Children's ability to identifying 'trusted adult'. Rights Committee action plan. Completion of RRS criteria and achieving RRS accreditation.	NVR core group will develop a range of auto-pilot statements (scripts) to support dysregulation. All classes across the school need to teach a 'right of the month' lesson. Rights need to be referred to during lessons across the curriculum.
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