

Forthill Primary School

**School Improvement Report
Session 2022-23**



Forthill Primary School

Fintry Place

Dundee

DD5 3BE

Tel 436935

Email: forthill.primary@dundee.gov.uk

This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2022-23

School Vision, Values, Aims

Vision

Dreaming Believing Achieving

Values

Happiness
Respect
Honesty
Responsibility
Friendship
Resilience
Inclusion
Fairness

Aims

Fostering responsible, self-disciplined, well-mannered pupils with positive, caring attitudes towards themselves, others and the environment.

Offering stimulating, appropriate, progressive, and balanced curriculum, which promotes independence and meets the needs of each pupil.

Recognising and appreciating personal strengths and achievements.

Thriving environments where each child, parent and staff member feels happy, safe, and supported.

High quality learning and teaching.

Inclusion, where everyone is treated with equity, and we respect and care for each other.

Lifelong learning for all.

Links and effective partnerships between the school, its parent body, external agencies and the wider community.

Context of the School:

Forthill Primary School was built in 1964. Over the following 50 years, the school has been extended to provide accommodation for primary and nursery roll. We have good sized grounds with two large green spaces (including a garden area). Forthill Primary School is in Broughty Ferry, is part of the Grove Academy cluster and within one of the most affluent catchment areas in Dundee. Within the local community are a number of facilities which are within walking distance, e.g. Broughty6 Ferry Library, R.N.L.I Lifeboat Station, Forthill Sports Club, a park, Residential Care Homes, Broughty Castle, Claypotts Castle and a beach.

At present, the Forthill staff team comprises of a management team of a Head Teacher, two Depute Head Teachers and a Principal Teacher. Several teachers are employed on a part-time basis. A team of Learning and Care Assistants and Primary and Early Years Support Assistants supports Forthill pupils and staff. The nursery has a staff of a part-time teacher, a Senior Early Years Practitioner and Early Years Practitioners and Educators.

School staff run a breakfast club from 8.00 am to 9.00 am every morning and there is also a separate Out of School Club, providing breakfast, after school and holiday care for around 250 pupils. This includes care for nursery pupils, before and after their nursery sessions.

Around 4% of Forthill pupils live within SIMD 1 and 2 and 74% of pupils live in deciles 9 and 10. 6% of Primary 4-7 pupils are entitled to FSM. A few pupils have significant additional support needs, including ASD, ADHD, multi-sensory and physical disabilities, and a small number are Looked After. A few pupils have been identified as Young Carers.

Almost all pupils come to school ready to learn and receive a great deal of support from home, in terms of educational interest and resources. Many of our pupils are well-travelled and attend a wide variety of clubs and activities outside school. The work of the school is well supported by a successful Parent Council and a fund raising/social group, Friends of Forthill. Parents also support several extra-curricular activities, supplementing the numerous clubs run by school staff. Pupils are involved in school improvement through a Pupil Council, an Eco Committee, and a House system.

We are currently the largest primary school, in Dundee, with a roll of around 550 Primary 1-7 pupils and 44 children in our nursery, which helps us facilitate several collegiate working opportunities within the school.

Attainment Data

2022-2023

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	100%	100%	100%	100%
Primary 4 (CFE 1 st Level)	96%	96%	97%	97%
Primary 7 (CFE 2 nd Level)	95%	97%	97%	97%
Overall Attainment Primary 1, 4 & 7	96%^	97%	98%	98%

2021-22

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	95%	95%	100%	99%
Primary 4 (CFE 1 st Level)	94%	91%	99%	88%
Primary 7 (CFE 2 nd Level)	92%	90%	96%	83%
Overall Attainment Primary 1, 4 & 7	94%	92%	99%	90%

2020-21

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	91%	90%	96%	99%
Primary 4 (CFE 1 st Level)	83%	88%	96%	87%
Primary 7 (CFE 2 nd Level)	93%	88%	94%	93%
Overall Attainment Primary 1, 4 & 7	89%	87%	95%	93%

2019-2020

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	89%	88%	100%	98%
Primary 4 (CFE 1 st Level)	91%	86%	99%	92%
Primary 7 (CFE 2 nd Level)	92%	90%	93%	87%
Overall Attainment Primary 1, 4 & 7	91%	88%	97%	92%

2018-2019

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	97%	93%	100%	97%
Primary 4 (CFE 1 st Level)	89%	88%	95%	80%
Primary 7 (CFE 2 nd Level)	99%	95%	99%	97%
Overall Attainment Primary 1, 4 & 7	95%	92%	98%	91%

Review of Improvement Progress for Session 2022-23

School Improvement Priority 1: Vision, Values and Aims

Progress and Impact:

- Our school values are well established and discussed regularly in class and at assemblies. Values visually evident around the school and in classrooms.
- Visitors to the school frequently remark on the welcoming ethos in the school.
- Children speak with confidence about some Values.
- Values discussed frequently in classes and at assemblies.
- Visual examples of Values displayed in classrooms and around the school.

Next Steps:

- Children and staff feel that there are too many values, and these require a refresh with all stakeholders to ensure they are a lived experience in all that we do in school.
- Relationships and Behaviours policy reflecting the values to be an integrated aspect of the ethos and culture to support low level ongoing behaviours in school.
- Further work on developing pupil voice through How Good is Our School, self-evaluation toolkit and work on UNCRC to allow robust opportunities for all children to have a voice within the life and work of the school.

School Improvement Priority 2: Learning Provision

Progress and Impact:

- Class visits through QA process show increased levels of consistency in learning & teaching across the school.
- Equality and diversity has been a focus for development across the school.
- Digital learning through screen educator provided children and teachers with a rich experience of a digital curriculum to enhance learning experiences.
- Differentiation was a focus for second visits last session and there was evidence of a better understanding.

Next Steps:

- Detailed plans to support pedagogical practice to support teachers to have time to be more creative in their pedagogical approaches when planning provides a structure and progression in detail.
- Continue to develop the consistent learning and teaching standard in line with evaluations from teachers who would like a format to adhere to support their own professional learning in light of the latest research and best practice.
- Ensure equality and diversity remains a focus – continued training, review and refresh of the library and curriculum; individual staff professional development to build capacity within the staff group.

School Improvement Priority 3: Wellbeing

Progress and Impact:

- Wellbeing wheels used across school, to help identify the needs of pupils to allow for interventions for support.
- All staff, teaching and support, are more confident in identifying and supporting additional support needs. Supporting learners teacher has provided training and support for teaching and support staff.
- Attainment remains consistently high across the school. Pupils not achieving expected levels are identified and supports put in place, by supporting learners team, or class teacher with support from supporting learners teacher.

Next Steps:

- Further enhance the data gathered through the wellbeing indicators by using the Glasgow motivation and wellbeing profile which will allow an individual profile, class requirements and a whole school strategic overview. This data will allow us to strategically target interventions for increased wellbeing and readiness to learn.
- More use of ABLe to support identified need, track and monitor the reduction of barriers to learning by collecting data on engagement and attainment.
- Working in partnership with DEPS to build capacity and support the development of meeting needs most effectively.

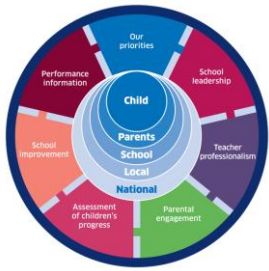
Improvement Priorities for Session 2023-34

1. Relationships and Behaviours
2. High quality learning, teaching and assessment
3. Wellbeing
4. Nursery Interactions, Spaces and Experiences

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf