

Forthill Primary School

School Improvement Report Session 2019-20



Forthill Primary School

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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 2018-19.

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 located 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 a number of 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 555 Primary 1-7 pupils and 44 children in our nursery, which helps us facilitate a number of collegiate working opportunities within the school.

Attainment Data

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%

2017- 2018

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

2016 - 2017

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	91%	86%	97%	87%
Primary 4 (CFE 1 st Level)	87%	81%	94%	88%
Primary 7 (CFE 2 nd Level)	89%	82%	87%	91%
Overall Attainment Primary 1, 4 & 7	89%	83%	93%	89%

Review of Improvement Progress for Session 2019-20

School Improvement Priority 1: Leadership and Management

Progress and Impact:

- Our school values continue to be embedded. Values are a focus for class work and assemblies, with examples displayed around the school. Children speak with confidence about the values and what this looks like in practice.
- Relationships policy implemented based on the values. More consistent approach to language used around relationships and behaviour, linked to the values.
- De-escalation training for all staff on inset day in November. This ensures a more consistent approach to meeting pupil needs and dealing with conflict.
- Fix it folder in every class to support children to deal with conflict and any incidents. Calm kit available for use too.
- New Quality Assurance programme piloted across the school for class visits and professional discussions. This new approach facilitates moderation between SLT and across the school.
- Agreed expectations for learning and teaching created with staff and used to moderate class visits, to help ensure a more consistent approach to learning & teaching.
- Cluster moderation event February 2020, focussed on moderation of learning & teaching, linked to shared expectations.
- Pupil support meetings established every month with HT, Pupil Support Worker and School and Family Development Worker. School nurse also attends when appropriate.
- Primary 1 pupils have 1:1 session with Class Teacher to complete baseline assessments during first three weeks of the session.

Next Steps:

- Due to school closures from March 2020, the pilot for the QA process has been extended into session 2020-21.
- Ensure shared expectations are implemented across the school, through new quality assurance process, including: classroom observations, sharing of practice, professional discussions.
- Introduce use of HGIOS pupil version, to gather pupil views.
- Introduce Seesaw as a tool for communication with parents then to share learning.
- Make best use possible of electronic forms of communication due to COVID restrictions and safety measures, e.g. Seesaw, Google Classrooms, Groupcall Xpressions, Groupcall Messenger, Teams Meetings etc.

School Improvement Priority 2: Learning Provision

Progress and Impact:

- Agreed school standard for shared expectations in learning & teaching in place and rolled out session 2019-20.
- Revised Quality Assurance process from August 2019. To continue to be trialled session 2020-21.
- New progression frameworks piloted from August 2019.
- Work underway to refresh our curriculum – completion delayed due to pandemic.
- Increased focus on learning through play in primary 1, led by class teachers.
- Increased focus across the school on outdoor learning through maths initially, led by member of teaching staff.
- Nursery staff focus on use of Bloom's taxonomy and higher order questioning in the nursery.
- Nursery curriculum evening introduced and well received by parents.

Next Steps:

- Due to school closures from March 2020, the pilot for the QA process has been extended into session 2020-21.
- Ensure shared expectations are implemented across the school, through new quality assurance process, including: classroom observations, sharing of practice, professional discussions.
- Continue to become familiar with new progression frameworks for planning.
- Continue to refresh curriculum.
- Continue to focus on outdoor learning – particularly with COVID restrictions in place.
- Nursery staff to think of alternative way to share curriculum information as parents' evening not possible.

School Improvement Priority 3: Successes and Achievements

Progress and Impact:

- Increased use of wellbeing wheel to assess pupil needs
- Focus on raising attainment, particularly in literacy and numeracy across the school.
- All staff received training in dyslexia assessment and supports and de-escalation.
- Fix it folders in each class to support resolution of conflict.
- Focus on relationships policy to share expectations for all.

Next Steps:

- Focus on equality and diversity, as part of curriculum refresh, to ensure it is explicitly built into school life.
- Continue to embed relationships policy and embedding of values.
- Continue to develop teachers' knowledge and understanding of data and its analysis.
- Continue to develop a suite of measures to track attainment and achievement.

Improvement Priorities for Session 2020-21

1. Leadership & Management – Quality Assurance and Self-Evaluation
2. Learning Provision – Raising Attainment and narrowing the poverty related attainment gap
3. Successes and Achievements - GIRFEC

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