

Forthill Primary School

**School Improvement Report
Session 2017-2018**



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 2017 - 2018

School Vision, Values, Aims: (reviewed 2017-18)

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 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. Brought Ferry Library, R.N.L. 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 594 Primary 1-7 pupils and a 40/40 nursery, which helps us facilitate a number of collegiate working opportunities within the school.

Attainment Data

2017- 2018

(percentages)

	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 2017-2018

School Improvement Priority 1: Improvement in attainment in literacy and numeracy, including closing the poverty related attainment gap

Progress and Impact:

- All teaching staff have undertaken training in Conceptual Understanding in Numeracy led by Dundee City Council numeracy staff tutors. All staff have taken part in Numicon training:
- Staff confidence and knowledge in teaching numeracy has increased.
- Increased opportunities for pupils to develop deep understanding of concepts and articulate their learning and understanding.
- All teaching staff have been trained in Differentiation of Learning/Co-operative Learning led by Karen Dammer of Cooperative Learning Consultants:
- Evidence of a greater number of co-operative learning activities taking place in classes, with increased staff confidence, improved questioning and more active pupil participation in lessons.
- Improved differentiation of learning for pupils – provision of appropriate learning activities – in most classes.
- All teaching staff participated in refresher training on Learning Intentions and Success Criteria:
- Staff more secure in using learning intentions and success criteria effectively.
- School Improvement Partnership Head Teachers noted good and very good practice in classroom visits.
- New reading resources are in place to support reading development next session, to improve consistency and coherence. Novel stock replenished and reorganised to provide structure, choice and increase engagement and variety of genre.

Reduce the Attainment Gap

- A number of staff were trained in Catch Up Literacy and Numeracy.
- Catch Up Literacy and Numeracy interventions were implemented with identified pupils, leading to improvements in individual pupil performance measured since implementation and showing positive impact in all pupils. Improvements in pupil confidence also recorded for all pupils involved in interventions.
- Barrington Stoke readers used to increase pupil engagement and confidence in reading.

Next Steps:

Improve pedagogy

- Conceptual understanding in numeracy training and use of Numicon resource now to be embedded in classroom practice.
- Staff discussions to take place to develop a lesson structure and blueprint for numeracy teaching at Forthill.
- Work to be undertaken with staff to develop greater understanding of Visible Learning.
- Creation and adoption of a Learning and Teaching policy for the school to set clear expectations and standards for all staff

Reduce the Attainment Gap

- Continue to target identified pupils for 1-1 intervention using Catch Up Literacy and Numeracy programmes. Ensure any new staff receive appropriate training.
- Further develop reading programme using Barrington Stoke resources and new novels purchased this session to develop reading for enjoyment.

School Improvement Priority 2: Improve staff confidence in planning, assessment, moderation and tracking

Progress and Impact:

- New tracking procedures developed and shared with teaching staff, tracking achievement of a level and pupil progress in planned learning.
- Teaching staff have become familiar with the new tracking system over the course of the year. Spreadsheet used to inform discussion around attainment and planning for next steps / support during professional discussions.
- Teachers, supported by other school staff, are increasingly using data to inform the targeting of support.
- Teacher making increasing use of benchmarks for assessment of attainment levels, particularly in literacy and numeracy.
- Planned moderation helped to build confidence in professional judgement of attainment levels.
- Attainment and tracking policy in draft form at present, to be introduced session 2018-19.
- New numeracy and maths pathways introduced this session.
- Planning streamlined for 2018-19 to reduce bureaucracy
- New curriculum pathways in literacy developed, to ensure progression and breadth and depth of learning.

Next Steps:

- Ensure that tracking spreadsheets are used consistently in all classes to track progress and inform planning.
- Continue to develop teacher confidence in making understanding and analysing data.
- Further develop understanding and confidence in using benchmarks to support professional judgement of attainment levels.
- Extend the development of curriculum pathways to other curricular areas - ensure that all teachers are clear about pathways, use them and can track pupil progress through these.
- Further work to develop teacher moderation at stage, school, Cluster and School Improvement Partnership level.

School Improvement Priority 3: Meeting Learning and Wellbeing Needs

Progress and Impact:

- Resilience and growth mindset a focus through RCT in a number of classes. Many teachers have undertaken additional professional learning in these areas to improve understanding and practice.
- Restorative conversations are used effectively to resolve conflict and promote individual responsibility.
- School and Family Development Worker has worked with classes, groups, individuals and families to improve outcomes for a number of pupils.
- Pupils, staff, parents and the wider community were involved in reviewing our Vision, Values and Aims.

Next Steps:

- Launch new Vision, Values and Aims at the start of session 2018-19 and embed into all aspects of school life
- Team of teaching staff, led by Principal Teacher, to lead a Growth Mindset project from August to December in selected classes. This will then be evaluated, revised as required and rolled out across the school.
- Introduce Pupil Attitudes to School and Self assessments with Primary 5-7 classes.
- Lessons during teachers non-contact time to continue to focus on health and wellbeing, including developing resilience.
- Share resilience and growth mindset information with parents.
- Revise current Positive Relationships policy, with teaching and support staff, to include restorative approaches and the playground.
- Ensure staff have the information, training and skills they need to meet specific pupil needs.
- Create a 'menu' of universal pupil supports with staff, sharing learning and good practice.
- Calendar of relevant professional learning/training to be arranged to upskill staff and increase confidence

School Improvement Priority 4:

Early Years and Childcare

Progress and Impact:

Develop early numeracy

- Nursery Teacher has undertaken training in Conceptual Understanding in Numeracy led by Dundee City Council, leading to an improvement in questioning during lessons
- All nursery staff have taken part in Numicon Training
- All nursery staff have participated in 'Children are born Mathematicians.'
- Staff confidence and knowledge in teaching numeracy has increased.
- All nursery staff support a range of early numeracy activities during group time and throughout each session, targeting individuals, supported by the Nursery Teacher.
- There are increased opportunities in the nursery for pupils to develop a deep understanding of concepts and to articulate and to demonstrate their learning and understanding.

Develop early literacy

- Nursery staff have engaged with professional reading and dialogue to support understanding of literacy development
- All nursery staff plan and deliver a range of early literacy activities through ABC & Beyond and group time, supported by NT.
- Staff confidence and knowledge in teaching literacy has increased.
- Development of phonological awareness for pre-school children is now tracked and information shared during transition into Primary 1.

Improve health and wellbeing

- Positive relationships are evident throughout the nursery at all levels.

Next Steps:

- Conceptual understanding in numeracy training and use of Numicon resource now to be embedded throughout the nursery.
- Further curriculum development, professional reading and self-evaluation around literacy and numeracy to be planned and led by Principal Teacher and Nursery Teacher
- Phonological awareness tracking to be evaluated by nursery and Primary 1 staff.
- Work to be undertaken with staff to develop a greater understanding of Visible Learning.
- Review and refresh the use of restorative approaches in the nursery.

Improvement Priorities for Session 2018-2019

1. Improvement in attainment in literacy and numeracy, including narrowing the attainment gap
2. Meeting Learning and Wellbeing Needs
3. Early Years and Childcare

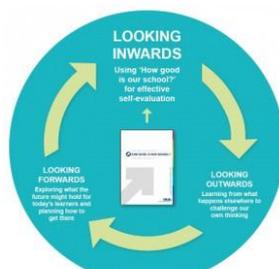
Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<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