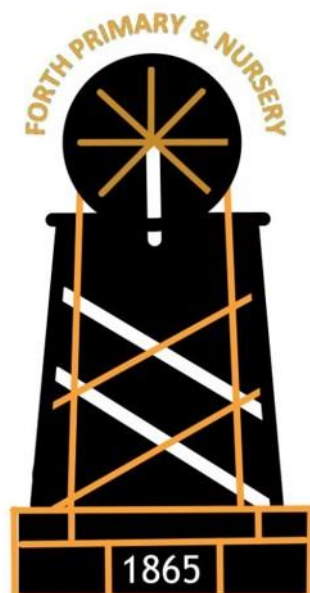


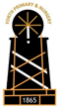
# Forth Primary & Nursery School



## Standards and quality report

2019/20





## Context of the school/nursery:

Forth Primary School is a school in a rural community of SLC. Current roll - 166 over 7 classes and 60 nursery aged children over the morning and afternoon sessions. Up to 10 children, aged 2-3, also attend each day over 2 sessions. Throughout the session, preparations have been made moving towards 1140 hours within the nursery setting.

The local area is a mixture of social and privately owned housing. Access to Forth is limited however; public transport provides links with Carluke and Livingston, which completely ceased during the COVID-19 closure. Facilities include being attached to the public library, being in close proximity to the sports centre and local church. The new school building opened in 2014 and provides an excellent, modern learning environment for our children. Our Forth Family are very proud of our school.

Our shared vision is -

**“To achieve together and develop our skills and talents ensuring we reach our goals and realise our potential in an environment where we are valued, included and respected and which fosters a love of learning for life.”**

Our shared values are –



Respect

Endeavour

Confidence

Trust



Our school motto is -

**IMAGINE** ♦ **BELIEVE** ♦ **ACHIEVE**

The senior leadership team has been stable throughout the session. Suzie Wood has now been Headteacher for 3 years and Colin Thomson continues as Principal Teacher following his secondment. The teaching staff consists of 5 full time class teachers and 4 part-time class teachers. This session, there has been 1 newly qualified teacher. The nursery team is led by an experienced 0.8 Nursery Teacher and Team Leader. There is a mixture of 12 full time and part time Early Years Workers. The experienced non-teaching staff consists of several members, who work across the office and pupil support team, led by a highly experienced Team Leader. Pupils continue to benefit from having a nurture classroom called the Butterfly Room, led by a fully trained nurture teacher. The school has strong links with visiting peripatetic specialists in Additional Support Needs, Behaviour Outreach and Hearing Impairment Services. Throughout the year, the school has welcomed a number of students as well as supporting work experience pupils from Carluke High School and West Lothian College.



The school team are incredibly proud of their partnerships built with the Carluke Learning Community, Health Visitor, Educational Psychologist, Additional Support Team, Speech & Language Therapist and Early Years. The Health Visitor has changed three times during this session. The Speech & Language Therapist and Health Visitor run their clinics from a room within the school, building strong links with the community. We also host a locality Custaad room for pupils across Clydesdale, led by a visiting specialist.

A growing, highly supportive and proactive Parent Council plays an important role in the wider life of the school. The Parent Council chair has changed this session. They are kept fully informed of improvement plan priorities, and support the school through different community fundraising opportunities and events. Working together, we make a difference for our children and the Forth Family Community.

Of our 166 pupils, 61% live in a home within a SIMD band 2. In total, 46 children are in receipt of Free School Meals. These children are present in all stages and classes.

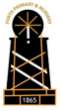
From August to March, the average attendance figure was 92%. The average attendance across each stage is recorded below.

| Primary 1 | Primary 2 | Primary 3 | Primary 4 | Primary 5 | Primary 6 | Primary 7 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 94%       | 94%       | 95%       | 92%       | 91%       | 83%       | 93%       |

We continue to target the attainment gap through early intervention, targeted support and attainment learning and teaching priorities. This includes social and emotional wellbeing continuing as a top priority throughout a whole school nurture approach, which is focused on pupils' emotional literacy, readiness to learn and their participation and engagement within their learning.

We are particularly proud of the nursery provision that has been developed extensively throughout the year. The dramatic transformation began when the existing dark blue wall was painted and a heuristic and Frobelian approach embedded. The following pictures give a sense of the new learning space.





**Review of progress for session Aug 2019- March 2020**

**Priority 1: Raising attainment in literacy, specifically writing**

| National Improvement Framework Key Priorities  | National Improvement Framework Key Drivers  |
|--|---|
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul> | <ul style="list-style-type: none"> <li>Assessment of children’s progress.</li> <li>School improvement.</li> <li>Performance information.</li> </ul> |

|             |                                     |  |
|-------------|-------------------------------------|--|
| HGIOS 4 QI: | 1.3 Leadership of change            | 2.2 Curriculum                         |
|             | 2.3 Learning, teaching & assessment | 3.2 Raising attainment and achievement |

**Strategies:**

- Building pupil personalisation and choice within writing to motivate and engage pupils through extended genre.
- Staff moderation and validation of pupil levels, collegiately ensuring robust informed judgements.
- Raising profile of writing in achievement assemblies & with our families.

**Progress and Impact:**

- A shared understanding of pupil progress and planning across the school in writing through collegiate session in school and with cluster colleagues.
- 50% of teachers record that motivation and engagement within writing has increased greatly, with the remaining 50% stating that engagement and motivation has increased slightly.
- 25% of teachers record that their confidence in making teacher judgements about benchmarking pupil progress has increased greatly, with the remaining 75% stating that engagement and motivation has increased slightly.
- Teachers have identified that pupils’ writing has been developed through improved planning, differentiated success criteria, additional support materials being implemented such as word banks, story mapping, and integrating the NLC Active Literacy writing cycle.
- Shirley Clark formative assessment professional reading undertaken feeding into greater reflection and quality feedback of pupil’s writing.
- Developments in pedagogy within reading, linking reading and spelling programme, teaching vocabulary, ambitious vocabulary, and enhancing children’s phonological awareness through NLC approach.
- Attainment meetings included rich professional dialogue, reflection and evaluation.
- Robust quality assurance including peer observations identified strengths and next steps.
- Use of varying scales of engagement & motivation observations now support teachers and track progress. .
- Ongoing progress and developments have been observed in pedagogy within reading, ensuring cohesive links to existing reading and spelling programme, teaching ambitious vocabulary, and enhancing children’s phonological awareness.
- Substantial CLPL undertaken by nursery team specializing in literacy development

**Next Steps:**

- Teacher confidence in benchmarking children and making professional judgements to continue to strengthen.
- Baseline assessments will be completed to allow responsive interventions to be implemented.
- Children will continue to develop wide range of genres, independence and build confidence in maximising writing supports.
- Ongoing collaboration with cluster colleagues and links with family group schools.



## Priority 2: Raise attainment in numeracy through rigorous teaching, learning and assessment

| National Improvement Framework Key Priorities  |                                     | National Improvement Framework Key Drivers  |  |
|--|-------------------------------------|---|--|
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul> |                                     | <ul style="list-style-type: none"> <li>Assessment of children's progress.</li> <li>School improvement.</li> <li>Performance information.</li> </ul> |  |
| HGIOS 4 Q1:  | 1.3 Leadership of change            | 2.2 Curriculum  |  |
|  | 2.3 Learning, teaching & assessment | 3.2 Raising attainment and achievement  |  |

### Strategies:

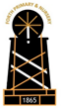
- Introduction of 'Number Talks' strategies as well as concrete and visual learning before abstract concepts.
- Teachers learning about Mathematical Mindsets (Jo Boaler).
- Sharing learning with families about number strategies.
- Greater opportunities for planned active learning in numeracy, encouraging pupils to observe, explore, investigate, experiment, play, discuss and reflect.

### Progress and Impact:

- All teachers stated that they believe that children's are more aware of different mental maths strategies and their confidence in applying a variety of strategies have increased greatly.
- Examples of new and effective learning strategies / pedagogy / interventions undertaken this session include Number Talks lessons and dialogue, ten frame activities, increased concrete visual supports as well as increased use of mathematical language and reasoning skills.
- Challenge approach introduced by Lynda Keith last session has been implemented. Go Green, Think Pink, Puzzling Purple and additional challenge Blazing Blue are now providing challenge and increasing engagement.
- Number talks CLPL for all teachers, led by the HT. Teachers recorded through evaluations, that they now have increasing confidence or are feeling confident in teaching Number Talks.
- The majority of teachers have noted they feel confident in the use of summative data to analyse and identify gaps in children's learning within numeracy
- Learning walk allowed practitioners to gather ideas and thoughts on what other learners/teachers are doing as well as developing confidence in what they have been embedding within their own classrooms.
- Professional learning reading took place focusing on Jo Boaler's Mathematical Mindsets, improving pedagogy.
- Consistent progressions successfully implemented across the school with benchmarks being integral to planning, assessments and professional judgements.
- Microsoft Notebook utilized for collegiate staff CLPL during school closure.

### Next Steps:

- Number Talks and Numicon training ongoing.
- Extending baseline assessments.
- Quality assurance visits based on implementation of number talks and daily numeracy, as they did not take place in final term due to school closure.
- Whole school number talks assembly rescheduled to next session.



## Some of our highlights between August 2019 and March 2020

- Levenseat Award Ceremony
- Community Burns supper roles
- Sportshall/Cross Country Festivals
- Netball Club & Football Festivals
- Dance Club & Swimming Festivals
- Sky Academy workshops
- Wiston Lodge outdoor learning days
- School choir as well as community performances at Bank Hall, The Haven and Co-op
- Four capacity awards / Maths awards
- Magic Manners / Star writer & reader
- Rolls of responsibility e.g. House Captains / Digital Leaders
- P7 Lockerbie Manor cluster residential
- Numerous after school clubs

- Whole STEM focus & STEM assembly
- Fairtrade - Lush Event / Workshops
- Bullying IDL taught through Billionaire Boy novel study linking to class assembly
- Titanic context
- Sport Relief whole school context
- Levenseat Biodiversity context
- Expressive arts linking to theatre visits
- RHET Farm visit to Sandilands Farm
- Tall Ship visit to Glasgow
- Money Museum Edinburgh
- Amazonia visit linking to class context
- Lanark Agricultural Centre
- Nursery exploring village from Wanderers Wood to the hairdressers

### Opportunities for personal achievement

### Interdisciplinary learning

**The Curriculum**  
'the totality of all that is planned for children and young people throughout their education'

### Ethos and life of the school as a community

### Curriculum areas and subjects

- Lego - ABC training
- Mental Health First Aid staff training
- Internet safety workshops
- Mindfulness workshops
- Church Services
- Supporting McMillan Big Coffee morning
- Sports Relief
- Sponsoring a child
- Community Burns Supper
- Partnerships
- Support networks
- Increased links with businesses
- Connections and consultation

- Author visits and workshops
- Nursery – P7 writing assembly
- Visible learning
- Scottish context across all levels ending with community Scottish assembly
- Links & visits with local businesses
- Book week programme
- Frobelian approaches in early years
- Coding focus, digital learning
- Carluke High School STEM transition project
- European Day of Languages
- Fairtrade focus



## Some of our highlights between August 2019 and March 2020



Opportunities for personal achievement

Interdisciplinary learning

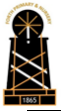


**The Curriculum**  
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Ethos and life of the school as a community

Curriculum areas and subjects





## Ensuring our children have everything, they need to succeed.

### National priority: How we are ensuring Excellence and Equity?

#### Strategies

- Broadening pupil horizons ensuring they are experiencing life beyond the village.
- Providing wide and varied opportunities enhancing key life skills.
- Targeted children identified. Knowing our children well and tailoring a package of intensified tailored support to individuals and families.
- Effective use of tracking, monitoring and data to devise interventions and ensure equality for all.
- Enhanced attendance procedures, supporting and improving poor attendance.

#### Progress & Impact

- Securely embedded **nurture provision** and health & wellbeing interventions reducing the barrier of distressed behaviour and strengthening sense of attachment
- Identified, prioritised, tailored numeracy and literacy interventions extended **closing gaps** in learning.
- Wiston Lodge **outdoor learning** successfully completed for a second year. Parents keen for this to become a regular part of the PEF agenda.
- **Social skills** in the playground have enhanced through provision of new playground experiences promoting team building and group activities.
- **Mindfulness** sessions/workshops taken place with targeted groups teaching children about the importance of relaxation and mental wellbeing.
- **Mental Health First Aid** training delivered to teachers and support staff building their skills in supporting young people and families.
- Cost of the school day training for all staff completed. Parent and carer **focus group** established. Stakeholders views canvassed and linking into plan for 2020/21.
- Cooking experiences extended, developing **lifelong skills** while learning about food and nutrition.
- **Emotion Works** emotional literacy language and assessments being undertaken with pupils education them about influencing factors, emotion triggers, emotion behaviours, regulations strategies and emotional literacy vocabulary.
- Numerous additional meetings and correspondence regarding attendance taken place, gradually **increasing attendance** of most targeted children.

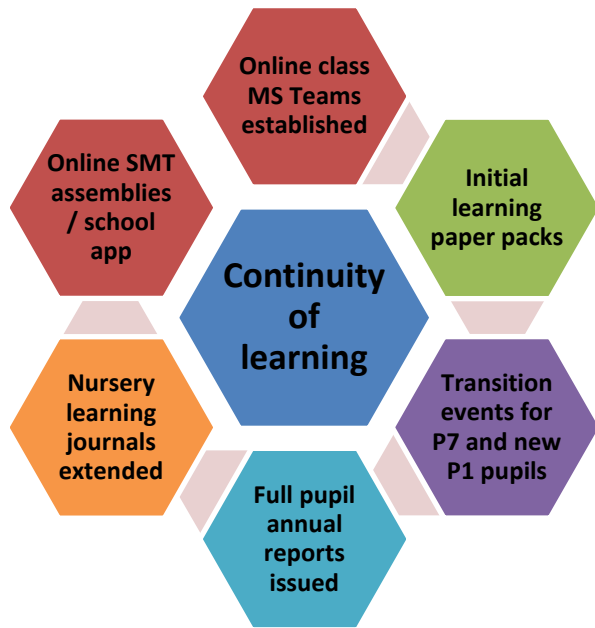
#### Next Steps:

- Mindfulness and mental health response plan / period.
- Through consultation, stakeholder have placed mental wellbeing as their first priority as well as continuing to provide children with different opportunities to experience achievement and success beyond the village.
- Parent and carer workshops on supporting their child with reading and numeracy as well as opportunities with Healthy Valleys.
- Building upon parents and carers' relationships as partners increasing joint working and their time in school.





**Forth's Response to Covid 19 Lockdown closure – March 2020 – June 2020**

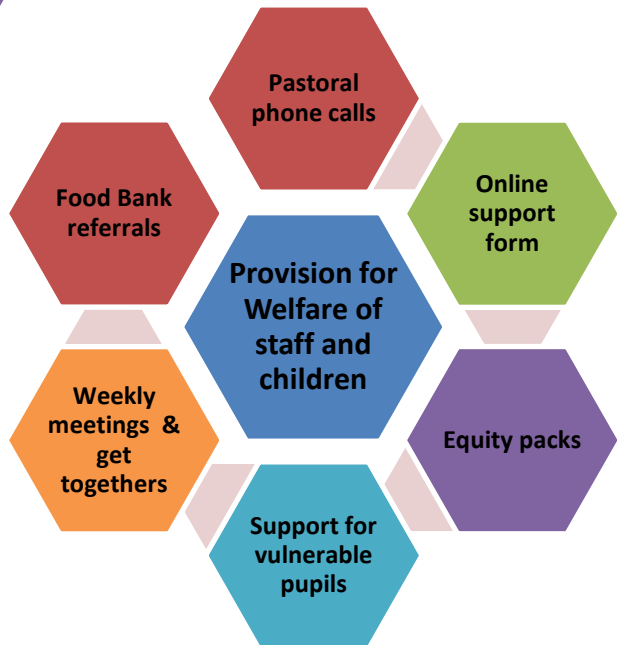


Parents rated their experience of using Microsoft Teams & Glow so far, as a useful way to support children's learning. (35 responses)

★ ★ ★ ★ ☆  
4.00 Average Rating

How you feel Forth Primary and Nursery have responded under the current challenging pandemic circumstances? (35 responses)

★ ★ ★ ★ ★  
4.86 Average Rating





**'I have had a few phone calls and it has really helped as kids have been so anxious.'**

**'I think everyone has been amazing through this. It just proves what a great school and community we have.'**

**'I would like to thank the class teacher for their support and assistance on teams. I know it must be a hard time for teaching as well, so it's much appreciated.'**

**Parent & Carer Feedback - May 2020**

**'Thanks for all the support that you have provided. You have been fantastic, your support is very much appreciated in this very difficult time.'**

**'Well done to all the team at Forth for adapting quickly and communicating clearly. What a challenge 2020 has been and still is. The school have has been the centre of the community throughout, thanks to everyone for making our kids approach this with positivity and Forth spirit.'**

Throughout the COVID-19 lockdown closure, the Forth school community have worked together seamlessly. The staff team have worked tirelessly to ensure our children have had continuity of learning and families have been supported throughout. Through a systematic, quick response, a number of support channels were established alongside additional groups within the community, providing access to essential items, food banks, as well as resources to ensure learning could continue.

Communication has been effective through the school app, e-mail, MS Teams and phone calls. There have also been hand delivered transition packs and letters. During the period, an overwhelming number of staff across all sectors of the team supported key worker's children in emergency childcare hubs bringing creativity, energy and positivity to many children.

We have also learned invaluable lessons when providing digital home learning. We are very aware of the challenges in engaging children and families who have chosen not to access the online opportunities. This will be for our consideration moving forward.

Following parent feedback, we changed when learning was posted to support parents and e-mailed learning to larger families to help parents manage the quantity of learning across their family. Parents have requested video chats with teachers but this is something not yet authorised in the authority in MS Teams. This is likely to come in time. We are also aware of the pressure placed on IT during this time. This has been an unavoidable cause of frustration to a few parents when trying to download and upload file at times.

Overall, despite such challenging and difficult times, the Forth Family have done exceptionally well. There is a strength of an extended community that underpins all that takes place within the school, nursery and beyond. Moving forward we will endeavour to do all we possibly can to help each other and our Forth Family recover from these unprecedented times.

Written by *Suzie Wood* Head Teacher June 2020