

To: Education and Children's Services Policy Board

On: 24 August 2017

Report by: Director of Children's Services

Heading: Inspection of Fordbank Primary School

1. Summary

- 1.1. Fordbank Primary School was inspected by Education Scotland in May 2017, as part of a national sample of education. The letter to parents, published by Education Scotland on 22 August 2017, is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.
- 1.3. This was a positive inspection and the letter to parents identified four key strengths of the school. These were:
 - the effective leadership of the acting headteacher in a period of change;
 - the strong inclusive ethos in which children feel safe, cared for and valued. Staff work effectively as a team to create a nurturing climate for learning;
 - children who show a high level of respect for one another. This is evident in the way they work together in class and show care and consideration for each other; and
 - strong partnerships with parents. Across the school staff support and encourage parents as partners in their children's learning. The school is rightly held in high regard by its wider community.

1.4. The report identified four areas for further improvement:

- The school should have a clear focus on raising attainment through strategic planning for school improvement;
- to continue to develop approaches to improve the quality of learning and teaching which promote consistently high expectations;
- to continue to improve the use of information on children's progress overall to support continuous improvement and raise attainment; and
- to develop the curriculum more fully to ensure that children can build on their previous learning effectively as they move through the school.

1.5. Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by children's services.

2. Recommendations

2.1. Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Fordbank Primary School.

3. Background

3.1. Education Scotland's letters to parents are published online by Education Scotland.

3.2. The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of this report

1. Financial Implications
None.

2. HR and Organisational Development Implications
None.

3. Community Plan/Council Plan Implications

Children and Young People	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Community Care, Health and Well-being	- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.
Empowering our Communities	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

- 10. Risk Implications**
None.
- 11. Privacy Impact**
None.
- 12. Cosla Policy Position**
None.

List of Background Papers

- (a) None.

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22 August 2017

Dear Parent/Carer

In May 2017, a team of inspectors from Education Scotland visited Fordbank Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- The effective leadership of the acting headteacher in a period of change.
- The strong inclusive ethos in which children feel safe, cared for and valued. Staff work effectively as a team to create a nurturing climate for learning.
- Children who show a high level of respect for one another. This is evident in the way they work together in class and show care and consideration for each other.
- Strong partnerships with parents. Across the school staff support and encourage parents as partners in their children's learning. The school is rightly held in high regard by its wider community.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council:

- The school should have a clear focus on raising attainment through strategic planning for school improvement.
- To continue to develop approaches to improve the quality of learning and teaching which promote consistently high expectations.
- To continue to improve the use of information on children's progress overall to support continuous improvement and raise attainment.
- To develop the curriculum more fully to ensure that children can build on their previous learning effectively as they move through the school.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?* Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for Fordbank Primary School:

Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good