

REPORT TO: SCRUTINY COMMITTEE – WEDNESDAY 12 DECEMBER 2018

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF FORTHILL PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 398-2018

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of the Education Scotland (HMI) inspection of Forthill Primary School and Nursery Class.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement outlined in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Forthill Primary School was inspected by Education Scotland (HMI) in September 2018. They published a report of their findings on 6 November 2018. At the time of the inspection 594 children were on the primary school roll and there were 68 attending the nursery class.

4.2 Prior to November 2018, the school was last inspected in 2007. Since 2007, the school has had 3 Acting Head Teachers and 4 substantive Head Teachers with the most recent taking up post in January 2016. The vast majority of pupils attending the school reside within SIMD deciles 9 and 10 with a small number of pupils residing in SIMD deciles 1- 6. Less than 10% of the school's pupil roll, are registered for free school meals.

4.3 The inspection team identified the following key strengths of the school:

- The Head Teacher is providing very strong leadership for the school and nursery setting. This is creating the conditions for well-informed change. Good use is being made of evidence about how the school is performing to ensure that it continues to improve.
- Staff are welcoming the increased opportunities to provide leadership and are committed to take responsibility for aspects of school improvement. They are keen to work together to continue to develop their practice.
- Children in the school and nursery are happy, respectful, articulate and motivated to learn. The culture and ethos is supporting strong relationships

throughout. This is creating a calm environment for constructive play and learning.

4.4.1 Importantly, the inspection team highlighted the strong and effective leadership of the head teacher noting the clear direction in place to secure improvement and the evolving strategic approach within the school to self-evaluation. Significantly, such leadership, supported by a strong senior leadership team, is beginning to have a positive impact on improving outcomes for children.

4.5 The following areas for improvement were agreed with the school and Dundee City Council:

- Develop more consistent approaches to learning, teaching and assessment across the school and nursery setting. This should more clearly inform planning for learning to ensure that all children experience appropriate pace and challenge.
- Continue to develop the curriculum, making appropriate links with partners and the community, to enhance children’s learning experiences.
- Continue to develop tracking of children’s attainment to maintain a detailed understanding of children’s progress in learning. This should support all children to understand their learning and make the best progress they can. In turn, this will help to ensure consistently high levels of attainment.

4.6 Education Scotland (HMI) reports using a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.7 The following quality evaluations were given at this inspection:

Quality Indicator	Forthill Primary School
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Quality Indicator	Forthill Nursery Class
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

- 4.8 Whilst sustained raised attainment over time is a key feature of quality indicator 3.2 (outlined above), it is important to note that information extracted from the national Broad General Education Benchmarking Tool, introduced in session 2017/18 to support local authority benchmarking, indicates that:
- pupils' most recent attainment in literacy at stages P1, P4 and P7 is in line or better on average than pupils in Scotland with the same characteristics;
 - pupils' most recent attainment in numeracy at stages P1 and P4 is in line or better on average than pupils in Scotland with the same characteristics, and, on average, below that of pupils with the same characteristics at the P7 stage.
- 4.9 HMI were confident that the school has the capacity to continue to improve and will, therefore, make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.
- 4.10 The Education Manager(s) and the school's link Education Officer(s) will continue to monitor the school's progress and improvement in relation to the identified areas for improvement.
- 4.11 Forthill Primary School's School Improvement Plans (2018-2019 and 2019/20 and beyond) will include a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement procedures. The attached appendix provides a synopsis of the Summary of Inspection Findings and outlines improvements made in the time to date.
- 4.12 Planned school improvement activity building on the school's identified strengths and addressing the areas for improvement include:
- Embed pedagogical training and knowledge from last session, including conceptual understanding in numeracy and co-operative learning strategies, through sharing practice and planned learning activities.
 - Develop visible learning across the school through planned professional learning.
 - Create a revised learning and teaching policy for the school with clear expectations and standards, to develop a greater level of consistency.
 - Continue to develop a curriculum rationale for the school, building further on links with the local community.
 - Narrow further the attainment gap in literacy and numeracy, through planned interventions.
 - Reduce anxiety levels and increase resilience in pupils, through health and wellbeing interventions including growth mindset input.
 - Share growth mindset theory and resilience input with parents.
 - Ensure teachers feel confident in meeting the additional support needs of pupils in their class and addressing barriers to learning, e.g. Nurture modules, specific training focussing on de-escalation, universal support strategies, ASD.
- 4.13 As part of the Children and Families Service School Improvement Framework, visits are made to the school by the school's link Education Officer(s) to monitor the school's progress towards the action points raised by the inspection. In support of such activity, a team of officers from the Children and Families Service will undertake a Continuing Support Visit (CSV) to the school in May 2019 to evaluate the school's

progress to date in addressing identified areas for improvement. The CSV will largely address: identified areas for improvement in the provision of learning and teaching; adaptations to the school's curriculum; and, the implementation and impact of revised procedures to track and monitor children's progress in learning.

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

- 6.1 This report has been subject to consultation with the Council Management Team.

7.0 BACKGROUND PAPERS

- 7.1 None.

PAUL CLANCY
Executive Director of Children and Families Service

December 2018

Dundee City Council
Children and Families Service
Scrutiny Committee Report Summary Notes
Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	6 November 2018
Name of Establishment	Forthill Primary School
Sector	Primary (including nursery class)
Name of Head Teacher	Mrs Alison Macgregor
Roll	594 primary children and 68 nursery children

Inspection Outcomes 2018

Quality Indicator	Forthill Primary School
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Quality Indicator	Forthill Nursery Class
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
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satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Inspection Outcomes 31 October 2006

How good are learning, teaching and achievement	Primary Class Rating
Structure of the curriculum	Very good
The teaching process	Very good
Pupils' learning experiences	Excellent
Pupils' attainment in English language	Very good
Pupils' attainment in mathematics	Very good

How well are pupils learning needs met?	Primary Rating
Pastoral care	Very good
Meeting pupils' needs	Very good

How good is the environment for learning?	Primary Rating
Accommodation and facilities	Very good
Climate and relationships	Very good
Expectations and promoting achievement	Excellent
Equality and fairness	Good
Partnerships with parents, the School Board and the community	Very good

Leading and improving the school	Primary Rating
Leadership	Excellent
Effectiveness and deployment of staff with additional responsibilities	Very good
Self-evaluation	Very good

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Please note that a revised set of national quality indicators were launched in 2015 with the introduction of How Good is Our School? (4th edition). Caution should be used in making direct comparisons between new quality indicators and 'similar' previous indicators where the focus and weighting of factors has significantly changed e.g. the shift in teaching and learning towards learner autonomy away from teacher behaviours.

During the intervening period between the 2006 and 2018 HMI inspections, the local authority has continued to evaluate the quality of educational provision within the school using the version of How Good Is Our School? in use at the time.

Inspection Outcomes 2018

Key Strengths
The headteacher is providing very strong leadership for the school and nursery setting. This is creating the conditions for well-informed change. Good use is being made of evidence about how the school is performing to ensure that it continues to improve
Staff are welcoming the increased opportunities to provide leadership and are committed to take responsibility for aspects of school improvement. They are keen to work together to continue to develop their practice.
Children in the school and nursery are happy, respectful, articulate and motivated to learn. The culture and ethos is supporting strong relationships throughout. This is creating a calm environment for constructive play and learning.

Areas for Improvement and Action
Develop more consistent approaches to learning, teaching and assessment across the school and nursery setting. This should more clearly inform planning for learning to ensure that all children experience appropriate pace and challenge.
Continue to develop the curriculum, making appropriate links with partners and the community, to enhance children's learning experiences.
Continue to develop tracking of children's attainment to maintain a detailed understanding of children's progress in learning. This should support all children to understand their learning and make the best progress they can. In turn, this will help to ensure consistently high levels of attainment.

Synopsis – Summary of Inspection Findings
<p>Following publication of the inspection report and Summarised Inspection Findings, the School's Improvement Plan 2018-19 was amended to reflect the areas for improvement identified by HMLe and provide a clear strategic focus for related school improvement.</p> <p>The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.</p> <p>Nursery class <u>Leadership of change – strengths</u> The headteacher, practitioners, parents and children recently reviewed and refreshed the school's vision, values and aims. Practitioners in the nursery are passionate and enthusiastic about their role, individually and collectively. They are professional in their approach and respect and value each other's skills and work well together as a team. The senior early years practitioner and nursery teacher confidently lead the team. The school improvement plan contains appropriate priorities for the nursery. These are evident in practice and are increasingly aligned to professional learning. Practitioners access a range of professional learning opportunities by engaging with colleagues and through the local authority. They make good use of the self-evaluation framework 'How good is our early learning and childcare?' to gather evidence to help evaluate the effectiveness of improvements.</p>

Leadership of change – areas for improvement

As planned, the nursery should now work to embed the vision, values and aims in a developmentally appropriate way that will be meaningful to children and parents. As planned, practitioners should continue to work alongside colleagues to engage in professional dialogue to further support self-evaluation and improve practice. Leadership opportunities are developing across the nursery. There is a need to develop these opportunities further to ensure that all practitioners feel empowered in their role and contribute to continuous improvement. Practitioners should now ensure that monitoring and evaluation activities lead more clearly to securing improved outcomes for children and families.

Learning, teaching and assessment – strengths

All children benefit from calm, attractive and well-planned learning environments, which effectively support their free-flow play. Practitioners listen to, and respond, respectfully to children, supporting them to feel safe, secure and confident. Learning opportunities extend children's interests through a variety of rich experiences both indoors and outdoors. Most children are confident learners who demonstrate independence during their play. All children across the nursery engage in activities of their choice. The good balance and breadth of experiences on offer, throughout the well-resourced learning environments, supports children's learning across the curriculum. Practitioners record observations and learners' comments alongside photographs and artwork in attractive learning journals. In the best examples, parents and carers provide information on achievements and learning beyond the nursery.

Learning, teaching and assessment – areas for improvement

Practitioners' use of higher-order questioning skills could be more effective in order to enrich and challenge children's learning. Practitioners should continue to evaluate their approaches to planning and tracking to ensure that all children experience appropriate depth and challenge and to ensure robust evidence of progress. They should ensure appropriate next steps in learning are identified to support children to continue to make progress in their learning. Children would benefit from further opportunities to develop their digital learning skills. Practitioners have identified the need to develop and embed a 'language of learning' in order to support children to talk about their learning and achievements. Practitioners should continue to encourage parents and carers to provide information on achievements and learning beyond the nursery as these inputs provide a fuller picture of children's learning. A sharper focus on learning intentions would support dialogue that is more effective with children, parents and carers around learning.

Ensuring wellbeing, equality and inclusion – strengths

Relationships across the nursery are built upon mutual respect and trust. As a result, children feel safe and secure. There is a welcoming and friendly ethos, which supports children and families to settle quickly into nursery. Practitioners value children as individuals and interact with them in a caring and respectful manner. Overall, children's behavior is positive and appropriate to their age and stage of development. Practitioners reference the principles of 'Getting it right for every child' (GIRFEC) and the use of the wellbeing indicators in documentation, including individual children's plans. Daily opportunities both indoors and outdoors are available for children to be healthy and active. There is a clear understanding of what is required of practitioners and management to fulfil statutory duties in order to secure positive outcomes for children. Children who face barriers to learning have individual plans put in place in consultation with families and other agencies as appropriate.

Ensuring wellbeing, equality and inclusion – areas for improvement

Practitioners and children should continue to develop their use of the wellbeing indicators across all aspects of their work. This will promote the language of wellbeing and further support the development of positive outcomes for children and families in their community. Practitioners should increase the opportunities for children to take leadership roles such as risk assessing outdoors. Practitioners should continue to explore how they can engage children and parents in relevant learning to extend their awareness and deepen understanding.

Primary

Leadership of change – strengths

The headteacher has developed a very thorough understanding of the school and its community in a relatively short time. She provides strong and effective leadership which is supporting the development of improved working relationships. This is giving a clear direction to school improvement and motivating staff and members of the school community to engage more effectively in the work of the school. The headteacher has a strategic approach to school improvement which is supportive, inclusive and intended to be sustainable over time. This approach prioritises the development of professional capacity and the effective use of evidence to better meet the needs of all children. The headteacher is well supported by the senior leadership team in developing an effective approach to school improvement. This is beginning to have a positive impact on improving outcomes for children. A few parents also commented on the positive impact the headteacher is having on the school community. There is a clear sense of purpose and staff and children are clearly very happy in school and treat each other with care and respect. The headteacher is developing a robust system of self-evaluation. This is resulting in staff who know their school well and understand what they need to improve. The school improvement plan (SIP) has rightly prioritised a more streamlined and manageable set of improvement targets. This has the potential to direct the work of teams within the school to drive forward improvements. Together with a newly developed approach to planning learning, this represents a concerted effort to reduce bureaucracy for teachers. Overall, this can support a clearer focus on those priorities which will ensure continuous improvement. All staff are encouraged to take roles in leading aspects of school improvement and an increasing number of staff engage positively in this. Staff are well supported in their professional learning and this is increasingly aligned with school improvement priorities. A few teachers are undertaking leadership courses and also masters level learning. Good use is being made of educational research, including from the Education Endowment Foundation (EEF), to identify the most appropriate interventions to meet children's learning needs. Senior leaders have developed a clear plan to target Pupil Equity Fund (PEF) resources for appropriate children. There are early indications that these interventions are being effective in enhancing children's progress in learning. There has been a significant focus on developing the school's vision, values and aims. This has involved all stakeholders.

Leadership of change – areas for improvement

Teachers would welcome, and benefit from, more opportunities for collaborative professional learning with colleagues within the school and across other schools. The school has two committees and lunchtime clubs organized by senior pupils, however there is a need to further develop leadership opportunities for children. Senior leaders should continue with plans to develop the use of the vision, values and aims to inform the planning, implementation and evaluation of school improvements. While teachers are increasing their awareness of employability skills, there is not yet a fully developed approach to implementing the Career Education Standard 3-18 (CES). Children have opportunities to develop and practise particular skills, however, there is scope to develop this work more systematically in order to ensure that all children have appropriate opportunities to develop their skills in a progressive way.

Learning, teaching and assessment – strengths

Children across the school are articulate and well-mannered. Relationships across the school are characterised by mutual respect. Almost all children are keen and eager to learn. Almost all parents feel that staff treat their child with fairness and respect and most know them as individuals. As a result, there is a calm and supportive environment for learning. Most teachers provide detailed instructions and explanations of tasks required of children. Most children talk confidently about what they are doing in class and enjoy opportunities to learn independently. Teachers support children to self- and peer-assess some aspects of their learning to help children understand how they can improve. Children have opportunities to develop their digital learning skills and there is planned work to take this forward. Teachers use a range of ongoing assessment strategies, such as observations, learner conversations and peer assessment. Teachers are developing confidence in using data to inform practice, for example in the use of standardised assessments. All teachers have regular professional meetings with members of

the leadership team to discuss planning, learning and attainment data.

Learning, teaching and assessment – areas for improvement

Teachers should consider how they can develop more consistent, high quality learning experiences. These should be better differentiated to take account of the prior learning and needs of all children. Sharing and moderating learning and teaching approaches across the school in a more structured manner would help to support collaborative professional development. There is scope to develop opportunities for children to lead their own learning and support them to take more responsibility and develop skills in independent learning. There needs to be more consistency in matching learning intentions to tasks and activities and interests of children. Children would benefit from more opportunities to co-create success criteria in relation to their own learning, linking directly with feedback from teachers. They now need to develop a more coherent and consistent use of these.

Learning Pathways

Staff have made a start to developing a curriculum rationale which takes appropriate account of the uniqueness of the school and reflects its setting in the local community. Learning pathways for literacy and numeracy have recently been developed linking well to the National Benchmarks. Teachers are now using these learning pathways to plan, track and monitor children's progress in learning and ensure appropriate progression for all. Children are helped to move from the nursery to P1 by having opportunities to visit the school and meet key members of staff. P1 teachers are provided with helpful information about children's individual needs. Children's transitions from P7 to S1 are well planned and include enhanced transitions for some children based on their individual needs.

Next steps

Work will continue to develop progression pathways across all other curriculum areas. Staff should now develop children's learning more systematically from nursery to school and create opportunities for children in nursery and P1 to learn and play together. Teachers should consider how to improve on the information about children's learning and progress that they pass from class to class.

Partnerships

Partners speak very positively about their relationship with Forthill School and the open approach the headteacher takes to partnership working. Work has begun on building capacity within the school, with partners offering professional learning sessions and collaborating on the development of workshops and programmes to enhance learning in health and wellbeing. The school works collaboratively with cluster colleagues, including the local secondary school, to support shared goals and provide opportunities for moderation. Cross-cluster school improvement partnerships organised by the local authority are at an early stage of development but also provide an opportunity for wider moderation and feedback to support the school's evaluation and improvement agenda. An overview of the planned learning is shared with parents termly to support and encourage additional learning at home. The Parent Council and 'Friends of Forthill' are very supportive of the school.

Next steps

The headteacher is aware of the need to develop further partnerships with groups and businesses within the local community to provide a greater range of learning contexts for all children. Teachers should review the purpose and consistent use of learning journals to ensure that parents receive information which is helpful to them and children are encouraged to take more responsibility for their own learning.

Safeguarding

The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

Ensuring wellbeing, equality and inclusion – strengths

Staff understand each child as a unique individual with their own needs and respond sensitively, with appropriate care and attention, when children experience difficulties. The success of the school's work in developing these relationships is evident in the caring ethos across the school. Staff work effectively as a team and understand the importance of placing wellbeing at the heart of the work of the school. Staff make good use of the wellbeing indicators to establish a baseline from which to measure the progress of children who require additional support. Restorative conversations are used well to support children to resolve any disputes or disagreements. An overview of children's needs across the school provides a clear picture of the support required by individual children. Teachers actively seek out and act on advice and guidance regarding strategies to better support children. Support assistants, along with a range of partners, provide valuable support to groups and individual children in a range of contexts. As a result, the needs of those children requiring the highest levels of support are met well. These children are thriving at the school and are included well in all activities and lessons.

Ensuring wellbeing, equality and inclusion – areas for improvement

The school should continue with plans to support children's emotional development through planned professional learning in nurture, linking this to the school's vision, values and aims. The role of senior children as helpers in the school playground, could helpfully be developed to include acting as leaders in mediating conflicts between younger children. The school should now develop further their curriculum to support children to develop their understanding of issues of equality and diversity in a planned and progressive way.

Raising attainment and achievement – strengths

The school's attainment figures show that most children achieved appropriate Curriculum for Excellence levels in June 2018. Overall, inspection activities validate the school's attainment figures. Overall attainment in literacy, English and numeracy is good. The school has recently introduced a new system to track children's progress in literacy and numeracy. This is now providing a more accurate picture of learner attainment as well as supporting staff to identify need and target support more effectively. The school uses standardised assessment data in a diagnostic way to identify areas for improvement or further investigation. Children's achievements are celebrated in class and are also recognised through competitions and events run by other organisations. Senior leaders and teachers demonstrate a good awareness of children who may face barriers in their learning due to socio-economic circumstances, track their progress in learning and identify targeted interventions in order to secure improvements.

Raising attainment and achievement – areas for improvement

The headteacher has identified the need to develop further moderation opportunities both within and beyond the school and ensure a focus on more effective approaches to assessment. Senior leaders should continue to support teachers to make effective use of assessment in planning appropriate steps in learning for individual children. This will help to maintain a rigorous focus on closing the poverty related attainment gap.

Following publication of the inspection findings, the school's Head Teacher has taken prompt action in leading related school improvements. Key activity to date has included the following:

- Staff discussion and planning for ways to develop greater consistency of Learning and Teaching across the school
- HT has attended the Visible Learning Conference, to inform future improvements in learning and teaching
- Moderation activity involving all teaching staff within the School Improvement Partnership (SIP)
- Cluster screening of Adverse Childhood Experiences film with follow up discussion around National Practice Model, involving teaching and support staff
- Cost of the School Day CLPL for teaching staff
- Universal Supports CLPL led by Health and Wellbeing Staff Tutor

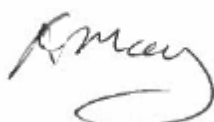
Full details of the Summarised inspection findings are available at:

<https://education.gov.scot/assets/inspectionreports/forthillpsnurserysif061118.pdf>

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)

Alison Macgregor, Head Teacher, Forthill Primary School

6 November 2018

Dear Parent/Carer

In September 2018, a team of Inspectors from Education Scotland visited Forthill Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The headteacher is providing very strong leadership for the school and nursery setting. This is creating the conditions for well-informed change. Good use is being made of evidence about how the school is performing to ensure that it continues to improve.
- Staff are welcoming the increased opportunities to provide leadership and are committed to take responsibility for aspects of school improvement. They are keen to work together to continue to develop their practice.
- Children in the school and nursery are happy, respectful, articulate and motivated to learn. The culture and ethos is supporting strong relationships throughout. This is creating a calm environment for constructive play and learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Dundee City Council.

- Develop more consistent approaches to learning, teaching and assessment across the school and nursery setting. This should more clearly inform planning for learning to ensure that all children experience appropriate pace and challenge.
- Continue to develop the curriculum, making appropriate links with partners and the community, to enhance children's learning experiences.
- Continue to develop tracking of children's attainment to maintain a detailed understanding of children's progress in learning. This should support all children to understand their learning and make the best progress they can. In turn, this will help to ensure consistently high levels of attainment.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and Inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Forthill Primary School

Quality Indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality Indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale.	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/dundee-city/5325129>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

David Drysdale
HM Inspector

