

# Oxgang Primary School — Kirkintilloch

## Standards & Quality Report 2014—2015

Happy and Healthy  
Achieving and Ambitious  
Included and Valued  
Caring and Compassionate



### Context Of the School

Oxgang Primary serves the two housing estates of Oxgang and Rosebank. There are 183 children on the school roll. All of the children who enter Primary one have previously attended local authority, or private pre-5 establishments. The associated secondary is Kirkintilloch High School which is adjacent to Oxgang Primary and the majority of pupils transfer there.

The staffing complement includes the headteacher, one depute headteacher and 10 full-time class teachers, three of whom are chartered teachers. There is also a Music specialist 1 day a week and an education support teacher who spends 1 day per week in the school. Instrumental instruction is provided in woodwind and strings. Instructors visit the school each week to work with groups of children. Non-teaching staff members include two classroom assistants, five additional support for learning assistants, one admin assistant, one clerical assistant, a janitorial assistant, a catering team leader and 7 facilities assistants.

Oxgang Primary benefits from the support of formal parent bodies who represent the whole parent forum. The school is fortunate to have a committed Parent Council which endeavours to ensure that the needs of the pupils, parents and staff are well met. The Parent Teacher Association has a core of hardworking, enthusiastic parents who, supported by members of staff, do excellent work raising funds for the school.

The Pupil Council and the Pupil Representatives groups are well established and play an important role in decision making and in organising pupil activities.

Links with the wider community are fostered through on-going work in a variety of subject areas and business partnerships have been formed. Pupils take part in community events and tournaments and Primary 6 and 7 pupils spend a week at outdoor centres where they experience skiing and various outdoor activities. Pupils are encouraged to be active in their learning and to make wise choices which will

influence their lives in a positive way and will help shape the society we wish to build for the future. The school has achieved the Rights Respecting Schools Award Level 1 and is working towards Level 2.



### 1. How well do children learn and achieve?

Most children are performing well in their class work which is seen through the monitoring of jotters, classroom observations, periodic assessments and standardised test results. In Primary 1 most pupils have achieved Early Level in Reading and Writing and Maths. In Primary 4 most pupils have achieved First Level in Reading and Maths and in Writing. In Primary 7 the majority of pupils have achieved Second Level in Reading and Maths and most have achieved Second Level in Writing with some children far exceeding expectations for their age group. Almost all children who did not achieve the national targets have additional support needs and have support plans in place to enable them to achieve the best they can and develop the key skills that they need.

Our Standardised Test results in Maths this year were very good with all classes scoring above average and all classes equalling or bettering their average scores from previous years. Most individual pupils improved their Maths scores over the past year and this has been a result of rigorous planning and tracking, provision of additional teaching support and ensuring appropriately challenging opportunities which are active and engaging. We have plans in place to ensure this high standard is maintained. Although our Standardised Test literacy results for P4-7 were above average we feel there is still opportunity to improve in this area across

the whole school, particularly at the Early stages and Literacy planners are being developed to help ensure appropriate pace and challenge is provided. Teachers also felt the style of the test was quite different from what children do day to day and they would have to look at incorporating some similar type questions into classwork in order to prepare children for the Standardised Test style questions.

Higher Order Thinking Skills (HOTS) have continued to be developed across P1-7 this year and children's skills in talking and listening are very good. Moderation again took place across stages in writing to share and agree standards from Early to Second Level and Primary 7 also considered standards at Second and Third level with staff from Kirkintilloch High School and associated primaries. There is clear progression in children's writing which can be seen through samples gathered termly and staff have a shared understanding of quality and standards.

Further work on sharing standards in Numeracy & Maths and Literacy and English is planned for session 15-16 to ensure a shared understanding for areas other than writing.

Cluster work is having a positive impact on pupils learning. A Science programme was developed by the Cluster in session 13-14 and implemented from Aug 14. This is now fully embedded and this session we have explored interdisciplinary links (IDL) between Science and Literacy, using Higher Order Thinking Skills which have helped further develop pupil's scientific skills in analysing and evaluating.

This session we have developed a new Religious and Moral Education programme as a Cluster. This has clear IDL links with literacy (particularly talking and listening) and also links with the work that Oxgang is taking forward for Rights Respecting Schools. Some classes have piloted lessons from the new programme and feedback from children in these classes is that it is much more interesting and relevant to them. The new RME programme will be launched in August and implemented by all classes next session.

Classroom visits, whole school assembly presentations by classes and pupil and parent feedback showed that the values and principles of the 'Rights Respecting Schools' ethos continues to be embedded across the life and work of the school. A School Charter has been

created and pupils are thinking more critically about rights in both a local and global context. We have been working towards our Right Respecting Schools Award Level 2 and plan to be assessed on this work in Nov 2015.

As part of the Government strategy to improve language learning in schools (A 1+2 Approach) we have further embedded French, training almost all teachers and teaching this to all classes P1-7. This session Gaelic was extended to P5-P7 with 2 teachers now fully trained. Next year another member of staff will undergo training so we can sustain this development. Pupil feedback was very positive about the learning of languages, particularly Gaelic. We have now achieved the target set by Scottish Government for 2020, of one additional language throughout the whole school and a further language introduced at P5.

Attainment and achievement are celebrated regularly at Oxgang Primary, both in class and at school events such as assemblies, services, Golden Tea parties, House winners' celebrations, and 'Big Fun Events'. Pupils receive awards and recognition for excellence in behaviour, academic ability, citizenship, the arts, sporting achievement, etc. Parents and extended family are invited to join many of these celebrations. Pupils are encouraged to share their personal achievements with the whole school on a weekly basis and add leaves to our achievement tree.



## 2. How well does the school support young people to develop and learn?

By planning learning and teaching based on experiences and outcomes, teachers are meeting the needs of all learners, providing support and challenge as appropriate. It is evident from classroom monitoring activities, discussions with teachers, parents and pupils, and in planning documentation, that learning experiences are well matched to the many and varying needs of the children across the school.

Oxgang Primary has embraced GIRFEC (Getting It Right For Every Child) and Staged Interventions/ Support Plans continue to be used to enable all staff to best meet the individual needs of pupils, both academic and related to their health and wellbeing. Where children have support plans in place, the views of all partners involved in a child's learning, as well as the child's point of view are taken into account when planning next steps.

A range of education partners and other agencies are involved in both practical work with pupils and consultation work for staff and parents. Our education support teachers provided excellent support, advice and resources to help meet the individual needs of some of our pupils who required additional support. Children with dyslexia were assessed and provided with suitable technology to enhance their learning experience and assessment evidence has shown this to have had a positive impact.

All children are involved in target setting weekly and in evaluating their achievements. They also select pieces of their best work to keep in a folder to show their learning and progress. This work, as well as classwork and periodic assessment is the evidence which helps determine whether a child has achieved a level.



Children have a breadth of experiences across all areas of Curriculum for Excellence and teachers plan engaging and interesting experiences to help children achieve success in many different subject areas. Visits to places of interest (museums, castles, the local area, etc), visitors with a range of skills and knowledge (Wildlife Bus, Science workshop, French specialists, Hillhead Community Garden worker) and activities (Zoolab, Warburtons healthy eating workshops) are bought in to enhance learning throughout the year. Pupils also have input from specialist teachers and coaches and both Primary 6 and Primary 7 benefit from residential experiences. The impact of the wide range of opportunities is evident through termly

evaluations, discussion with pupils, staff and parents and can be seen in the quality of children's work.

This year we have worked with the Parent Council and PTA to further develop our school grounds. Additional seating and play equipment has been provided and a sensory garden has been developed to help promote positive Health and Wellbeing and offer opportunities for all pupils to develop their learning through this outdoor context. Further work on developing outdoor learning has been planned for next session as children have identified that this is something they feel would help them learn better.

There are excellent transition opportunities for pupils in P7 transferring to Kirkintilloch High School. An extensive and varied programme of transition events, both within and outwith the school day has provided many opportunities for pupils and parents to engage with the High School and enhanced transition opportunities are in place for those who require this. Evaluations by staff, pupils, parents and partner agencies show that they value highly the opportunities provided to visit, liaise and work with Kirkintilloch High.

Similarly transition from Nursery to Primary is well developed with enhanced transition opportunities for pupils with additional support needs and opportunities for children to visit Oxgang with their nursery teachers prior to their induction visits. The Primary 1 teacher also visits the nurseries to see the children in this setting and there are opportunities for nursery staff to discuss pupil strengths and difficulties with the Primary 1 teacher and headteacher. The headteacher also attends review meetings and meets the parents of any child with additional support needs while they are still at nursery. In this way we can ensure we have a clear understanding of the needs of the pupils transferring to us and can ensure these needs are met.

### 3. How well does the school improve the quality of its work?

Self evaluation is carried out all year round and involves all stakeholders. There is a systematic approach to self evaluation and from this our improvement priorities are identified. We ensure that adequate time is given to planning for

improvement processes and work closely with parent and pupil representatives to monitor this throughout the school year.

This session we have used Curriculum and Assessment Toolkits provided by East Dunbartonshire Education and Quality Development Service as part of our self evaluation and have identified developments for session 15-16 from these. This information as well as staff, pupil and parent feedback has guided the formation of the School Improvement Plan for 2015-16 which has been developed in conjunction with the school staff, Pupil Reps and Parent Council. The 2015-16 SIP includes Developing A Curricular Framework, Developing Assessment, Rights Respecting Schools work and implementation of the new RME programme.

Pupil progress in Literacy and English and Numeracy and Maths are monitored carefully using evaluations of class work, Standardised Tests and evidence from periodic assessments carried out 3 times annually for Spelling, Reading, Writing and Maths. Assessment discussions and target setting meetings, between teachers and the Senior Management Team, impact future planning and ensure appropriate pace, challenge and support for all pupils.



Staff, pupils and parents in Oxbang Primary take on many leadership roles. Staff have leadership responsibilities in curricular areas and in developing approaches to learning and teaching, pupils have the opportunity to be Pupil Councillors, Pupil Representatives, House Captains, buddies, playleaders, problem busters, etc and parents are key members of the formal bodies of the Parent Council and PTA. This distributed leadership ensures many individuals have the opportunity to contribute to and enhance the work of the school.

Again, this year we have worked closely with the Parent Council to get parent feedback using 2 stars and a wish and a questionnaire at parent

evenings. The headteacher worked with the Parent Council to respond to some of the feedback and this information is displayed on our Parent Noticeboard and on our school website.

In conjunction with the Parent Council we have created and distributed leaflets about Reading, Rights Respecting Schools, Maths and the 1+2 Approach to Languages. These 'Lets Focus On' leaflets provide key information to parents on the work the school is undertaking and how they can assist their children and/or the school in these developments.

The Pupil Council have been consulted on many school matters and have made key decisions on behalf of their peers. They have organised Big Fun events, arranged Charity fundraisers and worked jointly with the Parent Council to improve the playground and garden. A joint Pupil Council/ Parent Council meeting took place for pupils to present to parents about the sensory garden and discuss ways of further developing the school grounds.

Pupil Reps provide the Senior Management Team with feedback about learning. They have a key role to play in helping improve learning and teaching across the school. This year the Pupil Reps met with the Parent Council to discuss the Rights Respecting Schools work and the School Charter they had developed. All parents who responded to the questionnaire issued in March 2015 said that they knew about the school charter and that their children had a clear understanding of rights and responsibilities.

Teaching staff, the Parent Council and the Pupil Reps also worked together to consider 'Reporting to Parents'. The annual pupil report was adapted and it was issued prior to Parents' Night this year. Feedback from parents was that they preferred both the new format and the timing of reports/ Parents' Meetings. This will therefore be repeated next session.

From discussion with the Parent Council, the Pupil Council and Pupil Reps and external partners from both East Dunbartonshire Council and the business sector, it is clear that both parents and pupils feel fully involved in the life of the school and value the many and varied opportunities and experiences that are provided at Oxbang Primary. They have all helped to shape the school which is at the heart of its community.