



### Context Of the School

Oxgang Primary has 200 children on the school roll. All of the children who enter Primary 1 have previously attended local authority or private pre-5 establishments. The associated secondary school is Kirkintilloch High School which is adjacent to Oxgang Primary and the majority of pupils transfer there.

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, Pupil Representatives and Pupil Rights groups are well established and play an important role in decision making, planning learning 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.

At Oxgang Primary School every child matters. We aim to create a happy, healthy, safe, secure and nurturing learning environment where every learner can achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

Oxgang provides a curriculum in line with national advice which enables pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

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.

Oxgang had a local authority Quality Improvement Review in January this year and some of the following report is based on evidence from that review.

### **How good is our leadership and approach to improvement?**

All staff in Oxgang are committed to high standards and to improving outcomes for children. Staff regularly engage in professional dialogue to improve children's learning experiences. Almost all parents surveyed this year were very satisfied with the school and the education their children are receiving. Parents praised the approachability of staff and the leadership of the headteacher. The headteacher and depute headteacher empower all members of staff to actively develop a leadership role in relation to school improvement and this approach is well established.

Staff show a very strong commitment to their own professional development and to the improvement of the school. Staff engage very well in the PRD process, identify professional learning opportunities and take ownership of their own training and CLPL needs. They have engaged in a range of professional learning and the impact of this is evident in improved learning experiences for children. Staff work effectively as a team with an ethos of sharing practice and peer support and challenge. This is evident through the impact of the Teacher Learning Community which has developed teachers' skills in using assessment is for learning strategies and higher order thinking skills in the classroom.

Staff, pupils and parents take on many leadership roles. Staff have leadership responsibilities in curricular areas and in developing approaches to learning and teaching. Staff encourage children to take on additional responsibilities and leadership roles. Pupils have the opportunity to be Pupil Councillors, Pupil

Representatives, Rights Respecting Schools Group, House Captains, Buddies, Playleaders and Problem Busters and Junior Road Safety Officers. Parents are key members of the formal bodies of the Parent Council and the PTA. This distributed leadership ensures many individuals have the opportunity to contribute to and enhance the work of the school.

This session staff, parents and pupils have worked together to gather views and formulate a clear vision and aims for the school based on shared values. A new school motto has been developed - Learning Together, Achieving Together, Respecting Each Other. All staff along with pupil and parent focus groups were involved in the development of a clear curriculum rationale which tells the story of the school. Staff, pupil and parent self evaluation activities and views inform the formation of the School Improvement Plan which is developed in conjunction with the school staff, Pupil Representatives and Parent Council.

Parental surveys have provided useful feedback on the school improvement plan priorities. In conjunction with the Parent Council, leaflets have been created and distributed about Reading, Rights Respecting Schools, Maths and the 1+2 Approach to Languages to 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 are consulted on many school matters and have made key decisions on behalf of their peers. They have worked jointly with the Parent Council/PTA to improve the playground and garden. 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 playground development is planned for next session.

Pupil Representatives 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 which they had developed.

Oxgang has worked with the cluster primaries and Kirkintilloch High School to develop progressive programmes within the Broad General Education and this work has been shared across the authority. A new Religious and Moral Education programme has been implemented this session throughout our cluster. This has clear IDL links with literacy, particularly talking and listening, and also links with the work for Rights Respecting Schools.

### **How good is the quality of the care and education we offer?**

There is a very nurturing and caring ethos in Oxgang Primary. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. We adopt a proactive approach to identify and take into account family circumstances and social and emotional factors and we use a range of resources to support pupils' social and emotional development. 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 encouraged to think critically about rights in both a local and global context.

Children enjoy a broad range of experiences across all areas of the curriculum and teachers plan engaging and interesting experiences as contexts for learning. Teachers employ a range of teaching styles and strategies to engage children in their learning including co-operative learning, collaborative learning and active learning. Children have opportunities to work both individually and in pairs or groups across the school in meaningful learning contexts. In all classes children are encouraged to engage with learning intentions and success criteria. Children have opportunities to use self and peer assessment which involves them in their learning and assessment.

Teachers use clear explanations and instructions and are skilled in questioning. They engage children effectively in learning and develop pupil curiosity, independence and confidence across the 4 contexts for learning. Next session outdoor learning will be developed more to further engage pupils in learning and

meet their learning needs. Teachers' plans are detailed and plan for the needs of groups of children and individuals. Staff have a good understanding of their pupils, their barriers to learning and how to support them. They are very proactive in looking for ways to further develop their practice in order to improve outcomes for pupils. They rigorously plan, assess and evaluate the work that they do.

An audit of the curriculum across the four contexts for learning has been used to develop a comprehensive framework which ensures the delivery of the entitlement to a coherent curriculum for children. Teachers plan within the framework and are confident in the use of Experiences and Outcomes across areas to plan children's learning. In all areas of the curriculum whole school programmes have been put in place to provide progression in learning. This year the focus has been on developing Health/ PE through the 4 contexts for learning and a detailed curricular framework has been developed to ensure better progression in this area next session.

Oxgang Primary has a robust assessment system in place which includes the use of standardised assessments and assessments linked to the Significant Aspects of Learning and the Progression Frameworks. Assessment is planned as part of learning and teaching and includes formative, periodic and summative assessment evidence. Assessments are monitored by the SMT and discussed with teachers. Assessment evidence is used to report to parents.

Children are given quality feedback from their teachers about how well they are doing and what they need to improve. Teachers use their observations and day to day assessments of pupil progress to plan next steps in learning. Pupils are supported to reflect on their learning using Learning Diaries. All children are involved in target setting weekly and in evaluating their achievements.

Children select pieces of their best work to keep in a 'best work' 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.

### **How good are we at ensuring the best possible outcomes for our young people?**

In 2015-16 most pupils in Primary 1 achieved Early Level in Reading, Writing and Maths. In Primary 4 the majority of pupils achieved First Level in Reading and Writing and in Maths. In Primary 7 most pupils achieved Second Level in Reading, Writing and Maths.

Baseline and Standardised test results are analysed in order to track pupils' progress and identify gaps. This data is used to monitor and track attainment and achievement of children and support appropriate interventions. Data shows that almost all children are making good progress in literacy and numeracy. Data from the Scottish Index of Multiple Deprivation is used to identify more vulnerable children and tracking and interventions have been developed to ensure we try to close the attainment gap in line with local and national policy.

Staff have been involved in moderation activities at school and cluster level to share expected standards. Cluster development work in writing has helped to both raise attainment in writing and to build confidence in agreeing standards at First and Second level. This work is being developed further next session to include all staff in every Cluster School and to ensure standards are agreed from Early to Third level.

Children achieve well across a range of contexts both within and outwith the school and there is a strong focus on promoting and celebrating children's achievements which is evidenced in a number of displays around the school. Achievements are celebrated through assemblies, an achievement tree, various awards, and participation in a Golden Tea party.

Learners in Oxgang are successful, confident, exercise responsibility and contribute to the life of the school, wider community and as global citizens. Rights based learning work is embedded throughout the curriculum.

There are a variety of after school clubs, social events, sporting and cultural events which allow children to develop their skills and achieve out of the classroom. The school tracks and monitors engagement in after school learning. This year 88% of children participated in a variety of after school clubs which are offered to children at all stages every term and include music, art, gardening and a range of sports.

Children achieve well across a range of contexts both within and outwith the school. We have begun to track children's wider achievements and the staff, parents and pupils have developed a method of tracking pupil's wider achievements which will be used next session.

Next session School Improvement Planning focuses on developing skills for learning, life and work with a greater emphasis on employability skills and career education.

Visits by Oxfam staff to nurseries and organised visits for staff and children from nurseries supports their transition from nursery into school. There is also an extensive and varied programme of transition events for P7 pupils transferring to High School. Those requiring enhanced transition at any stage are very well catered for and supported.

There is a clear commitment from all to the principles of nurture. The nurture base is very effective in supporting children with specific social, emotional and mental requirements and we work closely in partnership with other agencies to enhance this provision further. Clear lines of support are established with parents and carers to ensure better outcomes for children can be achieved and informal, six weekly meetings with parents are undertaken to enhance positive partnerships.

Support staff work well as a team and apply consistent approaches. They provide excellent support for pupils, particularly those with additional support needs.

Partnership working is a key strength of the school. Partners state that the school is very proactive in building Teams of Support around the child and is responsive and flexible when working with partners and parents to meet pupil's specific requirements. Partners noted the commitment and resilience of all staff to ensure that children are included in the school and are nurtured and supported. Partners feel that staff are highly skilled in meeting pupil's need and are very committed to the support of pupils and their families. They witness very positive relationships throughout the school and note that pupils feel included and respected in a climate that is positive about meeting individual needs.

Parents are confident that staff know their children very well, that the school provides a caring and nurturing environment and school responses to enquiries about their child's learning and Wellbeing result in positive action.

Next session, in order to improve attainment in reading, we are further developing approaches to learning and teaching in reading with increased input from partners and more opportunities for development of family learning. We are also further developing skills for learning, life and work, with a focus on the new 'Developing The Young Workforce' advice. This work will engage a wide range of partners and further develop pupils ability to identify their skills in all areas of life.