

# Oxgang Primary School



## Standards and Quality Report 2021/22

## Context of the School

<http://www.oxgang.e-dunbarton.sch.uk/school-info/vision-values-and-aims/>

### Oxgang Primary School Profile

Our pupil roll is currently 256 and we have a 10-class structure this session. The management team consists of 1 Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher. All members of the management team are currently in 'acting' positions, covering maternity leave and secondments. Currently, we have the equivalent of 13.3 fulltime teachers within Oxgang. In addition to this we have 2 Classroom Assistants and 5 Support for Learning Assistants.

Our school roll increases annually and we take a number of placing requests for our annual Primary 1 intake as well as throughout the school year.

During session 21/22, Covid19 has had a significant impact on staff and pupil attendance due to a high number of positive cases across the school. Due to the high level of Covid related teaching staff absences between August 2021 and March 2022, many of the targeted teaching sessions to support specific groups of learners have not taken place.

Despite restrictions, we successfully maintained our strong Parent Council and PTA groups who met regularly online. These groups worked positively to further develop school improvement and fundraising. During Term 4, we were delighted to invite families back into our school building to share learning and achievements. Many whole school face to face events took place including: Parents' Meetings, School Talent Show and Family Fun Day. We further developed Pupil Voice through our Pupil Council and P5 – P7 Leadership Committees. All P7 pupils took the lead with their Prefect Jobs, Buddying and House Captain responsibilities. We successfully engaged and consulted with parents and carers through online questionnaires and targeted focus groups, this provided us with a large sample of feedback which informed our self evaluation.

### Progress in School Improvement Plan (SIP) priorities

School priority 1: Ensuring Wellbeing, Equity & Inclusion – Inclusive Practice & Emotional Wellbeing	
<p>NIF Priority      •Closing the attainment gap                      •Improvement in children and young people's health and wellbeing</p> <p>NIF Driver        teacher professionalism                      school improvement</p>	<p>HGIOS 4 QIs                      QI 3.1 Wellbeing, equality &amp; inclusion                      QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:                      The school has made very good progress with this improvement priority and is well placed to build on the successes of this session as we move into the next school year.                      All teaching and support staff attended training in effective classroom inclusion. This was delivered by our Educational Psychologist and was based around the document, '<i>Child Inclusion Research into Curriculum Learning Education</i>' (CIRCLE). Each class teacher took forward an action research project within their own classroom to further develop and embed inclusive practice, each case study was shared with the staff team for discussion and evaluation. Staff reported that their understanding and knowledge of effective inclusive practice has improved. In particular, staff highlighted that the action research case study encouraged them to critically reflect on their own practice and trial new strategies that will be adapted and transferred to future classes. Through discussion with pupils, it is apparent that almost all have an understanding of inclusion and the fact that some pupils require alternative support and strategies to help them succeed and achieve their best in class. Most pupils were able to describe a range of support strategies that are available in their class to help them with a range of emotional or learning needs, such as; calm corner, ear defenders, alternative working area, break out spaces and mindfulness activities. As the school year progressed, SLT observed that almost all</p>	

individuals with ASN were more effectively included in classroom learning and engagement and involvement had improved.

To support and develop whole school emotional literacy, the Emotion Works programme was further embedded within the curriculum and daily life of the school. A working party of class teachers developed a cross curricular programme and framework to support staff to effectively plan and deliver Emotion Works systematically across all stages. The working party gathered and moderated examples of good practice to share with staff. A pupil focus group developed an information video for parents to showcase how Emotion Works is implemented in school. Staff reported that almost all pupils are regularly engaging with the Emotion Works cogs to discuss and describe their feelings, especially after a transition or point of conflict. Teachers stated that almost all pupils have increased their use and range of emotional vocabulary. At a targeted level, some families are benefitting from using the Emotion Works language, symbols and visuals to support their children at home with transitions and managing emotions.

All stakeholders have had the opportunity to engage in training, information sessions and consultation regarding the new Relationships, Sexual Health and Parenthood programme (RSHP). Class teachers participated in three development sessions during which they explored and discussed the lessons and teaching materials and linked with colleagues from Health Partnership. The Head Teacher presented an overview of the programme to the Parent Council. All parents were sent information and links to the RSHP website and a consultation stall with access to all learning materials was available at Parent Nights. All teachers reported that they feel informed and confident in delivering the new programme. Most parents stated that they feel well informed of the programme but some stated that they would like further information before the programme is rolled out to pupils in session 22/23.

**Next Steps:**

- Further develop the use of the CIRCLE checklists to inform and support universal and targeted support plans.
- Roll out the newly developed Emotion Works frameworks and planners across all stages
- Deliver RSHP information packs and presentation to all parent / carers prior to implementing new programme.

**School priority 2: Family Learning**

NIF Priority •Closing the attainment gap  
 •Improvement in children and young people’s health and wellbeing  
 NIF Driver parental engagement  
 assessment of children's progress

HGIOS?4 QIs

QI 2.5 Family Learning

QI 2.3 Learning, Teaching & Assessment

**Progress and Impact:**

The school has made very good progress with the improvement priority and are in a strong position to further embed and develop the use of Seesaw to share learning journeys with parents and carers. All teaching staff engaged in a workshop delivered by our Seesaw Working Party which explored and shared best practice in using digital tools to engage learners and share successes with parents. Staff worked together to agree a consistent and progressive approach to sharing learning journeys and snapshots, encouraging pupils to take more responsibility for their online journal. We invested in a further 77 iPads to enable pupils to have increased access to Seesaw and other Digital Learning apps. Staff linked closely with parents and carers to support and encourage increased engagement and interaction with Seesaw. In addition to this, support sessions were offered to parents who required additional support with the app.

To support online learning during self isolation, teaching staff developed digital resources at early, first and second level within numeracy, reading and writing. Each pack was posted for any pupil who was in self isolation due to covid, and teachers gave regular feedback online.

Over the course of this session, Seesaw has been established as our main platform for sharing learning and class news. Since August, we have had over 32,600 visits to Seesaw by family members and over 45,000 posts. Feedback from a questionnaire showed that 95% of

parents/carers use Seesaw to regularly talk to their child about learning and homework. Comments from parents have included, 'I think seesaw is a wonderful way to be updated with pictures of the kids during class. I love it'. A strong message that came through the parental survey highlighted that parents would prefer to move back to paper based homework now that Covid restrictions have eased. However, most parents agreed that, 'Seesaw allows me to easily view and understand content from my child's learning'. Teachers reported that they felt more confident in using Seesaw as a learning & teaching tool and found it beneficial to be able to share good practice. All teachers agreed that there is greater consistency in the expectation of Seesaw use across different stages of the school. Through consultation, almost all pupils reported that they enjoyed and felt proud of sharing their learning on Seesaw. Most pupils identified the benefits of using digital learning tools such as voice notes, videos and the draw tool to support their learning. SLT observed increased engagement in almost all pupils when using Seesaw as a learning tool in class, particularly those pupils who have specific literacy barriers. The use of Seesaw as a tool for learning has impacted positively on pupil attainment, particularly in the middle stages where engagement in numeracy has significantly increased through digital learning approaches.

**Next Steps:**

- Identify Seesaw Champions within the staff team to support new members of staff.
- Add Seesaw to the annual Quality Assurance calendar to ensure consistency and maintain high standards.
- Create a Digital Champion group within P5 – P7 to support pupils across the school.
- Continue to audit and improve or IT resources.
- Relaunch homework in a hybrid format to include both digital and paper options.

**School priority 3: Raising Attainment in Writing**

NIF Priority •Closing the attainment gap  
 • Improvement in attainment, particularly in literacy and numeracy

NIF Driver teacher professionalism  
 assessment of children's progress

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 1.2 Leadership of Learning

**Progress and Impact:**

The school has made good progress in this improvement area, however many of the original development plans were impacted due to staff absence. New teaching staff who were less experienced in delivering Talk for Writing were given the opportunity to observe model lessons delivered by one of our Literacy Champions. A Working Party further developed guidelines and good practice for effective delivery of non fiction writing lessons and this was shared with all staff. Staff moderated some pieces of pupil writing, at every CfE level, across a range of genres. These provided a bank of examples for future use to ensure that assessment is consistent and valid. Further resources to support the effective learning & teaching of writing were created including; non fiction overview, 'what makes an excellent writing lesson' guide and shared learning intention and success criteria packs. Due to staff absences, moderation and monitoring activities were not carried out in full, this will be revisited next session and built into the quality assurance calendar.

All teachers highlighted the benefit of peer visits and observing model lessons, as it helped to upskill knowledge of other stages and also develop confidence in effective delivery of Talk for Writing. Almost all teachers reported that the Talk for Writing process impacted positively on the structure and vocabulary used by pupils in their writing, this was mirrored during SLT monitoring of classwork and lessons. Two teachers found that the Talk for Writing approach did not engage some of the learners in their class, therefore this was adapted to better meet the needs of pupils. Pupil focus groups reported the benefits of Talk for Writing including; providing a structure and ideas for writing, supporting vocabulary in their stories and increasing enjoyment of writing lessons. Almost all pupils consulted, felt proud of their 'hot piece' writing and were able to self-assess to identify improvements. All teachers reported that pupils were able to apply writing skills more confidently when completing 'Have A Go' writing tasks and in other curricular areas. Improvements in attainment are particularly evident in P1 and P2, with most pupils demonstrating the ability to write with increased independence, across a range of writing genres.

To further support pupils who have specific literacy barriers, our Dyslexia Champion created resource packs with writing tools for pupils. In addition to this, specific IT Programmes were rolled out to support more pupils with extended writing lessons. Links were further developed with Kirkintilloch High School and a group of P7 pupils attended a Dyslexia Transition Event. Our Dyslexia Pupil Group created an informative video for all pupils to view as part of Dyslexia Awareness Week and blue ribbons were distributed to staff and pupils to acknowledge this. All pupils who participated in this initiative reported that they felt empowered and proud of their work. Feedback from parents via questionnaires and parent / teacher meetings was very positive with almost 90% agreeing or strongly agreeing that they were happy with their child's progress in writing. Many parents commented on that they saw a significant improvement in their child's writing when looking at a selection of classwork on display at parents' night.

#### Next Steps:

- Focus targeted support on identified pupils to raise attainment in writing, using focused data driven interventions.
- Further embed the use of digital programmes to support learners with specific literacy barriers
- Provide opportunities for parents / carers to engage in supporting their child with writing
- Protect collegiate time to ensure that writing is continuously and rigorously moderated at each level.

### **Progress in National Improvement Framework (NIF) priorities**

- Improvement in attainment, particularly in literacy and numeracy;

In comparison to Achievement of a level data released by the Scottish Government for session 2020/21, our P7 attainment in literacy and numeracy at P7 are above national average in all areas. In P4, both reading and listening & talking are above national average, while writing and numeracy and 1% lower. Although P1 data is slightly below the national average, those pupils who are not on track will achieve early level by October in P2. Through evaluation of assessment data and tracking, groups of learners who are not on track were identified in reading and numeracy. A programme of targeted support was created, with specific planned interventions. Although this was delivered in part, a significant part of the intervention could not be delivered due to staff and pupil absences. This intervention had the most effective impact at P7, due to consistency of support over a period of time. Moving forward, a priority for next session will be to deliver continuous and robust targeted and tracked support to improve attainment.

- Closing the attainment gap between the most and least disadvantaged children and young people:

Self evaluation of session 2020/21 highlighted a number of factors that were impacting on narrowing the attainment gap, including; poor school attendance, late coming, lack of engagement with online learning and low wellbeing. In response to this, a number of interventions were

implemented including; Daily Breakfast Club, P1 & P2 Nurture Group, Targeted Nurture Session, After School Clubs, 'Seasons for Growth' and targeted support for literacy & numeracy. Evidence from attendance data, pupil observations and focus groups, parental feedback and ongoing assessments showed improvement in attendance, developing positive social skills, building self-esteem and narrowing the poverty related attainment gap. Feedback from all parents was very positive, including; impact on pupil wellbeing, easing transition to school, further developing strong relationships with key adults at school, supporting families to deal with bereavement.

- Improvement in children and young people's health and wellbeing;

In response to the impact of school closures, the school prioritised increasing opportunities for all children to experience quality outdoor learning and sport. This was delivered through a whole school initiative called 'Wellbeing Wednesday'. All classes accessed a range of engaging, active and challenging wellbeing activities including; scooting lessons and local rides, Loose Part Play, Wild Challenges, local 'survival walks', whole school Wednesday Walk and taster sessions from a range of local sports clubs. As Covid restrictions eased, pupils were encouraged to work alongside other classes and opportunities for 'buddying' activities were increased. The positive impact that this initiative had was clearly evident in evaluations from all stakeholders. All staff, pupils and parents reported that they agreed that Outdoor Learning had improved wellbeing and increased enjoyment and motivation. This will be further developed next session to encompass more areas of the curriculum.

During session 2021/22, it became apparent that many of our pupils at P3 and P4 stages had been impacted negatively by the lack of opportunity to socialise and play with other children during school closures. As a result, for many children, social skills, co-operation and resilience were low when working with peers. To improve this, a focus on quality play opportunities was prioritised by providing regular child led play and enquiry based learning. Evidence gathered from pre and post Ferre Laevers observations showed an increase in engagement and involvement for almost all children. At parents' night, many commented on the positive impact that this approach had on the enjoyment and social skills of their child.

## Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	majority
First level by end of P4	most	majority	most	majority
Second level by end of P7	most	majority	most	majority

## Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding secured additional staffing to support nurture interventions and targeted support for children at risk of not achieving, with a focus on narrowing the poverty related attainment gap. The following supports were funded through PEF –

- Training a staff member in the Seasons for Growth programme, which was delivered to 20 children this session, all with positive feedback from pupils and parents
- Resourcing and furnishing a Nurture Base which was accessed by groups of pupils for a variety of wellbeing interventions. In total, 30 pupils from across the school accessed the room on a daily basis at different times of the day. The impact of this intervention was to increase social skills,



support pupils with social & emotional behavioural needs and provide a safe base for wellbeing activities. All children involved showed development in at least one of the targeted areas.

- Setting up and staffing a school Breakfast Club to support pupils with transitions, late coming and attendance. Evidence gathered showed a positive impact for over 90% of pupils who attended.
- Model teaching and team teaching in Talk for Writing
- Staff training and pupil workshops in developing Loose Part Play outdoors, scooting and local walks. All parents and pupils who responded to our consultation agreed that these experiences were enjoyable for learners and helped to develop positive social skills.
- Targeted approaches to narrow the attainment gap, with a focus on numeracy and reading. This had most impact at P7 stage, due to staff Covid absences, some interventions could not be fully delivered. This will be a priority next session.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Raising attainment and achievement	Good	Good

### Summary of School Improvement priorities for Session 2022/23

- 1. Raising Attainment in Literacy: Reading
- 2. Review and refresh our whole school curriculum rationale.
- 3. Further develop whole school Outdoor Learning.

### What is our capacity for continuous improvement?

Despite a challenging year, with significant staff and pupil Covid absences, our school community have shown resilience to manage the uncertainty and changing restrictions that the pandemic has presented. Children, staff and parents/carers have worked together, striving to ensure that our school values of; 'working hard, being respectful and believing in yourself' have remained central to all we do.

Although the pace of this year's school improvement plan has been impacted by the pandemic, many developments have been achieved and are widely recognised by all stakeholders. Through self-evaluation, we have a clear vision and plan of how we will continue to further improve as a school community, in partnership with pupils, families and stakeholders.

Standards and Quality report should be emailed to the link Quality Improvement Officer by Friday 10 June 2022.