

Oxgang Primary School



Standards and Quality Report 2023/24

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 242 and we have a 10 class structure this session. The management team consists of 1 Acting Head Teacher, 1 Depute Head Teacher and 1 Acting Principal Teacher. Currently, we have the equivalent of 13.3 fulltime teachers within Oxgang. In addition to this we have 2 Classroom Assistants and 6 Support for Learning Assistants, 1.5FTE of whom are funded through PEF.

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. Recent analysis of our school roll highlighted that just under 50% of our pupils live out with our zoned catchment area. Currently, our school population represents a wide demographic across the quintiles of the Scottish Index of Multiple Deprivation (SIMD) with 24% of the pupils residing in quintile 1, 38% in quintile 2 and 33% in quintile 5. Moreover 28% of pupils are currently registered for Free School Meals (FSM). Our average attendance across the school is 92.8% with very few exclusions this session.

In 2023-2024 Oxgang was allocated £67,375 from the Pupil Equity Fund (PEF) to support the Scottish Government's ambition to close the poverty-related attainment gap. After consultation with stakeholders, robust self-evaluation and analysis of a range of data, it was agreed that PEF would be used to support developments in targeted nurture across the school, and reading interventions at early level. PEF was used to appoint additional staff to support two targeted nurture groups, one with a focus at infant stages and the other at middle / upper. In addition to this, a new phonics programme was implemented across the infant department. PEF funded staff training and all associated resources with the new programme.

Both our Parent Council and PTA groups have established a very strong partnership with school staff and are highly committed to improve outcomes for families. Through successful fundraising events, the PTA have donated significant funds to pay for buses for school trips, World Book Day events, leavers' gifts, playground markings, IT equipment and various learning resources throughout the year. Our Parents Council have worked closely with the senior management team by participating in consultation exercises for whole school developments including: UNCRC - Rights Respecting Schools, whole school wellbeing initiatives, Reading Schools and Pupil Equity Funding. The Parent Council are instrumental in driving forward improvements for the school estate.

All families have had the opportunity to engage in a range of school events including: Parents' Meetings, School Shows, Class Assemblies, Internet Safety Workshops and our Family Learning Events. All pupils have had the opportunity to be part of a Pupil Leadership Committee including: Pupil Council, Display, Charity, Gardening, First Aid and Road Safety. All P7 pupils took the lead with their Prefect Jobs, Buddying and House Captain responsibilities. During both Local Authority and Education Scotland school inspections, a large sample of parents and carers contributed to our self-evaluation through online questionnaires and focus groups.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Reading	
<p>NIF Priority Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver curriculum and assessment school leadership performance information</p>	<p>HGIOS?4 QIs</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>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 developments this session by further extending these during 2024/25. This session, our Reading Leadership Committee have continued to promote reading for enjoyment, gathering evidence towards gaining our Silver Reading Schools award. Following the design and launch of our new school library, all pupils visit the library on a weekly basis and have an opportunity to engage with a wide range of texts. Almost all pupils report that they value the opportunity to spend time in the library and agree that the texts are varied and interesting. All pupils engaged in a wide range of World Book Day reading activities and were gifted a book to take home. The ongoing work of the Reading Leadership Committee is having a positive impact on the reading culture throughout Oxbang Primary School. Pre and post measures show that almost all pupils have increased motivation to read for enjoyment. During our recent inspection from Education Scotland, the work of the Reading Leadership Committee was highlighted as a positive –</p> <p><i>The 'Reading Leadership Committee' organised a reading café for parents and children to promote a reading culture. They are rightly proud of the national reading award they have received for this work. These committees and roles support children well to develop their leadership skills.</i> <i>Summarised Inspection Findings, Oxbang P.S., Education Scotland, January 2024</i></p> <p>All teaching staff engaged in basic training of a new systematic, synthetic phonics programme, with all teachers agreeing that their confidence and knowledge in teaching phonics improved as a result. All primary 1 and 2 pupils have been taught through the new phonics programme. Feedback from staff concludes that almost all pupils have improved engagement and retention of basic phonics when compared to previous learning and teaching approaches. Ongoing assessments indicate that most pupils have increased retention and application of phonics when compared to our previous programme. As part of our pilot, almost all P2/1 parents attended a Parent Workshop to improve their understanding of the early stages of reading. Feedback from almost all attendees was very positive –</p> <p><i>"My child loves telling me about Monster Phonics. She is so enthusiastic and wants to tell me about the latest sound that she has learned" P1 parent</i></p> <p><i>"I like the way that the phonics are linked to a different character. It helps my son to remember the different sounds. The online books are great!" P2 parent</i></p> <p>As part of our strategy to raise attainment in reading, teachers worked closely with senior managers to analyse attainment data and evaluate pupil progress to identify individuals to engage in targeted support reading programmes. Pre and post measures indicate that almost all pupils within the programme made accelerated progress, with a few pupils at P1, P3 and P4 reaching the national standard within Curriculum for Excellence.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Continue on the journey to achieving Gold Reading Schools accreditation. - Extend the targeted support programme in reading across all stages, with a focus on pupils impacted by the poverty related attainment gap - Further develop our Phonics Parent Workshop and Family Learning Sessions across all infant classes. 	

School priority 2: UNCRC – Rights Based Learning – Right Respecting School (Bronze & Silver Award)

NIF Priority Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

NIF Driver school leadership
school improvement
parent / carer involvement and engagement

HGIOS?4 QIs

QI 1.1 Self evaluation for self improvement

QI 2.5 Family Learning

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The school has made very good progress in this improvement area and is well placed to continue development and further embed best practice next session. We have been awarded our Bronze Award and are in the process of finalising our submission to achieve our Silver Award.

Led by our Rights Respecting Schools Champion, there has been significant awareness of and engagement with the UN Convention on the Rights of the Child (UNCRC), across all classes, staff and families this session.

A pupil leadership committee, 'The Rights Respecting Rockstars', was established and meet regularly to take forward the school's action plan to become an accredited Silver Rights Respecting School. As part of the journey, the committee led a whole school assembly with all pupils and staff, introducing the UNCRC and setting out our school vision. All pupils had the opportunity to design a school Rights Respecting Mascot as part of a competition to raise the profile of UNCRC. Further visuals were created and displayed around the school, to promote the importance of children's rights. All classes created a class charter, linked to our school values and providing a basis on which the social learning environment was built. The RRS Committee planned and introduced monthly focuses to ensure specific rights are covered in depth across all stages. There has been a clear impact of this work, with almost all staff recognising that most children can clearly link specific rights to daily social situations when engaging in restorative conversations, or learning about new local, national and global topics.

During our recent inspection from Education Scotland, the following good practice was highlighted in our report –

Children across the school are learning about their rights, as defined by the United Nations Convention on the Rights of the Child. Senior leaders and staff consider each child as an individual with their own needs and rights. The P3 to P7 'Rights Respecting Rockstars' leadership group is working with staff to embed children's rights more explicitly in the life of the school.

Summarised Inspection Findings, Oxbang P.S., Education Scotland, January 2024

At a curricular level, all staff engaged in online training to extend their knowledge and understanding of rights based learning. This session, all classes have piloted our new curriculum planning, with a focus on threading rights through relevant areas of learning. As part of our whole school assembly programme, we have explored and celebrated global issues and key cultural events including: Anti Bullying, Black History Month, World Water Day, Sustainability and Anti-Racism. Almost all pupils actively engaged in the assemblies, with the opportunity to reflect on key messages within their classroom. During term 3, all teaching staff evaluated the impact of our new curricular planning, highlighting key strengths and next steps. Within our school context, we recognised that there was a need to explicitly educate learners about diversity and anti-racism. In response to this need, we are in the process of implementing the following actions –

- We have revisited our curriculum progression of celebrating diversity and anti-racism through the creation of a progressive and consistent programme from early to second level, for all pupils.
- Key messages have been revisited and shared through school assemblies and links with partners, including our Community Liaison Officer.

- All staff have raised awareness of the East Dunbartonshire policy for Anti Bullying and Promoting Equality and Diversity.

There has been a positive impact through this area of improvement. Evidence from almost all pupils questioned in focus groups highlights an increased knowledge, understanding and confidence to talk about their rights, and link them to their life and actions. All staff report that through engagement with the UNCRC development, they feel more confident in planning and delivering rights based learning.

Next Steps:

- To further embed children's rights through our curriculum and wider life of the school.
- Achieve our Silver Rights Respecting Schools accreditation and begin to work towards Gold.
- In consultation with pupils, staff and families, revisit and refresh our school values and blueprint to ensure that they link to children's rights

School priority 3: Assessment of Learning – Numeracy & Reading

NIF Priority Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver teacher professionalism
curriculum and assessment
performance information

HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact:

As advised by the inspection team from Education Scotland in November 2023, we amended our plans for improvement within the area of assessment, building on the good practice already in place –

All teaching staff revisited the Moderation Cycle, with an initial focus on effective formative assessment strategies. Collaboratively, teachers further researched and developed effective strategies in peer and self-assessment, implementing them in class before sharing best practice with colleagues. Through professional dialogue and quality assurance processes, all teachers reported that their skills and knowledge of using effective peer and self-assessment improved. Pupil focus groups highlighted improvement for almost all learners in talking explicitly about their progress and next steps in learning. Through our online platform, learners shared their progress in learning with parents using peer and self-assessment strategies. Most parents engaged regularly with the updates, reporting that they found it a useful tool to see their child's ongoing progress in learning.

A further collegiate session worked on moderation of benchmarks, increasing teacher knowledge and confidence in assessing progress in reading using a range of robust approaches. Using the Moderation Cycle, staff considered the need to balance ongoing and periodic assessment and reviewed how benchmarks are used effectively to assess and judge pupil progress. All staff reported an increase in their shared understanding of robust assessment judgements.

Education Scotland highlighted the following positive practice during their recent school inspection –

Teachers use a range of assessments effectively to evidence children's progress and attainment. They use this evidence well to plan future learning opportunities and identify children who require further support with their learning. Teachers and senior leaders review assessment evidence together, at tracking meetings, to agree professional judgements about children's progress and achievements.

Summarised Inspection Findings, Oxbang P.S., Education Scotland, January 2024

A working party, led by our Literacy Leader created an 'Oxbang Reading Progress Map' to provide a clear and robust framework for learners as they develop as a reader. The map highlights key assessment points as well as a summative assessment and early intervention path to identify off track learners and provide

targeted support programmes. Through tracking meetings during term 3, senior leaders noted an improvement in all teachers when reporting and evidencing pupil progress in reading. This impacted positively on the reliability of attainment data this session.

Next Steps:

- Agree and implement shared expectations in consistent use of peer and self-assessment across all classes.
- Implement and evaluate our new Oxbang Reading Progress Map with all classes.
- Implement and evaluate our new approaches to planning key assessment points in literacy and numeracy to replace our current 'Assessment Weeks'.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;
 - ✓ Through close tracking and evaluation of pupil progress, class teachers have created targeted packages of support, with a specific focus on reading. There has been a clear impact, particularly at early and second levels, where over the year, attainment in reading has increased from 'majority' to 'most' in P1 and P7.
 - ✓ Our refreshed early level reading programme has improved progress and engagement for almost all pupils, through a focus on phonological awareness and systematic, synthetic phonics.
 - ✓ Improved use of standardised assessments has helped to inform interventions for targeted pupils, with improved attainment for almost all.
 - ✓ A positive reading culture is evident across almost all classes, with all classes regularly accessing a range of quality texts in our school library.
 - ✓ The percentage of combined P1, P4 and P7 pupils achieving expected literacy and numeracy levels is above national average.
- Closing the attainment gap between the most and least disadvantaged children and young people;
 - ✓ Within our recent school inspection report, Education Scotland acknowledged that, 'Staff implement interventions in reading and writing to accelerate the progress of identified children. This is helping to close the attainment gap.'
 - ✓ Targeted, daily Nurture Groups in both infant and upper stages has provided a more appropriate learning environment for learners, impacting positively on readiness to learn. All learners have made good progress from their previous levels in literacy and numeracy, with evidence of the attainment gap narrowing.
 - ✓ Interventions to improve attendance have been effective for almost all children targeted. As a result, engagement in learning and pupil progress has increased.
 - ✓ A range of targeted literacy interventions have been rolled out across all stages, building capacity in staff to embed best practice within their classroom. Almost all learners who have engaged with the interventions have made accelerated progress with their spelling and reading.
- Improvement in children and young people's health and wellbeing

During our recent school inspection from Education Scotland, inspectors reported that aspects of our work in improving children and young people's wellbeing was an example of highly effective practice. This has now been published as a case study to share at a national level.

<https://education.gov.scot/inspection-and-review/promoting-improvement-through-sharing-highly-effective-practice/primary/supporting-the-wellbeing-of-children-and-their-families-at-oxgang-primary-school/>

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	most	majority	most	majority
Second level by end of P7	most	most	almost all	most

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

Senior leaders use PEF effectively to provide additional teaching and support staff who implement targeted interventions in nurture, literacy and numeracy and to fund a breakfast club. This work is already having a significant impact on identified children's engagement, attendance and readiness to learn. Staff implement interventions in reading and writing to accelerate the progress of identified children. This is helping to close the attainment gap.

Summarised Inspection Findings, Oxbang P.S., Education Scotland, January 2024

PEF allocation – 2023/24 - £67,375			
Resource	Cost	Key Indicators	Impact
Staffing – 0.5FTE Nurture Teacher and 1.5FTE Support for Learning Assistant	£55,134	<ul style="list-style-type: none"> - Attainment & Achievement - Attendance - Inclusion - Engagement 	Almost all pupils who were supported through our nurture groups and programme showed improved engagement with learning. Pre and post measures showed that all pupils in our upper nurture group made significant improvement with social and emotional development.
Targeted Reading Intervention resources and training	£3600	<ul style="list-style-type: none"> - Attainment & Achievement - Engagement 	Improvement in reading skills, for almost all pupils supported through early level targeted reading interventions
Phonics programme and online subscription (3 years)	£4038	<ul style="list-style-type: none"> - Attainment & Achievement - Engagement 	All teachers reported increased knowledge, understanding and confidence in the effective teaching of phonics. Almost all pupils demonstrated an increase in engagement and retention of key phonics.
New school library books and resources	£1450	<ul style="list-style-type: none"> - Engagement - Participation 	Almost all pupils engage in regular reading for enjoyment, with exposure to a wide range of texts.
Nurture Resources (assessments, snacks, emotional literacy resources, sensory)	£693	<ul style="list-style-type: none"> - Engagement - Participation - Inclusion 	Pre and post measures evidenced that all pupils had improved engagement, wellbeing & inclusion within targeted nurture sessions
Whole school wellbeing resources	£975	<ul style="list-style-type: none"> - Engagement - Participation - Inclusion 	Almost all pupils and staff reported that our refreshed whole school assembly and celebrating success programme, engaged & motivated learners. Targeted groups reported an increased confidence to share concerns and seek support in school.
Pupil Equity – school trips, extra curricular clubs, breakfast club resources,	£1485	<ul style="list-style-type: none"> - Engagement - Participation - Inclusion - Attendance 	All targeted pupils had increased opportunities to engage and participate in a range of extra curricular experiences with a positive impact on physical and emotional wellbeing.

Self-evaluations of How Good Is Our School? (4th edition)

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

Summary of School Improvement priorities for Session 2024/25

- 1. Raising Attainment in Writing
- 2. Play & PEBL Based Learning
- 3. The Inclusive Classroom

What is our capacity for continuous improvement?

Our recent Education Scotland report stated that all staff have a very clear understanding of the social, economic and cultural context of the school. They have shared professional values and ensure equity of opportunity for all children. All staff undertake leadership roles to promote and sustain the school's vision. For example, they lead school improvements in literacy, numeracy and in several aspects of health and wellbeing. This is supporting the school to have a high capacity for change and improvement.

Standards and Quality report should be emailed to the link Quality Improvement Officer by Friday 7 June 2024.