

Oxgang Primary School Standards and Quality Report 2024/25



Context of the School

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

Our pupil roll is currently 217 and we have a 10-class structure this session. The management team consists of 1 Head Teacher, 1 Depute Head Teacher and 1 Acting Principal Teacher. Currently, we have the equivalent of 13.7 fulltime teachers within Oxgang. In addition to this we have 2 Classroom Assistants and 6 Support for Learning Assistants, 1.5 fte of whom are funded through PEF.

Our school roll remains steady 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 23% of the pupils residing in quintile 1, 41% in quintile 2 and 34% in quintile 5. Moreover 21% of pupils are currently registered for Free School Meals with 24% in receipt of a Clothing Grant. Our average attendance across the school is 93.8% with very few exclusions this session.

In 2024-2025 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. A range of consultations took place with stakeholders, along with robust self-evaluation and analysis of a range of data. As a result, it was agreed that PEF would be used to support targeted nurture groups, wellbeing interventions across the school, and literacy interventions in P1, P4 and P7. 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, class teachers were funded to deliver targeted interventions including Reading Recovery and writing support. PEF also funded staff training and all associated resources required to deliver interventions.

Both our Parent Council and PTA groups continue to work in a 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, Christmas parties, whole school Spring fun day, leavers' gifts, playground resources and various learning resources throughout the year. Our Parent Council have worked closely with the senior management team by participating in consultation exercises for whole school developments including: Behaviour Blueprint, UNCRC Silver, whole school wellbeing initiatives, The CIRCLE 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.

This session, Oxgang Primary School were successful in achieving the following national accreditations –

- Right Respecting School – Silver Award
- Sports Scotland – Silver Award
- Reading Schools – Silver Award

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and The Promise

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

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
curriculum and assessment
performance information

HGIOS 4 QIs

QI 1.1 Self evaluation for self improvement

QI 2.4 Personalised Support

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The school has made very good progress this session in improving wellbeing and equity through this improvement priority.

All teaching and support staff across the school have engaged in training to increase their knowledge and understanding of the Circle Framework. Our Circle advisor has engaged in professional learning and discussion with other locality schools to share practice, plan collaboratively as well as enhance knowledge to effectively support the professional learning of school staff.

Teaching staff have worked collaboratively to review the schools personalised support planning, embedding the Circle Framework throughout to effectively support learners. This session, all teaching staff took forward a pupil-based practitioner enquiry using these newly adapted planners, alongside the Circle Participation Scale. At the end of this cycle, all staff recorded improved scores on the Participation Scale baseline, demonstrating an improvement both in pupil wellbeing and engagement, as well as improved practitioner confidence in accessing resources to support learners across the setting. Through this, all teaching staff took part in learning visits which focused on universal and targeted pupil supports.

All teaching and support staff worked in pairs or small groups to review learning environments across the school using the Circle Inclusive Classroom Scale. Pupil views were also gathered for each class using the pupil version of this scale. Using this information, action plans were created to enhance the social and physical environments as well as the structures and routines across the setting. Upon review, all staff reported that targets outlined had a positive impact on the inclusive environments within their classrooms. All teaching and support staff worked together to use the Circle Inclusive Classroom Scale to review our playground environment. The Pupil Playground Committee also reviewed this alongside the Circle Advisor. From data gathered, a playground action plan was developed to take forward in the 2025/26 session.

All teaching and support staff have engaged in and completed both parts and e-learning module of the Keeping the Promise Award. Engagement in this has increased staff knowledge and understanding of care experienced learners, as well as practical approaches and supports which can be taken forward across the setting.

All teaching staff worked collegiately to develop the 'Oxgang Classroom Set Up' Handbook, outlining non-negotiables, visuals and fonts to support inclusion and consistency across the school.

Next Steps:

Take forward actions outlined in playground action plan across session 2025/26, seeking opportunities to link with parent and community resources

School priority 2: Raising Attainment in Writing

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

curriculum and assessment
parent / carer involvement and engagement
school leadership

HGIOS4 Qis

QI 1.2 Leadership of Learning

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

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 embedding these during 2025/26.

This session, all teaching staff have engaged in training to increase knowledge and skills in planning and delivering high quality writing lessons. After identifying strengths and next steps through an audit of current practice, all teachers researched and clarified the key aspects of a high quality writing lesson. Based around the moderation cycle, teachers planned lessons together, using relevant and motivating contexts and developing a bank of quality success criteria for each level. All teachers participated in moderation activities to evaluate lessons and share standards of writing levels across all classes.

As a result of the development, all teachers reported an increase in their confidence in planning and delivering high quality writing lessons. Almost all teachers stated that they felt more skilled in moderating writing against CfE benchmarks and felt confident in assessing writing accurately against national standards. Quality assurance activities evidenced that almost all pupils showed increased engagement and motivation during writing lessons. Almost all pupils from targeted support groups demonstrated improved attainment in writing.

Another major focus was to improve fine motor, letter formation and handwriting across all classes. All teachers engaged in staff training to raise awareness of best practice in identifying and supporting pupils who require to develop their fine motor skills. A progressive and robust whole school programme was rolled out to ensure that letter formation and handwriting is taught consistently across all stages of the school. Parent workshops were offered to all P1 – P3 families, with a focus on supporting fine motor activities, and early literacy development in the home.

All attendees reported that they found the input informative and helpful in gaining an insight of how to support their child at home to develop. Pre and post samples of handwriting showed significant improvement from all pilot groups. All teachers reported that letter formation and handwriting lessons are now more consistent and progressive, as a result of the whole school development. Pupil representative stated that they felt proud of the improvement in their handwriting and enjoyed the range of fine motor skill activities provided in class.

Next Steps:

- Continue to develop and improve standards of writing through team teaching, moderation and by embedding best practice across all classes.
- Embed whole school fine motor and letter formation programme consistently across all classes to ensure further improvement in standards.

School priority 3: Pupil Leadership through Enquiry Based Learning

NIF Priority

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

school improvement
curriculum and assessment
school leadership

HGIOS4 QIs

QI 1.2 Leadership of Learning

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Following the launch of a pilot programme of Pupil Based Enquiry Learning (PEBL), the school have made very good progress. Next session, we will continue to build on current strengths and extend PEBL further across the school.

This session, three class teachers engaged in East Dunbartonshire Council's professional learning programme for Pupil Enquiry Based Learning (PEBL). Following this, two upper school classes followed a PEBL approach for their term 3 social studies topic. Class teachers worked closely with pupils to create 'big' and 'little' questions, around which they based their research. Pupils were encouraged to lead their own learning, developing a range of meta-skills as well as knowledge-based learning. Throughout the PEBL topic, pupils evaluated their learning experience and shared their ideas and opinions with staff. To celebrate their learning, both classes organised an event for their families through which they shared and presented their projects through interactive stalls, designed, organised and delivered by pupils.

The PEBL approach was then shared with all class teachers through a collegiate session. Staff had the opportunity to consider the benefits of this approach for learners and discuss planning and implementation with the key staff involved in the pilot. Furthermore, staff from Oxbang were asked to share their PEBL journey at a Professional Learning Event, organised by East Dunbartonshire Council. The development was highlighted as an example of good practice for schools who are beginning to implement PEBL.

The impact of this development was very clear from all stakeholders involved. Class teachers reported that all pupils demonstrated improved engagement and motivation to learn. Almost all pupils showed improved meta skills in areas such as: self-management, innovation, communication and creativity. All pupils who contributed to our focus group, stated that they preferred the PEBL approach to learning as it allowed them to have more ownership of their learning, making lessons far more fun. Almost all parents who attended the PEBL event agreed that the approach to learning engaged their child in learning positively, with all parents seeing the benefit on learning and meta-skill development.

"My child liked that she could direct the learning herself, learning about things that were of interest to her." (P6 parent)

"My child really enjoyed learning about different cultures and countries" (P6 parent)

Next Steps:

- Extend the PEBL approach across P5 – P7 stages during session 2025/26 with a focus on developing meta skills

Progress in National Improvement Framework (NIF) priorities

- **Improvement in attainment, particularly in literacy and numeracy**

- ✓ All pupils who have engaged in targeted writing and reading intervention programmes have made very good progress, particularly within Reading Recovery.
- ✓ All classes have benefitted from weekly visits to our new school library, supporting the strong reading culture that is embedded across the school. In recognition of this, we have also been awarded our Reading Schools Silver award.
- ✓ Refreshed curricular planning has provided improved cross curricular experiences, ensuring that all pupils have more opportunities to apply their literacy and numeracy skills in real life and meaningful contexts.
- ✓ 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.**

- ✓ Improved quality assurance measures now ensure that pupils affected by the poverty related attainment gap are identified and supported more effectively.
- ✓ As a result of improved universal learning experiences, and targeted interventions, the poverty related attainment gap has decreased in both literacy and numeracy over the past 3 school sessions.
- ✓ Targeted, daily Nurture Groups in both infant and upper stages has provided a very supportive 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.
- ✓—A refreshed assessment pathway, combining summative and formative measures, has increased the quality of evidence available to effectively track and monitor pupil progress in reading, writing and numeracy & mathematics.

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

- ✓ 18 upper school pupils have benefitted from the EDC Counselling Service this session. Feedback from all pupils highlighted clear benefits linked to improved emotional wellbeing,
- ✓ All pupils across all classes had the opportunity to attend at least one extracurricular club this session. These included: yoga, music, choir, football, netball, dance and Spanish.
- ✓ All pupils had the opportunity to attend a school trip linked to learning, subsidised by PTA fundraising. Destinations included: Inverclyde Sports Residential, Local Water Sports, Glasgow University, The Scottish Parliament and a local farm park.
- ✓ A small number of targeted pupils engaged in individualised wellbeing programmes including 'Let's Introduce Anxiety Management' (LIAM), Seasons for Growth, NVR and Lego Therapy.
- ✓ All pupils, staff and families engaged in a consultation activity to revisit and refresh our Behaviour Blueprint. This will be relaunched at the start of next session with a focus on promoting positive relationships and a respectful, inclusive culture across our school community.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	most	most	most	most
Second level by end of P7	most	most	most	most

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

PEF allocation – 2023/24 - £67,375			
Resource	Cost	Key Indicators	Impact
Staffing – 0.5FTE Nurture Teacher	£31,000	- Attainment & Achievement - Attendance - Inclusion - Engagement	Pre and post measure showed that almost all pupils who were supported through wellbeing interventions showed improved school attendance, engagement in learning and prosocial skills.
Staffing – 1.5FTE Support for Learning Assistant	£25,000	- Inclusion - Engagement	Qualitative and quantitative data showed progress in a number of areas for pupils supported by additional support staff. - Improved engagement - Improved fine motor skills - Improved phonics retention - Improved social skills within a peer group - Improved self regulation
Targeted Reading Intervention resources and training	£3600	- Attainment & Achievement - Engagement	All pupils who engaged in the Reading Recovery programme showed significant improvement in reading development. With improved attainment in reading for all.
Targeted Support teacher	(as above)	- Attainment & Achievement - Engagement	Pre and post measures showed that all pupils supported through targeted programmes in literacy made progress in the following areas - Phonics - Common word recognition - Basic spelling skills - Letter formation
Supply Cover – trio visits	£1450	- Engagement - Participation	As part of the CIRCLE development to make learning environments more inclusive, staff were able to support and mentor peers. In doing so, almost all class teachers were able to meet the needs of individual learners more effectively.
Nurture Resources (assessments, snacks, emotional literacy resources, sensory)	£790	- 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	- 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,	£890	- 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 2025/26

- 1. A focus on improving whole school consistency in pedagogy
- 2. Pupil Enquiry Based Learning – year 2
- 3. The CIRCLE – an inclusive playground

What is our capacity for continuous improvement?

All staff in Oxgang Primary School are committed to providing high quality learning experiences leading to positive outcomes for all learners and families. The school continues to work in partnership with families and other stakeholders to ensure that consultation and collaboration are central to further improvement. Following self-evaluation and consultation with all partners in May 2025, the school has a clear, robust and achievable improvement plan for session 2025/26, striving to raise attainment and achievement for every child at Oxgang Primary.