



**Oxgang Primary School  
Kirkintilloch  
East Dunbartonshire  
Council  
21 September 2010**

HM Inspectorate of Education (HMIE) inspects schools in order to let parents<sup>1</sup>, children and the local community know whether their school<sup>2</sup> provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit [www.hmie.gov.uk](http://www.hmie.gov.uk). Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

<sup>2</sup> The term 'school' includes the nursery class or classes where appropriate.

## **Contents**

1. The school
2. Particular strengths of the school
3. How well do children learn and achieve?
4. How well do staff work with others to support children's learning?
5. Are staff and children actively involved in improving their school community?
6. Does the school have high expectations of all children?
7. Does the school have a clear sense of direction?
8. What happens next?

### **1. The school**

Oxgang Primary School is a non-denominational school. It serves the Oxgang area of Kirkintilloch. The roll was 174 when the inspection was carried out in June 2010. Children's attendance was in line with the national average in 2008/2009.

## **2. Particular strengths of the school**

- Children's voice in the school.
- Attainment in English language and mathematics.
- Improving children's learning through enterprise.
- Partnerships with parents and the wider community.
- Teamwork of all staff in taking forward school improvement.
- Leadership of the headteacher.

## **3. How well do children learn and achieve?**

### **Learning and achievement**

Almost all children are well-behaved and proud of their school and their achievements. They are motivated to learn and talk enthusiastically about their learning experiences. In almost all lessons children are engaged actively in learning and work well individually, in pairs and in groups. They are developing very well their skills in using information and communications technology to assist in their learning. Teachers give feedback to children to help them develop an understanding of their strengths in learning and areas for development. Children also use their learning stories to help them achieve this. This is being developed further and children are taking more responsibility for their own learning.

Children across the school know about healthy lifestyles. They learn through a range of activities and as part of health month. Children in P5 are trained as healthy lunch monitors. The school has achieved its

third Eco-Schools Scotland green flag and parents, community members and children work together to improve the outdoor area. All classes take responsibility for their own allotment. Almost all children take part in a wide range of after-school clubs. Staff plan carefully to ensure all children have opportunities to be involved. Children participate in a number of local and national competitions. They are very proud of their achievements.

Levels of attainment in both English language and mathematics are high and have improved over recent years. Almost all children attain national standards in reading, writing and mathematics. Almost all children are making very good progress in reading and mathematics. Almost all are making good progress in writing. Those who require additional support in their learning are making good progress. Almost all children listen attentively to each other and the teacher. They take turns in group discussions and talk with confidence. Across the school, almost all children read fluently and show good understanding of what they have read. They enjoy reading and can name their favourite authors. Most children are developing effectively their writing skills. Those at the middle and upper stages are benefiting from more opportunities to write at length. In mathematics, almost all children are competent in mental and written calculations. Almost all are confident in their use of problem solving strategies and are applying mathematics in everyday situations.

### **Curriculum and meeting learning needs**

Staff are implementing *Curriculum for Excellence* very effectively. They have engaged children and parents in reviewing the current curriculum and in planning the way forward. They have made very good progress in developing literacy, numeracy and health and wellbeing across the curriculum. They have planned productive links across learning in other areas. The curriculum is supported very well by visits to places related to topics, for example, the cycle park. Local artists and authors contribute their talents and skills to help support the curriculum. All children learn from a wide range of enterprise projects. All children benefit from a minimum of two hours of high-quality

physical education each week. Children learn about Christianity and other world religions through the curriculum and special projects.

In almost all lessons, tasks and activities are suitable to help children make progress in their learning. In almost all lessons, the pace at which children learn is brisk and teachers use activities and questioning effectively to encourage children to think. Children are enjoying collaborative and active approaches to learning. Staff know children very well as individuals and provide a high level of pastoral care. Children who require additional support in their learning are identified quickly and supported very well. A wide range of programmes are in place to support them in their learning. The Learning Centre provides valuable support for individual children. Classroom assistants work very well to provide valuable help. Support is coordinated very effectively by a multi-agency support group and children's progress is regularly reviewed. The school works very well with a range of external partners to support children's learning. Staff set children an appropriate range of homework tasks, including challenges set on GLOW.

#### **4. How well do staff work with others to support children's learning?**

The school has established very strong partnerships with parents. Parents are involved in learning, community developments and fundraising. They have worked closely with staff and children to develop the school grounds, for example, through the bean project. They help run a range of clubs, including a homework club. They help develop school improvement plans and are consulted about sensitive health issues. The school deals effectively with any parental concerns or complaints. The Parent Council is very supportive of the work of the school and has a number of sub-committee who help in different ways. The school engages a range of partners very effectively to support children's learning experiences. For example, they work with community safety officers to learn about the effects of vandalism. The Cook Bus recently came to the school to support their work on healthy

eating. Children have raised money for and extended their learning through working with the Dogs Trust. The school provides very effective support for children entering P1 and for those at P7 transferring to Kirkintilloch High School.

## **5. Are staff and children actively involved in improving their school community?**

Children have a very strong voice in the school. They play a leading role in improving the school. They feel they are listened to and can clearly identify areas where their views have resulted in change. For example, they were involved in planning the layout of the playground. A significant number take on roles of responsibility as members of the pupil council, on the eco committee, prefect playleaders and as house captains. Older children are trained as peer mediators and take on the role of 'problembusters' in the playground. Children at P7 run the Oxbank and encourage all children to manage their money well. This resulted in the school receiving an Award for Social Enterprise. Staff show a strong willingness to work together to improve learning and teaching. Through Teacher Learning Communities they share good practice and develop new skills. They visit readily each other's classes to learn from each other. With senior managers, children and staff organise an assessment week each term when they look in depth at children's progress and plan next steps in children's learning. They meet with the pupil representative group to discuss how learning and teaching can improve. The senior management team are highly effective in monitoring all areas of school life. They work closely with staff to evaluate the work of the school and plan further improvements. They visit classes and give teachers highly effective feedback on how to improve learning and teaching.

## **6. Does the school have high expectations of all children?**

The school has a very inclusive and welcoming ethos. Relationships between staff and children are of a very high quality. The headteacher

provides a very strong lead in promoting a culture of mutual respect. She is held in very high regard by the whole school community. Staff and children worked together to revise the school's values statement. This is actively promoted at assemblies. Staff use praise very effectively to raise self-esteem and encourage good behaviour. They expect children to do their best and in response, children are well-behaved and happy in their learning. They feel they are treated fairly and with respect. Staff are knowledgeable about their role in keeping children safe. Children's achievements are celebrated regularly and well, at assemblies, with awards and in their achievement folders. Through the curriculum and special events, the school promotes a healthy lifestyle. Children have regular opportunities for religious observance.

## **7. Does the school have a clear sense of direction?**

The headteacher has a very clear vision for the school. She has shared this very well with the staff, children and parents. Through her highly effective leadership and working with staff, she has brought about considerable improvement to the school. She is very well supported by the depute headteacher. Together they have established very strong partnerships with parents and the local community. All staff take on leadership roles to improve the work of the school. Children have a clear voice in school developments. All staff have a good and shared understanding of a *Curriculum for Excellence* and a clear plan for its further implementation. The school is very well placed to continue to improve.

## **8. What happens next?**

As a result of the very good quality of education provided by the school, we will make no further visits in connection with this inspection. The education authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.



We have agreed the following areas for improvement with the school and education authority.

- Help children to be more aware of their strengths in learning and areas for improvement and to begin to take more responsibility for their own learning.
- Continue to deliver a high quality education through taking forward the implementation of *Curriculum for Excellence*.

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Oxbang Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>very good</b>
<b>Improvement through self-evaluation</b>	<b>excellent</b>

**HM Inspector:** Jacqui Coulter  
21 September 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website [www.hmie.gov.uk](http://www.hmie.gov.uk) or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

Where the school has a nursery class, you can contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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