

## Appendix 2

### Standards and Quality Report – Oxgang 2016-17

#### Context of the school:

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. Our school motto is 'Learning Together, Achieving Together, Respecting Each Other'. We earned a Rights Respecting School Award and we are proud of the inclusive and nurturing ethos we have established.

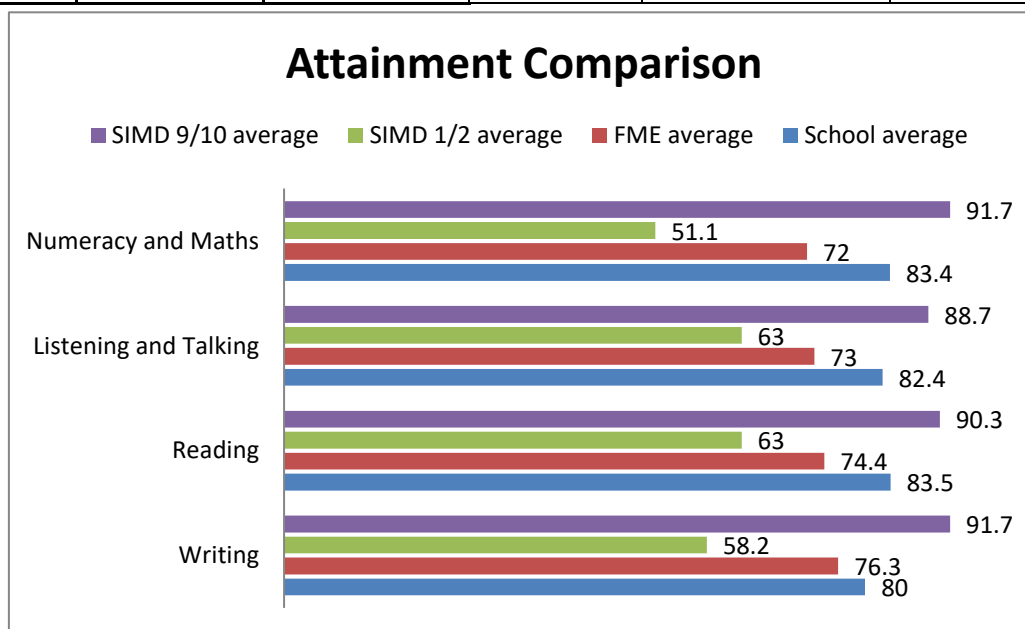
Oxgang provides a curriculum in line with national advice and pupils are encouraged to be active in their learning and to make wise choices which will influence their lives in a positive way and will help shape the society we wish to build for the future.

Oxgang Primary has 223 children on the school roll. Most children who enter Primary 1 have previously attended local authority or private pre-5 establishments. We take children from up to 12 different nurseries. The associated secondary school is Kirkintilloch High School which is adjacent to Oxgang Primary and the majority of pupils transfer there.

Oxgang's role has significantly increased over the past 4 years rising from 166 to 223. A significant number of our children are placing requests and parents inform us that this is because of the positive reputation the school has in the local community. Within the school catchment of Oxgang Primary School 57% of children inhabit houses within SIMD 1-4, with 22% of children in SIMD 1/2. There is a noticeable gap in attainment between in both literacy and numeracy between pupils in SIMD 1/2 when compared with SIMD 9/10 with the gap being widest in maths.

#### Percentage of children on target for appropriate level

Subject	School average	FME average	SIMD 1/2 average	SIMD 9/10 average	Gap
Writing	80	76.3	58.2	91.7	33.5
Reading	83.5	74.4	63	90.3	27.3
Listening and Talking	82.4	73	63	88.7	25.7
Numeracy and Maths	83.4	72	51.1	91.7	40.6



## Appendix 2

<b>School priority 1: Literacy – Writing – Moderation/ Agreeing Standards</b>	
<b>NIF Priority:</b> - <i>Improvement in attainment, particularly in literacy and numeracy</i>	<b>HGIOS?4 QIs</b> 1.1 – <i>Self evaluation for self improvement</i> 2.3 – <i>Learning, teaching and assessment</i> 3.2 – <i>Raising attainment and achievement</i>
<b>NIF Driver:</b> - <i>Teacher Professionalism/ Assessment of children’s progress</i>	
<p><b>Progress and impact:</b> Staff across Early &gt; Third level worked together regularly throughout the year in collegiate time to plan learning, teaching and assessment in writing, using Benchmarks to determine success criteria. The work undertaken was then moderated in Early &gt; Third level groups. This has ensured that staff have shared understanding of standards and expectations and can confidently report on CfE levels in writing at their current stage, ensuring pupils achieve appropriate Benchmarks. Samples of work have been gathered to exemplify standards at each step of the process for children on track to achieve the level (e.g. First Level – P2, P3, P4). These are being collated into an exemplification booklet which can be used in all schools to continue the moderation process and build further confidence of teachers across all levels. The shared planning of learning, teaching and assessment in writing has ensured that learners have made very good progress in their learning and attainment has been raised in writing. NIF levels have been significantly raised over the past 2 years. Improvement in writing has also been evident through SMT class observation as well as through professional dialogue at staff meetings and at tracking and assessment meetings. Peer visits at all levels have further enhanced learning and teaching in writing and provided opportunity for staff to engage in valuable professional dialogue. Learners have been able to share and agree success criteria with their peers and the teacher and discuss their progress through using the success criteria. They have added their ‘pupil voice’ to exemplars and are clear about their next steps in learning.</p> <p><b>Next Steps:</b> We will use Cluster and national exemplars, along with Literacy and English Benchmarks to continue to raise attainment in writing.</p>	

<b>School priority 2: Literacy – Reading – Raising Attainment in Reading</b>	
<b>NIF Priority</b> - <i>Improvement in attainment, particularly in literacy and numeracy</i>	<b>HGIOS?4 QIs</b> 1.2 – <i>Leadership of Learning</i> 1.3 – <i>Leadership of change</i> 2.3 – <i>Learning, teaching and assessment</i> 3.2 – <i>Raising attainment and achievement</i>
<b>NIF Driver</b> – <i>Teacher Professionalism/ School Improvement/ Parental Engagement</i>	
<p><b>Progress and impact:</b> Following staff professional development on the use of reading tools and the thinking reader, these are used as key strategies across all stages to enhance the learning and teaching of reading and raise attainment. The Professional Learning Community engaged in peer visits and reflective professional discussions to help further improve experiences for learners in reading. NIF levels have improved over the past year and NGRT standardised test results show an improvement from last year, Pupils in P4 have made an increase since P1 and pupils in P7 have maintained their scores from P4. Pupils in P4 and P7 are scoring above the EDC average.</p> <p>Through discussions with Pupil Reps, class observations, SMT work with individuals of groups it is clear that learners are able to apply a range of strategies when reading. They are clear about their progress and next steps.</p> <p>To encourage pupils to enjoy reading, which will in turn raise attainment, Oxbang engaged in number of approaches including Book Bags, parent/ carer workshops and leaflets, the First Minister’s reading Challenge and Book Week activities including a book swap. We created Book Bags for P1 with books, games and activities for families to engage in. The Book Bags and strategies to help parents/ carers support their children in enjoying and engaging in reading were shared with parents and carers through</p>	

## Appendix 2

workshops in partnership with library staff. Feedback from parents shows that almost all children have enjoyed these resources and almost all parents think these have helped with interest in and progress in reading. A focus group of pupils also reported enjoyment and improvement in reading. Further workshops took place for P2-3 parents (around Read, Write, Count bags), then P4-7 parents to provide them with appropriate strategies to support their children's reading development. A parent leaflet was provided with the same information so that all parents could benefit. Workshops for P1-3 parents were well attended and parents provided very good feedback in relation to these. A parent questionnaire issued in May shows that almost all parents think their child enjoys and has made good progress in reading this year.

### Next Steps:

Moderation of assessment evidence will be undertaken prior to and after assessment weeks to enhance teacher professional judgement in relation to standards. Staff will plan assessments across levels collegiately and will moderate results of these. Exemplars of expected standards in reading will be produced at school level.

### School priority 3: Developing The Young Workforce (DYW) – developing skills for learning, life and work to meet Scottish Govt policy

**NIF Priority** – *Improvement in employability skills and sustained, positive school leaver destinations for all young people*

**NIF Driver** - *School improvement/Teacher professionalism*

### HGIOS?4 QIs

2.2 - Curriculum

2.7 - Partnerships

3.3 - Increasing Creativity and Employability

### Progress and impact:

Staff are aware of and use the Careers 3-18 document to assist with planning relevant and interesting opportunities for pupils to consider skills for work. Staff have audited the DYW 'I can' statements to identify current planned learning and gaps. These 'I cans' are used as learning intentions in relevant lessons and have helped improve pupils understanding of knowledge and skills required in the workplace.

Through the work undertaken by all pupils in P1-7 this year, pupils are able to discuss and identify their strengths, interests and skills. Pupils can explain the types of jobs that interest them and older pupils are able to link their strengths, interests and skills with types of jobs which may suit them. Pupils in P6 and P7 have used 'My World of Work' to help support them in this process. Pupils can explain their ambitions to their peers and look for ways in which they can work towards and achieve these ambitions. Whenever relevant, staff highlight to pupils skills which are important in the workplace and discuss career pathways with children. During our enterprise and business week staff from the banking sector spoke to children about money and jobs in banking. A careers afternoon takes place in June for P6/7 pupils where they will have the opportunity to further develop their knowledge about a range of jobs by speaking to adults from our parent body and the local community about roles they do. P7 also visited Kirkintilloch College Campus to further explore job opportunities and pathways in further education. Through engaging in enterprise activities, pupils have developed skills in team work, communication, problem solving and creativity.

### Next Steps:

We will continue to include DYW 'I can' statements in forward and weekly planning, adapting yearly planners to include DYW links. We will continue to engage with partners in the local community and high school staff to support the delivery of careers education. A member of our staff is working with the EDC cluster skills group to include skills for learning, life and work on social studies planners for session 2017/18.

## Appendix 2

### Key priorities for improvement planning 2017-18

#### Numeracy and Maths

- There will be improved attainment in Numeracy and Maths across P1-7 through implementation of new planning and new approaches (SEAL) to improve learning and teaching.
- The poverty related attainment gap in Numeracy and Maths will be reduced (P1-7) through maths recovery intervention. (PEF)
- Staff will have a shared understanding of standards and expectations, through moderation activities, and can confidently report on CfE levels.

#### Literacy and English

- There will be improved attainment in Literacy and Numeracy across P1-7 through implementation of new planning and new approaches (North Lanarkshire Spelling) to improve learning and teaching.
- The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention. (PEF)
- Staff will have a shared understanding of standards and expectations, through moderation activities, and can confidently report on CfE levels.

#### Play to Learn and Learn to Play

- We will further develop play approaches in Primary 1 and role this into P2 to raise attainment and further increase pupil motivation, engagement and independence in learning.
- We will develop family learning approaches, with Cluster colleagues, to support parents and carers to better support their child's development and help raise attainment. (PEF)

#### What is our capacity for continuous improvement?

*All staff in Oxgang are committed to high standards and to improving outcomes for children. Almost all parents are very satisfied with the school and the education their children receive.*

*We are confident that the school's self evaluation processes are leading to improvements. The next steps identified through our self evaluation will be part of Oxgang's School Improvement Plan 17-18 or will be addressed through the ongoing life and work of the school.*

#### NIF quality indicators

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

## Appendix 2

### **1.3 – Leadership of Change**

#### ***Developing a shared vision, values and aims relevant to the school and its community***

Our vision, values and aims were revised and updated in session 2015-16 in consultation with all stakeholders. These are reflected in our curriculum rationale, policies and practice and are the starting point for all of our work which reflects national and local policy. Our vision reflects the context of our community and has a strong emphasis on wellbeing. Pupils were instrumental in developing our school motto 'Learning Together, Achieving Together, Respecting Each Other'. Our school charter reflects our vision, values and aims and our rights based learning approach.

Our staff have a detailed knowledge of individual children and their families in our community, as well as an understanding of the social economic and cultural contexts which affect many of our families. This enables them to provide personalised support. Staff, pupils and parents have been consulted about the use of Pupil Equity Funding to help raise attainment and promote equity for all learners.

#### ***Strategic Planning for Continuous Improvement***

All stakeholders are involved in evaluation and developing next steps in school improvement. SMT effectively communicate national, local and cluster priorities and all staff are dedicated and committed to professional learning. This is reflected in our annual school improvement plan. Our collegiate calendar/ self evaluation calendar are devised to make best use of time to impact on change and provide regular opportunities for professional dialogue and collaborative working across the school and cluster. The School Improvement Plan has a manageable number of priorities to ensure there is opportunity to develop effective professional learning related to change and to ensure we are able to embed the changes in our daily practice. SMT carefully monitor the pace of change to ensure priorities are manageable and impact positively on pupils' learning and development. All SIP targets have been overtaken consistently over past 3 years through careful and collegiate planning and through effective ongoing monitoring and adapting.

Distributed leadership is a strength of our school with almost all staff taking on a leadership role which impacts on school improvement.

*This session strategic developments have focused on 3 main areas:-*

- *raising attainment in reading through developing learning and teaching approaches and increasing enjoyment and engagement in reading*
- *raising attainment in writing and using effective moderation procedures in place to agree standards and create exemplification across the cluster from Early > Third level*
- *implementing the Developing the Young Workforce policy as outlined by the Scottish Government to better prepare our learners for the world of work.*

#### ***Implementing improvement and change***

Staff are aware of social and economic issues and have detailed knowledge of data related to SIMD, FME, Risk Matrix. They understand how these impact on pupils learning and strive to provide equity. There is an ongoing focus through all school improvement work on Raising The Bar and Closing the Gap.

Staff work in partnership with other schools (Cluster and wider local authority schools) observing, sharing professional dialogue and learning from each other. As a result of looking inwards and outwards, we ensure that we learn from other establishments and use this to inform evidence based change which will impact positively for pupils.

Staff are dedicated and always keen to improve their professional skills. Professional enquiry work is being undertaken in regard to closing the vocab gap and HWB through PAThS. This work is supported by our Educational Psychologist and our link Speech Therapist. We engage with a range of partners to help support improvement and change.

Learning diaries help children and understand targets and progress and these are evidenced through Best Work portfolios. Learning Intentions and Success Criteria shared in every lesson and plenaries focus on success criteria. Pupils co-create the success criteria giving them ownership and enabling them to articulate how successful they are in their learning. These have been enhanced through HOTS work and effective feedback from teachers and peers helps children identify their progress and next steps.

SMT encourage and promote teacher leadership and all staff are willing to make change for improvement in outcomes for pupils.

## **Appendix 2**

### **2.3 Learning, teaching and assessment**

#### ***Learning and Engagement***

Oxgang is an accredited Rights Respecting school. The school charter was developed with staff, pupils and partners and focuses on the rights of the child. Every year class charters are created by the new cohort to reflect on these school principles.

Nurturing principles are embedded consistently and as a result pupils are well supported and managed in classes and we have had no exclusions this session. Staff and pupil relationships are very positive and reflect principles of nurture. There is an atmosphere of trust and respect between pupils and staff which can be seen clearly through their interactions with one another. This has been highlighted by many partners and visitors to our school.

Almost all children are very motivated and engaged in learning and learning is well matched to pupil needs, taking account of pupil interests, support and challenge required.

Digital technology is used to support learning and teaching with interactive boards and timetabled computers for all classes. We ensure for children with literacy difficulties are well supported in class through access to digital technology where required.

Learning diaries and associated discussion provide clear opportunities to discuss learning intentions, targets and achievements. The diaries also help to inform parents about learning and targets and are used as a communication tool, allowing reporting to parents on an informal basis. Wider Achievement is celebrated and has been further developed this session to allow tracking and intervention. Pupils have opportunities to lead learning and pupil groups have opportunity to raise and make decisions about school life and take leadership roles in this.

#### ***Quality of Teaching***

In Oxgang Primary there is a shared vision, values and aims which is reflected in all of our work. We continually strive to seek engaging and valuable learning opportunities for pupils in the school building, outdoors and further afield as appropriate. Digital technology enhances learning for all pupils and is used as additional support for some, particularly those with literacy difficulties although this is something we wish to build more on. We have developed skilled questioning to improve learning and teaching through the use of Higher Order Thinking Skills (HOTS) which is firmly embedded in practice. Effective feedback is given verbally and in writing as appropriate to help challenge and support learners to enable effective progress in learning. Children are articulate about their learning - they are clear about targets and learning and know next steps. They are developing self and peer assessment skills.

#### ***Effective use of assessment***

Assessment is an integral part of learning and teaching in Oxgang. All staff use formative and summative assessments to inform next steps in planning and make adaptations to lessons as they continuously assess pupils' learning through observations, dialogue and reviewing written work. As a school we are developing moderation and have had a particular focus on writing over the last 2 years. This work has been undertaken as a Cluster to ensure we have shared standards across the wider learning community. We need to further moderate reading and maths both at school and cluster level. We have started to engage with the benchmarks this session, using these for assessment and planning at P1, P4 and P7. We have shared, with all staff, an overview of attainment for Oxgang in the context of comparator schools and the wider authority.

#### ***Planning, Tracking and Monitoring***

In order to plan effectively we use annual overviews, termly planning and weekly planning. Plans are well matched to the needs of learners based on assessment evidence. Planning is skills based and shows progression from Early – Third Level. There are termly evaluations across all curricular areas. All staff track children's progress in Literacy and Numeracy using a common format which also includes SIMD, Risk Matrix, FME and Support Plan data. These are evaluated and updated termly in conjunction with SMT and long term targets are reviewed.

There is effective use of standardised test data along with teacher judgement to evaluate targets and plan for next steps. SMT track progress and wider achievement of SIMD/ LAC pupils.

Programmes are provided in almost all subjects to support teachers planning but there is teacher flexibility to adapt/ change these. Assessment evidence from both formative and summative assessments ensures we have clear information on attainment. Literacy and Numeracy levels/attainment are tracked. HWB monitoring and tracking is in place, particularly for vulnerable children and those with additional support needs. We use a range of data to ensure we target interventions to support pupils who face additional challenges. Targeted support is in place to raise attainment/ close the gap e.g. EST teacher timetable reviewed and adapted to meet need/ Additional teaching support from chartered teacher, nurture teacher, DHT to target need/ pupils

## **Appendix 2**

targeted for clubs/ parent support provided/ homework club run voluntarily by staff. The Pupil Support Group (PSG) used to evaluate impact and make decisions about targeted support. Targeted support and intervention is in place for vulnerable pupils including homework clubs, opportunities for wider achievement (sports clubs and roles and responsibilities), targeted teaching from EST/ DHT as required, multiagency interventions, support from voluntary organisations. There is effective transition planning esp for vulnerable pupils. We are engaging with all EDC work on closing the gap, particularly the focus on early level literacy.

### **3.1 Ensuring wellbeing, equity and inclusion**

#### ***Wellbeing***

Ensuring the wellbeing of and improving outcomes for all children and young people and their families, is central to the work of our school. There is a shared understanding of wellbeing in our school community and our vision, values and aims centre around the SHANARRI indicators. We have recently reviewed and adapted our Wellbeing Framework and our Promoting Positive Attitudes policy to reflect the culture of care and positive, nurturing ethos that is clear in Oxgang Primary. There are strong, positive relationships across the school community which are based on mutual respect and shared values and this partnership working brings clear benefits for pupils in their learning and wider achievements. Our Educational Psychologist has identified the proactive approach in Oxgang as a major factor in supporting pupil wellbeing and ensuring positive outcomes for children and families. We ensure children and young people are active participants in discussions and provide opportunities for them to have a say in decisions which affect their lives.

The Promoting Alternative Thinking Strategies (PATHS) programme for schools is facilitating the further development of self control, emotional awareness and interpersonal problem solving building on the Bounce Back work already in place. This has been piloted this session and professional enquiry has been used to determine the benefits and decide to continue to roll this out to other classes.

#### ***Fulfilment of statutory duties***

Staff and partners fully engage with statutory requirements and codes of practice. All staff are annually trained in most current Child Protection procedures to ensure they can support pupils effectively and understand their statutory duties. Pupils and parents are aware of Named Person as the Headteacher. The Depute Headteacher effectively supports the Headteacher in Named Person duties. School staff contribute fully to all statutory duties including attendance at CP, LAC, LAAC, TAC meetings. We work with a range of partners to improve outcomes for children and young people.

#### ***Inclusion and equality***

Oxgang Primary is a truly inclusive school and our school motto 'Learning Together, Achieving Together, Respecting Each Other' embodies this. Our learners are fully involved in the life of the school and take on many roles and responsibilities. We are creative and innovative with engaging parents using communication tools like homework diaries, the school website, email, Twitter, letters written by pupils, etc. Almost all parents feel that there is strong communication between school and home.

We understand, value and celebrate diversity and challenge discrimination and plan learning and teaching opportunities around these themes. We have recently developed an RME programme which provides opportunities to explore discrimination and other real and relevant World issues. We have some strategies in place which are improving attainment and achievement for children and young people facing challenges and this is something we will further develop with Pupil Equity Funding, specifically looking at Numeracy and spelling strategies.

### **3.2 Raising attainment and achievement**

#### ***Attainment in literacy and numeracy***

Year on year, all learners are making good progress in Literacy and Numeracy and NIF level data indicates that most are achieving appropriate levels by the end of P1, P4, P7. Professional confidence in making judgements about achievement of a level is increasing, particularly in writing which has been the focus of Cluster work for the past 2 years. Staff have engaged with benchmarks to help them make confident professional judgements about achievement of a level. We have a robust tracking system and use effective interventions to ensure continuous progress for learners. We have an effective transition programme to ensure progression in learning.

## **Appendix 2**

We have made use of innovation funding to increase engagement in reading and to better support families to support their children's reading development. Professional Learning for both teaching and support staff in session 16-17 centred around reading strategies to raise attainment in reading. Standardised test data in reading shows that most learners make very good progress from their prior levels of attainment and that pupils at P4 and P7 are above EDC averages.

Children who are not on target to achieve levels are quickly identified and appropriate interventions is put in place to support them to make progress in literacy and numeracy.

### ***Attainment over time***

Our rigorous tracking and monitoring system enables all staff to see progress over time and long term targets are set to inform planning.

In both Literacy and English (L&T, R + W) and Numeracy and Maths there is improvement at Early and First level across the past 3 years. At Second level there have been improvements in Listening and Talking and Writing. Maths and Reading have dipped slightly this year (although we are comparing different cohorts) and these curricular areas will be part of our School Improvement Plan for next session.

All staff are aware of the need to close the poverty related attainment gap and use a range of data to help them identify vulnerable pupils and provide additional support as required.

### ***Overall quality of learners' achievement***

Our learners are respectful and responsible and contribute fully to the life of the school, the wider community and as global citizens. They record their achievements and understand how these provide them with a wide range of skills and attributes to enable them to be successful, confident, responsible and effective members of society.

Our choir is a particular success with almost a quarter of our school participating in this. It is run by a member of teaching staff with 2 parent volunteers. The choir perform at a range of school and public events. Pupils in the choir are very proud of their achievements and the parent body and local community comment positively on this aspect of our work.

Wider achievement is evidenced through class wider achievement folders/ displays/ achievement tree/ noticeboards/ etc. Celebrations of achievements are recognised through House awards, End of year trophies and cups, badges of recognition for house captains, pupil council, pupil reps, choir. A Headteacher's Golden Tea Party is held termly to reward rights respecting behaviour. Termly achievement assemblies focus on citizenship, exp arts, an area from our school improvement plan and sportsmanship and parents are invited to join these. Weekly assemblies celebrate any achievements the children wish to highlight.

Developing the Young Workforce was on our school improvement plan this session. The Skills Development Scotland website was used with P7 pupils. Local community excursions included a focus on employment opportunities e.g. Tesco Farm to Fork. P4-7 classes undertook an enterprise project to support development of skills for learning, life and work and all classes participated in business and enterprise week. During this week they had a particular focus on financial maths and all classes had bank employees work with them on tasks related to this. A careers fayre for P6 and P7 will take place in June.

We provide residential experiences for P6(skiing) and P7 (outdoor adventure) to help develop a range of personal and social skills and provide wider life experiences.

Oxgang primary has a big focus on Health and Wellbeing, with all pupils having 2 hours of PE weekly plus the opportunity to participate in an extra curricular sports club every term. We are aiming for the Gold Sport Scotland Award this session.

### ***Equity for all learners***

We provide opportunities for wider achievement for all our children and young people and ensure there is equity in this through targeted intervention. We have used a range of strategies to raise attainment of all our learners and in particular our most disadvantaged children and young people. Closing the vocabulary gap and developing increased engagement in reading have been key elements of our work this year. We will have a focus on Maths next session and will provide targeted support to close the gap.