



# LEARNING TO ACHIEVE

A Strategy for Raising Achievement

Progress Report  
on the Inspection of



# Oxgang School and Support Services

February 2012



**Falkirk Council**  
*Education Services*



**Oxgang School and Support Services was inspected in November 2009 as a part of a national sample of primary education. The school received a generally positive report with the following key strengths identified.**

They were:

- The effective teamwork among all staff to support children and families.
- Positive climate and relationships among staff and children.
- Motivated learners.
- Effective partnerships including work with Barnardo's New Beginnings project.

HM Inspectors also identified three main points for action, which the school and the authority have addressed. They were to:

- Provide stronger leadership of improvement and change within the school and support services.
- Improve the curriculum in line with Curriculum for Excellence, including purposeful play.
- Further develop the roles of the outreach service and improve approaches to reintegration and shared placements for all.

Falkirk Council Education Services was asked to evaluate the progress made by the school in taking forward these main points for action and inform parents about the school's progress in improving the quality of education.

Since the inspection, progress in meeting the main points for action has been monitored and supported by the Quality Improvement Officer (QIO).

The findings of this report have been verified using the following approaches:

- classroom observations;
- meetings with the acting headteacher and acting deputy headteacher;

- discussions with staff, including staff from other schools, which are receiving outreach support;
- discussions with staff from other authorities and agencies;
- discussions with pupils;
- scrutiny of the school's documentation by the QIO and other relevant officers from the authority.

### CONTINUOUS IMPROVEMENT

Since the publication of the school's HMIe report in January 2010, very good progress has been made with two points of action and good progress with one. The acting headteacher and acting deputy headteacher are firmly committed to an agenda of continuous improvement and a culture of self-evaluation and reflection.

### ACTION POINT 1

*Provide stronger leadership of improvement and change within the school and support services.*

Significant progress has been made in relation to this point for action. The acting headteacher has shared with staff, pupils and parents her clear vision for the future of the school and the outreach support service.

The management team leads staff by helping them to work together. The staff team have developed a child centred approach and place the children's needs at the centre of all planning and assessment. A wide range of data is used well as part of the self-evaluation process to improve planning for pupils and for the school in general. Every teacher has responsibility for an element of the school improvement plan and is involved in the quality assurance process.

Staff work hard to reintegrate pupils into their mainstream schools and one member of the outreach



team has overall responsibility for this. One to one support sessions are used to discuss caseloads. The acting headteacher has developed links with the outreach teams in two other neighbouring authorities in order to measure the impact of the service. Outreach teachers deliver professional development to mainstream colleagues in order to promote positive behaviour.

The school makes a priority of joint working beyond the limits of school to promote family working. Professional development sessions across Education continue to promote the shared vision and understanding of the needs of the pupils and their families. Joint staff development with the same aim is shared with partner agencies to improve outcomes for children and families. A new joint agreement is being developed with the acting headteacher, Barnardo's manager and the Additional Support for Learning manager, and this is leading to improved support for pupils and their families. Parents are being actively encouraged to participate in the life of the school and are consulted about the way forward for the school community. The acting headteacher is actively encouraging parents to join a parents' forum.

**Very good progress has been made towards meeting this main point for action.**

## **ACTION POINT 2**

*Improve the curriculum in line with Curriculum for Excellence, including purposeful play.*

Pupils talk confidently about and are encouraged to make decisions about their learning. Assessment is for Learning strategies are used by staff to involve pupils fully in recognising what they need to do to improve their learning.

The Confidence to Learn Programme is used in Class 1

to ensure that children engage appropriately in purposeful play. Structured play is developed through a wide range of opportunities.

Teachers now plan appropriately in the context of Curriculum for Excellence. Pupils are involved in selecting and planning projects and sharing the information they already know. Focus weeks are included throughout the year to increase depth in learning. Parents are invited into the school to participate in these focus weeks.

The school is working with other agencies on a year-long whole school, Olympic project. Every child is an active participant in the project. A termly newsletter highlights all events that have taken place and a new website is currently being designed. This will further inform parents about their children's learning.

The school's enterprise committee is keen to establish business links to support key initiatives within the school. Physical education is delivered in a variety of ways. These include input from a visiting specialist; use of the hall in Moray Primary School; and one hour of Taekwondo on a Monday morning. Teachers also take their class out for a fifteen minute exercise slot in place of an unstructured break. The children participate in an outdoor education programme from P5-7 and all P6 and P7 pupils have the opportunity to experience a residential trip.

**Good progress has been made towards meeting this main point for action.**

## **ACTION POINT 3**

*Further develop the roles of the outreach service and improve approaches to re-integration and shared placements for all.*

Oxgang School and Support Services are fully committed to teaching children the necessary skills and



qualities that enable them to be active participants in mainstream schooling according to their individual needs.

The outreach team has demonstrated some very good practice in meeting the needs of learners. This good practice now requires to be embedded. The outreach teachers should share their expertise across the authority.

The acting headteacher is currently reviewing the most effective way of working with schools, parents and other agencies to support pupils with social, emotional and behavioural needs to enable them to remain in their mainstream setting.

Referral procedures for a full time place in Ofgang now require to be reviewed to provide a greater degree of flexibility. The acting headteacher will work with others to enhance these procedures. The reintegration of pupils into mainstream school is led by the acting principal teacher with other school staff supporting as appropriate. The acting principal teacher liaises with mainstream schools to ensure continuity of support for the child. This approach has allowed more children to make contact with their mainstream school and has resulted in this being initiated more promptly.

The outreach team have increased their support with mainstream transitions. This has included supporting children to successfully transfer from nursery to P1. Further, a 'circle of friends' group was established in one high school to enhance the transition for vulnerable pupils. All outreach staff now use co-operative learning to help pupils to develop their social skills. Schools also contact Ofgang School to gain advice and consult on an informal basis.

**Good progress has been made towards meeting this main point for action, with some aspects being very good.**

## CONCLUSION

The school and support service have made good to very good progress in taking forward the main points for action. The commitment and hard work of the whole school community to improvement is commendable. The school continues to use effective self-evaluation in order to ensure improved experiences for all children in the school and within mainstream classes.



## FURTHER INFORMATION

For further information on this report or the Council's strategy for Raising Achievement please contact the Headteacher or

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Further copies of this report and the original HMIE report are available from the school or on the HMIE website at [www.hmie.gov.uk](http://www.hmie.gov.uk)

Falkirk Council Education Services are committed to open communication that achieves shared understanding and helps overcome barriers. This leaflet can be made available in other languages, in Braille, large print or on audio tape. Please contact 01324 506600 for further information.



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