



# Oakbank Primary School

## Standards & Quality Report 2019-2020



### 'Mighty Oaks from Little Acorns Grow'

#### Ambition Community Opportunity Respect Nurture

The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. It also states our self-evaluation grades for key quality indicators taken from "How Good is Our School 4?" (Education Scotland 2015).

Quality Indicator:		Evaluation:
1.3	Leadership of Change	Good
2.3	Learning, Teaching & Assessment	Good
3.1	Ensuring wellbeing, equity & inclusion	Good
3.2	Raising Attainment and Achievement	Good

These evaluations are based on our on-going self-evaluation processes up until the point of school closure in March due to Covid-19 pandemic. Consultations involving pupils, parents and staff have helped us to evaluate our performance and identify areas for improvement. Teacher's judgements have been based on the first 3 terms of the session, expected continuous progress and evidence to support these decisions. Oakbank School has very good capacity for continuous improvement and will continue to work with its school community as we strive for excellence and equity for all pupils. Our school is committed to taking forward National Improvement Drivers and Local priorities through our annual School Improvement Plan (SIP).

#### Attendance, Attainment and Achievement

Attainment data for each pupil is recorded in Literacy and Numeracy and reported at key stages e.g. P1, P4 & P7. The variety of data and evidence we collect indicates the following:

- **Most children in P1** have achieved Early Level in Writing and Numeracy and **almost all** have achieved in Listening and Talking. The **majority** have achieved Early Level in Reading.
- **Most children in P4** have achieved First Level in Reading and Writing, and **almost all** have achieved in Listening and Talking and Numeracy.
- **Most children in P7** have achieved Second Level in Reading, Writing, Listening and Talking and Numeracy.

Across all stages there are a number of children on track to achieve the appropriate level earlier than national expectations. Trends over time indicate an increase in attainment.

Arriving on time and attending school is essential for pupil learning and progress. The Attendance figure for **2019/20** is **96.3%** which is above the PKC average of 92.4%.

P4 and P7 pupils undertook SNSAs this session with the results being analysed, along with a wide range of teacher assessments to identify progress, next steps and to support teachers' professional judgement on the achievement of a level.

This session we have used our Pupil Equity Funding to secure a member of staff for increased hours to support the roll out of a new literacy programme, Read Write Inc. which was introduced at the P3 stage. Evaluations of these interventions show that they are having a positive impact. We funded training for two staff in Self-Regulation, working with the Educational Psychology Service who will roll this out across the whole school next session.

The school has celebrated many successes including winning the Rotary Quiz, participating in the William Soutar Poetry competition and the Mock Court project. Opportunities for children to develop cultural awareness and apply skills in new contexts are available through cross-curricular activities which are enhanced by visits from, Horsecross and Culture Perth. Learning Journey Jotters and SEESAW continue to profile learner's progression across the four contexts for learning with an increased focus on feedback and learning conversations used to further develop visible learning and pupil engagement with their target setting across the school.

Several parents and volunteers support in-school activities and educational visits. Learning is shared with parents through 'Stay and Play' sessions in the Nursery, open afternoons, curriculum evenings, class performances and weekly assemblies where our Star Award winners are celebrated and rewarded with a 'Hot Chocolate Friday' with the Senior Leadership Team. We provide regular updates through our newsletters, Seesaw, school app and website

Good links have been established with pupils from Perth High School who deliver some of the Sports clubs with the support of Active Schools. This impacts positively on health and wellbeing.

## Learning

Most of our pupils are enthusiastic and positive in their learning and many are independent, active learners. Throughout the nursery and school children receive positive learning experiences.

The nursery received a very positive report from the Care Inspectorate following their inspection on 19 November 2019 stating that the ethos of the setting clearly placed children and families at the heart of the service. Very strong relationships were evident between staff and children, with individualised and responsive care consistently offered throughout. Parents felt included in the life of the nursery and their child's progress.

The Treehouse specialist provision welcomed another 8 children to make an additional class including our new Principal Teacher. Personalised support is well established and the support to enable children from the specialised provision to join mainstream classes and vice-versa is positive.

Through the improvement work on differentiation, staff made use of effective intervention processes and there was an increase in planning differentiated learning to meet learners needs within the classroom. Increased planning opportunities with support staff along with class teachers carrying out peer visits to other classrooms supported improvement. In the Nursery, children experienced support appropriate to their age and stage of development, including pace and challenge for those children who needed it.

The focus on effective feedback saw an increase in learners being more included in learning conversations and identifying next steps. The majority of children receive high quality formative feedback. There was an increased use of assessment data to inform planning next steps. Visible planning walls have been created in every classroom and are referred to with the children to help make learning more explicit.

Learners have been introduced to the new school rules this session: Ready Respectful, Safe. This supports ongoing school improvement in the area of nurturing and inclusive school environments.

## Leadership

There are many opportunities for children across the school to take on leadership responsibilities such as House Captains, P7 Ambassadors, Buddies, Digital Leaders and Pupil Council along with a wide range of classroom responsibilities. This session pupils have been involved in wider achievement activities in mixed stage 'Skills' groups and some of our pupils have led clubs including football, dance and board games.

The Parent Council continues to support the school with fundraising and involvement in discussions relating to school matters. A successful curriculum evening on internet safety was held for parents run by RASAC and plans were in place to celebrate Oakbank's 50<sup>th</sup> Birthday in the summer term; these will be reviewed on our return to school.

This year we welcomed Mrs Forbes as an additional DHT and Mrs Bruce as PT for our specialist provision to create a new Senior Leadership Team.

Staff have had opportunities to take the lead in new initiatives such as Self-Regulation and Compassionate and Connected Classroom training. Colleagues have worked closely to investigate ways in which we can support all learners at a universal level. This links very closely with our ongoing commitment to developing growth mindsets and resilience, which will be more important to us than ever in the coming months. Read write Inc. training was undertaken and the approach piloted in our P3 classes with the results to March 2020 showing all children have made very good progress.

This session, staff have focused on action research in the areas of differentiation and feedback as part of our approach to excellent learning and teaching. Staff have engaged in moderation activities through professional learning network groups with a strong focus on feedback. Teachers have been leaders of learning within their classrooms, looking at improvements and adaptations to the physical environment, displays and teaching approaches. Effective leadership roles have been identified and delegated amongst the nursery staff team, contributing positively to better outcomes for learners.

Despite our physical separation our connection across our school community has remained strong and positive. Staff, pupils and parents/carers have worked hard to develop their IT skills to adapt to our new way of learning and connecting.

### Improvement Priorities 2020-2021

We will continue to focus on the following priorities along with our recovery planning in light of COVID-19:

- *Continue to raise attainment through effective learning and teaching, focusing on differentiation to ensure appropriate pace and challenge within numeracy and literacy: (Read Write Inc. approach introduced to P1& P2)*
- *Continue to focus on visible learning – importance of feedback and pupil voice*
- *Continue to develop nurturing approaches and inclusive learning environments, with a focus on self-regulation*