

Education, Children and Families Committee Sub-committee on Standards for Children and Families

14:30, Monday, 6 March 2017

Primary School Inspection at Oxgangs Primary School

Item number	5.1
Report number	
Executive/routine	
Wards	Colinton/Fairmilehead

Executive Summary

Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Links

Coalition Pledges	P05
Council Priorities	C02
Single Outcome Agreement	S03

Primary School Inspection at Oxfangs Primary School

Recommendations

The Sub-committee is requested to:

- 1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
- 1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter.

Measures of success

- 2.1 The report identified the following key strengths:
 - 2.1.1 The impact of the school's progress in developing positive relationships across the school community and beyond through their work in becoming a Rights Respecting School;
 - 2.1.2 The use of the immediate and wider external environment to promote and develop outdoor learning and extend experiences for all children;
 - 2.1.3 The teamwork shown by staff in developing a shared understanding of learning through play to ensure children's progress through the early level of Curriculum for Excellence;
 - 2.1.4 The resilience shown by the whole school community supported by the Head Teacher and depute in moving forward following a period of significant disruption.

Financial impact

- 3.1 There are no financial implications contained in the ES report.

Equalities impact

- 4.1 There are considered to be no infringements of the rights of the child.
- 4.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

5.1 None.

Consultation and engagement

6.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading/external references

7.1 <http://www.educationscotland.gov.uk/inspectionandreview/reports>

Alistair Gaw

Acting Executive Director Communities and Families

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Links

Coalition Pledges	P05 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council Priorities	C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 ES letter to parents 2 Summary Inspection Findings

24 January 2017

Dear Parent/Carer

In November 2016 a team of inspectors from Education Scotland visited Oxgangs Primary School and nursery class. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and young people's success and achievements.

The inspection team found the following strengths in the school's work:

- The impact of the school's progress in developing positive relationships across the school community and beyond through their work in becoming a Rights Respecting School.
- The use of the immediate and wider external environment to promote and develop outdoor learning and extend experiences for all children.
- The teamwork shown by staff in developing a shared understanding of learning through play to ensure children's progress through the early level of Curriculum for Excellence.
- The resilience shown by the whole school community supported by the headteacher and depute in moving forward following a period of significant disruption.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- Continue to develop further the children's understanding of themselves as learners through more effective use of assessment approaches and information. Children need to know what they do well and what they need to do to improve further.
- Improve further the consistency of learning and teaching across the school to raise attainment and ensure the best possible outcomes for children in all curriculum areas.
- Ensure the health and wellbeing curriculum is delivered through high quality learning and teaching to equip children with the skills required to be healthy, safe and successful.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these **quality** indicators in the publication *How good is our school? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*¹. 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 are doing.

Here are Education Scotland’s evaluations for Oxgangs Primary School

Primary stages

Leadership of change	Good
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Satisfactory
Ensuring wellbeing, equality and inclusion	Good

Nursery class

Leadership of change	Very good
Learning, teaching and assessment	Good
Securing children’s progress	Good
Ensuring wellbeing, equality and inclusion	Very good

The letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/OxgangsPrimarySchoolEdinburghCity.asp>

¹ *How good is our school? (4th Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Oxgangs Primary School will inform parents/carers about its progress as part of The City of Edinburgh Council's arrangements for reporting on the quality of its schools.

Alasdair Eadie
HM Inspector

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Summarised Inspection Findings

Oxgangs Primary School and Nursery Class

The City of Edinburgh Council

SEED No: 5527422

31 January 2017



Section One

Summarised Inspection Findings

Oxgangs Primary School

1.3 LEADERSHIP OF CHANGE

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
-
- The school has recently revised its vision, values and aims statement through consultation with staff, children and families. The statement is founded upon the United Nations Convention on the Rights of the Child (UNCRC) which is being embedded across the school community through accreditation with the Rights Respecting Schools scheme. The school is working towards the second award level within the scheme. The school should continue to embed the vision, values and aims to ensure that all children are able to articulate and model the appropriate behaviours, attitudes and skills enshrined within them.
 - Building on the effective collaborative review of the vision, values and aims statement, the school will now work with children, parents and significant partners to develop further a curriculum rationale accessible to all stakeholders that takes account of its unique Oxfgangs' context.
 - Most staff are able to discuss the school's strengths and areas where improvement is required and/or underway. The school should now ensure that all staff are supported in taking forward opportunities for leadership of improvement roles.
 - The senior leadership team is aware that circumstances outside its control interrupted significantly improvement work over the last year. Under the leadership team's careful and sensitive support, the staff team has resiliently regrouped. Stability has been re-established. It is now time to increase expectations of what the school can achieve together, notably in developing further the curriculum and in increasing the consistency of high quality learning and teaching across all classes and stages. Peer observation and feedback has been used to support the development of higher quality learning and teaching. This suggests a powerful model to identify further areas for developing shared understanding of expectations and standards in both children's learning and their behaviour.
 - There are effective examples of staff taking on additional responsibilities for improvement to the life of the school or key aspects of learning and teaching. For example, the successful work taken forward by the staff involved in developing play-based learning in the early years of the primary stages, building on children's nursery experiences. This is a positive development and there is now a need to focus evaluating such improvement work on the impact it is having on positive outcomes for children.

- Children have opportunities to lead improvement and contribute to the life of their school. They would benefit from further opportunities to lead their own learning in their class and so increase further their engagement and motivation in their learning. Children in groups and committees, including the House Captains, contribute well to school-wide improvements such as achieving a Green Flag award through the Eco-Schools Scotland scheme.
- Parents are consulted and asked for feedback by the school and by their Parent Council. These surveys are used to evaluate parental satisfaction and seek ideas and suggestions for improvement. The Parent Council is supportive of the school and the headteacher. There is regular communication between the school and Parent Council on key issues and concerns brought to their attention. For a few parents, the school does not yet clearly demonstrate that their views have been taken into account. The school should continue to work with its Parent Council to develop communication around school improvement. The Parent Council provides useful lines of communication through its established website and social media presence online.

2.3 LEARNING, TEACHING AND ASSESSMENT

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
 - *Quality of teaching*
 - *Effective use of assessment*
 - *Planning, tracking and monitoring*
-
- The school provides an overall environment for learning, teaching and assessment in which staff show a clear commitment to children's welfare and development. Children benefit from the support they get from teachers. Positive relationships are a key feature of learning across the school. Children are aware of the school values and these have been highlighted further through work carried out to raise awareness of the UNCRC and the Rights Respecting School. This awareness and understanding is helping to promote a climate of mutual respect. Most children are generally engaged in their learning, keen to do well and interact positively with each other during activities.
 - When used well, encouraging children to select tasks and activities and become involved in agreeing the learning intentions and success criteria for the lesson is developing within children a greater sense of responsibility. Across the school children would benefit from more opportunities of this nature. Almost all children confirm they enjoy school and would welcome the opportunity to take more responsibility for planning their own learning. Teachers must ensure that learning provides the appropriate degree of challenge to enable all children to achieve as well as they can. There is scope for children to become more independent in their learning. Developing children's skills to equip them for independent learning and extending the use of digital technologies further would support this. Most children feel that their views matter to the school but would welcome more opportunities to have a say in how their learning could be better. Children's learning is enhanced through participation in personal achievements and a range of experiences beyond the classroom. There is however scope for teachers in the course of learning and teaching to raise children's awareness of the transferrable life skills that they are developing and how they are key to becoming successful in their chosen future careers.
 - Teachers and support staff work hard to provide bright and stimulating learning environments. Classroom spaces and resources are well organised and are conducive to positive learning and teaching. Most teachers provide explanations and instructions which are clear and effective and the tone in most classes is positive and encouraging. The pace of lessons across the school is variable. There is scope for lessons to be differentiated better with activities matched to meeting the needs and stages of all learners, including those who require more challenge. In the best lessons, teachers are using questioning well to develop children's higher-order thinking skills. More consistent use of open ended questioning will develop the skills of enquiry and evaluation.

- The consistent use of reliable assessment and data analysis to inform next steps and evaluate interventions should be developed further to promote engagement and active learning. Children would benefit from more consistent feedback and increased opportunities to peer and self-assess their work. Pupil support assistants provide valuable help for those children who need additional support with their learning. Across the school there are too many teacher-led class lessons. Consequently there are limited opportunities for children to work together and accept responsibility for their own learning. Teachers make regular use of interactive whiteboards to support their teaching.
- The school has in place arrangements to assess the progress and track the attainment of children. Children's progress across stages is collated throughout the year, with the information transferring to the child's next teacher. This is providing the receiving teacher with information on which to plan learning and support. The school recognises the need to work to develop a more robust understanding of assessment standards to ensure accurate profiling and, through this, appropriate challenge and support for all children.
- A range of Assessment is for learning (AiFL) strategies is being used to check children's level of understanding. For example, children are engaging in peer observations to help them reflect on their work. The school is aware of the need to develop assessment practices to enable children to assume greater responsibility not only for their own learning but also for evaluating the quality of their own work and identifying what they need to do to improve. Planned learning conversations involve all children and include the setting of personal targets which are then reviewed.
- In reporting to parents, information is provided on the progress being made in literacy, numeracy, health and wellbeing, learning across the curriculum, wider achievements and personal attributes. This is supported with exemplars of the children's work and agreed targets. Comments are invited from parents.
- The senior management team monitors what teachers are planning to ensure learning and teaching approaches are focused on children making progress as expected and that learning is appropriately challenging. Continuing with plans to develop a sharper focus across the school on children's prior learning and achievements will support teachers in planning more meaningful, relevant and challenging experiences. This extends beyond literacy and numeracy to health and wellbeing and the other areas of the curriculum, to include an emphasis on skills' progression. It should also take account of children's wider involvement in the school community and beyond. The school should now take forward plans to involve children more in understanding their own strengths and what they need to do to improve further. Building on the recently introduced learning conversations, the school is well placed to develop this further to support children in building up their personal profile. In doing so, it is important to ensure that agreed targets are expressed in more child-friendly terms and in the child's own words.

- Teachers know the children well and their personal circumstances. They use this information in planning learning. Where appropriate, a range of interventions and targeted support is helping children make progress with their learning. The school tracks and monitors the progress of identified groups of learners including those who face additional challenges for example looked after and accommodated and children with additional support needs.

2.2 CURRICULUM: theme 2: Learning Pathways

- The school has learning pathways in place, to support teachers in planning coverage of experiences and outcomes for each curriculum area. As mentioned earlier, the school will continue to develop its curriculum rationale. With the development of their curriculum rationale, staff could then move on to creating an appropriate curricular framework. This will provide clarity in how to organise and plan the curriculum and consider how it is reflected across the four contexts of learning. It will also provide the opportunity to review the school's interdisciplinary learning (IDL) overview to ensure a collegiate understanding of interdisciplinary learning and ensure children have opportunities to demonstrate skills at a high level in a variety of meaningful and relevant contexts.
- The school makes good use of the immediate school grounds and local area to provide a range of outdoor learning opportunities. As the school develops further its approach to supporting skills for learning, life and work, it will be important to ensure that experiences and opportunities are planned across the four contexts of learning and that enterprise and creativity skills are routinely tracked.
- The programme for teaching mathematics across the school is being used consistently by all staff. This is supported through sharing guidance on expectations on progress with all staff. This guidance could be revised to encourage greater application of skills in literacy, numeracy and health and wellbeing in other learning.
- There is a progressive health and wellbeing programme. The school is aware of the need to consider how this programme can be consistently implemented across the primary stages.
- Across the school children are taught digital technology skills discretely as part of a planned, progressive programme resulting from positive development work this year led by a member of staff. Children routinely have access to tablets and laptops. In the best cases this is motivating children to engage in learning. The school should continue with their plans to ensure that all learners have access to a range of technology to develop further their digital literacy skills.

2.7 PARTNERSHIPS: theme 3: Impact on learners – Parental Engagement

- Almost all parents believe the school helps their children to be more confident and that their learning is progressing well. They feel their children are safe and treated fairly at school. Parents feel children are well supported as they move from nursery into the primary school, through primary and onto secondary school. They believe that staff know their children well as individuals and that the school is inclusive.
- Almost all parents feel well informed about their children's progress. They benefit from meeting the teacher to introduce them to a new school year and find parental consultation meetings informative and helpful. Termly "What we are learning in.." curriculum maps for each class are shared through the school's website. A few parents would like more information about their child and their progress more often.
- Parents contribute to extending and enriching children's learning through volunteering to work in classes and with outdoor learning, by helping with trips and excursions and offering their own skills and talents to support specific improvement groups such as the eco group or class topics or themes.

2.1: SAFEGUARDING

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Staff have an awareness of wellbeing indicators and understand their roles and responsibilities in supporting children's health and wellbeing. The school is aware of the need to develop better approaches to delivering programmes across the curriculum to ensure that all children develop the knowledge, skills and understanding to keep them safe, healthy and achieving. In doing this, it will be important for parents, partners and staff to agree on a shared rationale for health and wellbeing that best meets the needs of its community and reflects the school's vision, values and aims. Partners who work with the school to deliver or support key aspects of health and wellbeing feel their contributions are valued by the school.
- Staff are committed to meeting the needs of children and they are responsive to issues that children may encounter. The school is successfully helping children and staff understand children's rights through achievement of a Level 1 award as a Rights Respecting School and they should continue to fully embed this work and raise awareness of expectations of all who are part of the school community.
- Almost all children benefit from positive relationships with staff and with each other. They talk positively about staff who help them and they get on well with each other. Almost all children feel their views are being listened to and that their efforts, through various school groups, are leading to changes and improvements in the school. Children across the school can demonstrate a good understanding of some of the factors that can affect their own wellbeing and that of others. Children are gaining useful experiences and insights into the lives of others and what they can do to support and challenge inequality in their community and on a global scale. The recently revised vision and aims provides a good opportunity to further improve wellbeing outcomes for children and should be embedded more fully into day to day life of the school.
- The school has in place a number of programmes and partnership initiatives to support the wellbeing of children who face additional challenges. For example, a few children attend nurture groups and are making good progress in developing personal and social skills. The school works well with partners such as art therapist and the Ministry of Defence to support children with identified needs.

- Children in focus groups identify better relationships with each other as a result of their understanding of their work associated with children's rights. They feel that incidents of bullying have reduced. The annual survey carried out by children for anti-bullying week indicates that the work taken forward by the school in this area is having a positive impact.
- The school has effective procedures in place to identify additional support needs of children. The pathways approach is effective and enables staff to identify additional support needs. Specialist staff and the senior leadership team have good approaches to work collaboratively with class teachers to enable these needs to be met within the mainstream classes. Support for learning staff, together with the senior leadership team have in place effective strategies for identifying those children who require support in specific areas of their learning. They have correctly identified literacy and numeracy improvements as a priority for children. The school should consider how best to support these children to enable them to be more fully included within all areas of the curriculum. Staff have a good awareness about the importance of involving children in identifying areas for improvement and progress they have made. Children attend meetings about their support plans and are involved in agreeing targets. Child's plans are in place for those children who require a significant level of support.
- Most children are included in all aspects of school life and engage well with their learning. In questionnaires, 85% of children feel that staff encourage them to do their best and 87% feel they are listened to and account is taken of what they say. 84% of children feel that they are treated fairly and with respect. As the school develops their Rights Respecting Schools agenda, they should continue to ensure that even more children are positive about school and feel included.
- In developing their vision, values and aims, the school has identified diversity as a priority. They should now work with children to further explore aspects of equality and diversity and provide opportunities, through the curriculum, for children and parents to gain a better understanding what this means.
- Staff in the school have a good awareness of those children who face barriers to learning, including those who face poverty related issues. Staff have regular discussion with members of the senior leadership team about the progress of groups of children and agree interventions can be put in place to help raise attainment and improve outcomes.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
 - *Attainment over time*
 - *Overall quality of learners' achievement*
 - *Equity for all learners*
- In measuring attainment, the school is working to develop a coherent assessment strategy to track children's learning and to support staff to make more robust professional judgements about progress.
 - Overall most children are making satisfactory progress in literacy.
 - **Listening and talking:** Across the school, the majority of children listen well and respond to each other in a respectful and courteous manner. Overall, most children articulate their ideas clearly and confidently. At the early stages, the majority of children are demonstrating, across a variety of contexts, an increasing ability to take turns when listening and talking. They can ask and answer simple questions about texts to show understanding. Across first and second level, the majority of children are making satisfactory progress in contributing their ideas and opinions when engaging with others. Most children at second level demonstrate respect for the views of others and most can communicate clearly, audibly and with increasing expression. Children in the upper stages are able to identify the listening and talking skills required in good teamwork.
 - **Reading:** At early level, most children are making good progress in developing knowledge and application of phonics and can confidently identify sounds in their names. Most children are engaging well with new texts and are able to answer questions to predict what happens next. They confidently contribute to discussion about events, characters and ideas relevant to texts. The majority of children working at first level can read aloud familiar pieces of texts showing understanding and are beginning to use expression. Most children at second level can explain why they prefer particular authors and can make relevant comments about structure, characterisation and setting.
 - **Writing:** At early level and first level, children write for a variety of purposes in imaginary and real life contexts. Most children use capital letters and full stops correctly in sentences most of the time. Children are making good progress in writing across the transition into first level. By the end of first level, the majority of children can create a range of short and extended texts for different purposes using appropriate punctuation. The majority of children at second level in writing can recognise appropriate style and format to convey information applying key features of the chosen genre. There should now be more opportunities for children to apply their writing skills in different contexts. Children would benefit from more focused comments on what they do well and what they need to do to consolidate their writing. This will help the on-going development of children's writing as they progress through the school.

- Overall learners are making satisfactory progress from their previous levels of attainment in numeracy and mathematics.
- At early level, most children are attaining at appropriate Curriculum for Excellence levels, while at first and second levels the majority of children are attaining at appropriate levels. The early signs are the 'Stages of Arithmetical Learning' (SEAL) approach is having a positive impact on the attainment of the children at the early level; this will be kept under review. The SEAL approach is also being used to support some children in first level. At all stages, children are being encouraged to explain their thinking to show their understanding of processes and concepts as well as achieving accuracy in calculations.
- Across the school, children are developing their understanding of place value and number processes. Within early level, children are developing skills in recording numerals, ordering numbers, identifying the features of 2D shapes and creating patterns with a vertical line of symmetrical. At the first level, most children are developing, at an appropriate pace, the skills in organising and displaying information in bar graphs, estimating and measuring length and identifying the features of 2D shapes and 3D objects. At the second level, the majority of children are able to calculate perimeter and area for a range of simple and compound shapes, identify factors and multiples of numbers and are starting to solve simple algebraic equations. To improve further the attainment of learners at second level, teachers should provide children with opportunities to consolidate their learning through explaining their thinking in handling calculations and problems.
- Information supplied by the school, based on professional judgement and supported by standardised assessments, indicate that overall the majority of children are making satisfactory progress over time in literacy and numeracy. Most children are secure at early level in literacy and numeracy by the end of P1. However, this is not sustained as they move through the school.
- Teachers currently are referencing children's progress in the other curriculum areas to Curriculum for Excellence levels. Approaches to assessment and therefore the measuring of attainment varies across the school. The school is at an early stage of gathering robust information on progress and tracking attainment across all curriculum areas. At present school data is mainly based on individual teacher judgement. The school has identified that teacher professional judgement needs to be more robust. This is an area which will be taken forward to support the planned progressions for learning in curriculum areas.
- Children across the school can demonstrate good levels of self-confidence, communicating effectively in different ways and situations. They are capable of accepting responsibility and working as a team to solve problems. They do so through their involvement in school groups, participating in clubs and events after school, developing a local woodland area and getting involved in their community. The John Muir Award and the Junior Achievement Scotland Scheme are encouraging children to take a greater interest in their community. They are also learning about the lives of others, including child refugees from Syria, through a recent visit to the school by the local Member of Parliament.

- Children take part in a wide range of activities, including sports and music, through which they are developing specific skills. In addition, children are learning about team work, managing their time effectively and learning how to cope in different social situations.
- The school should ensure achievements are tracked not only in relation to participation but also to continue to encourage uptake. A more rigorous approach to raising the profile of wider learning will help to establish a culture which recognises achievements in relation to skills and qualities. Teachers are alert to the needs of children and speak positively of the advantages of the soft start to the morning which allows them to engage in conversation with children and check on their wellbeing. The school targets resources to support children identified as experiencing barriers to their learning. Children are supported well at points of transition. Financial support is made available to children and their families to promote equity and ensure all children can access the range of school activities.

SCHOOL CHOICE OF QI 2.4 PERSONALISED SUPPORT

- **Universal Support**
- **Targeted Support**
- **Removal of barriers to learning**

- Most children benefit from appropriate and well-planned teaching and learning that takes account of their needs. Whilst staff have a good awareness of the range of ability and needs within classes, they now need to provide a more differentiated approach to teaching and learning that takes better account of these needs. Learning, teaching and assessment approaches need to offer more pace, challenge and differentiation in all classes. The school has made a start on helping children become more involved in planning their learning through learning conversations. This approach now needs to be reviewed and developed to enable more personalised support and more frequent opportunities for children to talk about their learning with class teachers. Children need to be more involved in planning learning and have more opportunities to know themselves as learners and identify their strengths and next steps. A review of formative assessment approaches across the school would help children become more active participants in their learning. Staff have a good knowledge of children and they now need to apply this to planning teaching and learning. The development and delivery of a more cohesive health and wellbeing programme will enable staff to further support children.
- The Edinburgh Pathways approach provides a good framework for the identification and support for children who have additional support needs. There is a shared understanding that the support needs of children are the responsibility of class teachers and other specialists. Class teachers have a good awareness of their responsibilities in identifying additional needs and implementing support strategies. Support for learning staff provide appropriate targeted support for children and this is resulting in improved outcomes, particularly in attainment in literacy and numeracy. Support for learning assistants are deployed well throughout the school and provide very effective support to groups and individual children. The school should now review how they support children with challenging behaviour to ensure that there is consistency in approaches and all staff have a clear understanding of the needs of children and how best to help them improve their behaviour. Staff would benefit from revisiting the positive behaviour policy to determine if their practice takes account of the agreed strategies for promoting positive behaviour. There are effective strategies in place for including parents and children in decisions about their support. Children are involved in planning meetings and in setting and reviewing their targets and they talk positively about this. Children who require targeted support attend the support for learning area in the school for regular support sessions. Whilst this is resulting in positive outcomes, the school should consider other models of support to ensure that children are not missing out on other parts of their learning.
- The school works well with a range of partners to identify and remove barriers to learning. Partners such as the ASL service, school nursing service and psychological services contribute effectively to the assessment and support of children. The school is proactive in involving other professionals and works well with them to meet needs and remove barriers.

PARTICULAR STRENGTHS OF THE SCHOOL

- The impact of the school's progress in developing positive relationships across the school community and beyond through their work in becoming a Rights Respecting School.
- The use of the immediate and wider external environment to promote and develop outdoor learning and extend experiences for all children.
- The teamwork shown by staff in developing a shared understanding of learning through play to ensure children's progress through the early level of Curriculum for Excellence.
- The resilience shown by the whole school community supported by the headteacher and depute in moving forward following a period of significant disruption.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Continue to develop further the children's understanding of themselves as learners through more effective use of assessment approaches and information. Children need to know what they do well and what they need to do to improve further.
- Improve further the consistency of learning and teaching across the school to raise attainment and ensure the best possible outcomes for children in all curriculum areas.
- Ensure the health and wellbeing curriculum is delivered through high quality learning and teaching to equip children with the skills required to be healthy, safe and successful.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Oxgangs Primary School will inform parents/carers about the school's progress as part of City of Edinburgh Council's arrangements for reporting on the quality of its schools.

Section Two

Summarised Inspection Findings

Oxgangs Primary School Nursery Class

1.3 LEADERSHIP OF CHANGE

very good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- *Developing a shared vision, values and aims relevant to the setting and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
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- The vision, values and aims are fully reflected in the life and work of the early learning and childcare (ELC) setting. Going forward it will be important to regularly review and refresh where necessary to ensure they continue to reflect the aspirations of all stakeholders.
 - Practitioners use national guidance and current research to underpin their thinking and practice. They demonstrate a strong commitment to professional values and their professional learning as they strive to ensure the continuous improvement of the setting. This is being further supported by the prioritisation of time for staff to engage in professional dialogue and adopt a more outward looking approach.
 - Staff acted in a positive and proactive manner when dealing with recent challenges that resulted in the delivery of the ELC from alternative settings. As a result they have capitalised on opportunities for professional learning and sharing of good practice which have led to development and improvement in the setting.
 - Through individualised leadership remits, care is taken to ensure that practitioner's talents and skills are nurtured and developed to deliver rich experiences for children and families. Practitioners use a flexible and agile approach to ensure children and families are fully included and well supported resulting in improved outcomes for all involved.
 - With support from the senior management team, the principal teacher provides highly effective leadership and is a positive role model for practitioners. She is well respected and valued by both practitioners and parents.
 - There is a whole school approach to planning for improvement. This is supported by a detailed plan specific to the needs of the ELC setting to ensure continuous improvement. Regular team meetings enable practitioners to measure progress and resulting impact. Self-evaluation approaches are successfully used to determine the strengths and areas of improvement for the setting. Practitioners involve children in self-evaluation activities in a developmentally appropriate way. As a result of the range of self-evaluation activity, the setting continues to develop with an appropriate pace of change which is having a positive impact on children and families.

2.3 LEARNING, TEACHING AND ASSESSMENT

good

This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- *Learning and engagement*
 - *Quality of interactions*
 - *Effective use of assessment*
 - *Planning, tracking and monitoring*
-
- The commitment to children's rights is a strong feature of the ELC setting. Practitioners have made positive efforts to link the United Nations Convention on the Rights of the Child (UNCRC) to daily aspects of the setting through, for example, their Rainbow Charter and policies and procedures.
 - Across the setting positive relationships are evident between practitioners and children. Children are observed to feel valued, safe and secure resulting in them being ready to engage fully in the life of the setting. Practitioners working with toddlers have a good understanding of child development and use this to plan appropriate experiences to meet the developmental stages of all children. Toddlers enjoy their time at the setting and are familiar with their surroundings. They confidently explore and investigate the range of natural materials available.
 - Most older children are motivated and engage well with the range of spontaneous, well planned and real-life opportunities that capture and sustain their interests. The opportunity to move freely between the playroom and outdoors is encouraging almost all children to access a range of experiences. They develop natural curiosity, creativity and inquiry as they explore and investigate the natural environment.
 - Staff encourage children to share their interests as part of the planning process. They now need to embed this further to enable children to make decisions and actively lead their own learning. There is scope for children to develop even more independence in their learning by being given the freedom and space to express themselves, particularly within the art and craft area. While children have positive experiences to explore digital technology, there is potential to be more creative in using digital technology to support and enrich learning.
 - Practitioners readily engage in conversation with children to talk about experiences and to encourage them to share their thoughts and ideas. Practitioners respond well to children in a consistently warm and caring manner. They now need to ensure their use of questions and comments are used consistently to support, challenge and extend children's learning.
 - Across the setting practitioners know children as learners. They have appropriately high expectations for all children. Practitioners observe children as they play and learn. This practice now needs to develop further to ensure a consistently clear

focus on individual learning. Care should be taken to ensure observations form the basis of a coherent and individualised story of learning over time. A positive start has been made to the use of electronic journals (e-journals) to document children's experiences and learning. In order to make these fully meaningful for children, practitioners should make better use of e-journals as a stimulus to engage in developmentally appropriate learning conversations with children to enable them to recognise themselves as learners.

2.2 CURRICULUM: theme 2: Learning and Development Pathways

- Across the setting, planning frameworks are well matched to the developmental stages of all children. There is a strong and appropriate focus on nurture and wellbeing. Planning takes account of national guidance and delivers all essential aspects for early learning including an appropriate emphasis on literacy, numeracy and health and wellbeing. The approach to planning now needs to be streamlined and more responsive to children's interests. As this develops, it will be important for practitioners to ensure that children are consistently provided with sufficient depth and challenge in their learning. Building on the very positive links with colleagues working across the early level, continue to embed and develop the progressive approach to planning for early learning.
- Through a wide range of partnerships, including local businesses, children are developing skills for learning, life and work and an early awareness of the world of work. There is scope to develop these partnerships further to support children's skills in enterprise.
- Transitions from home into the setting are managed very well. For younger children, this is further supported by developing early relationships through home visits. A range of effective transition activities including sharing of information on children's learning ensures a smooth transition from nursery into primary 1.

2.7 PARTNERSHIPS: theme 3 Impact on children and families – Parental Engagement

- Very positive relationships between parents and staff are built upon mutual respect and trust. As a result, there is a high level of engagement in the work and life of the setting. Commendably, partnerships and their positive impact reach out beyond the work of the setting. The range of opportunities for parents and members of the community to attend groups such as Little Chef and Parents Early Education Partnerships (PEEP) are having a positive impact on children and families.
- Engagement with a wide range of partners including parents and extended family members results in increased motivation and enriched learning experiences for all children. Helpful information to support learning at home is provided on an on-going basis. Initiatives such as outdoor learning, 'bedtime reading' and 'story bags' are enabling parents to engage in meaningful home learning experiences with their child. Regular dialogue with parents ensures they are kept fully informed of their child's achievements and progress. Parents engage with their child's learning through remote access to their child's e-journals. They report that a session delivered by practitioners on how to use e-journals was extremely helpful in enabling them to regularly engage with their child's learning and experiences. Parents spoken with during the inspection appreciate the use of e-journals to share their child's learning and achievements with the wider family.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- The very positive relationships and a clear emphasis on the importance of wellbeing along with a clear focus on children's rights underpins the work of the setting. Practitioners strive and are successful in creating a climate of mutual trust, honesty and respect. There is a positive and inclusive ethos with a sense of community within the setting as well as a strong recognition of its place within the wider community. Practitioners recognise the needs of the local community and work hard to break down barriers and reach beyond the immediate setting to include children and families from the local community. Practitioners have a very positive image of children as unique individuals with their own needs and rights. The 'Rainbow Charter' provides a structure for positive reinforcement of the UNCRC in a developmentally appropriate way. The voice of the child is taken account of in a range of ways. Admirably the children are represented on whole school pupil groups such as Rights Respecting Schools and health. This now needs to be developed further to ensure that children are enabled, at a developmentally appropriate stage, to have their views and ideas represented. Children would also benefit from having additional responsibilities through identified leadership roles.
- Through their care of 'Fluffy' the nursery rabbit, children are developing their understanding of the *Getting it right for every child* (GIRFEC) wellbeing indicators in a meaningful way. Practitioners now need to build on this very positive approach so that children can develop an understanding of how these indicators relate to themselves. Creative approaches are used to recognise and celebrate children's successes and achievements such as the distribution of 'Walter buttons'. This approach is supporting children to develop an awareness of the benefits of working together to achieve a goal. A positive start has been made to developing resilience in learning through a simple 'Growth Mindset' approach. Relaxation techniques are used effectively to support children's mental wellbeing.
- Practitioners report that they feel valued and their skills and expertise are recognised. They very much appreciate the support and guidance given by the principal teacher. Together, the highly effective and professional team are having a positive impact on the success of the setting in supporting young children and their families.
- All practitioners have an understanding of the statutory duties required to deliver high quality ELC. Together, management and practitioners should revisit the requirements of care planning for individual children to ensure a more streamlined and robust process.

- Diversity is valued and celebrated. Where barriers are identified, staff work tirelessly to overcome them to promote inclusion and equity for all.

3.2 SECURING CHILDREN'S PROGRESS

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- *Progress in communication, early language, mathematics and health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

- Staff are able to articulate the progress children have made in their learning. Electronic journals are used to record episodes of learning and experiences. In order to ensure a robust system for measuring and tracking children's progress, there is recognition that e-journals need to be developed further. There is an over-reliance on professional judgement which is not yet fully moderated. The recording of children's progress is not yet sufficiently robust to accurately reflect the progress children are making across all areas of learning. It will be important to develop further the recording of children's learning and identification of appropriate next steps to ensure children can be given the right level of challenge and make the progress they are capable of.
- Across the nursery there is a strong focus on health and wellbeing which is enabling all children to be ready and comfortable to learn.

Toddlers

- Toddlers are naturally inquisitive and independently choose from a range of interesting resources. They enjoy exploring new tastes and textures when having their snack. Toddlers are beginning to develop independence skills through personal care routines. They enjoy being outdoors with the older children to develop friendships and investigate the natural environment. Photographs are used effectively as a stimulus for children to develop and apply early language and communication skills. Toddlers enjoy listening to stories and are able to follow simple instructions. They develop their mark-making skills using a range of media. Singing familiar counting songs and rhymes and building towers is helping toddlers to develop early counting skills.

Young Children

- Young children are making good progress in health and wellbeing. They are independent in daily routines such as snack and tooth brushing. Most children can talk about different types of healthy foods when having their snack. They talk confidently about and understand the importance of safety when using the woodwork tools. Children will benefit from being more involved in relevant risk assessments in and around the setting. Children's physical skills are developing well through a range of indoor and outdoor activities.

- Most children are making good progress in early language. They listen well to stories and ask appropriate questions during conversations with adults. Children use basic French words through nursery routines. They demonstrate an interest in books and can retell stories through the use of story stones. Early mark-making skills are developed through meaningful contexts such as writing snack lists and creating captions for display around the setting. Most children recognise their name in print and other familiar letters. It will be important for practitioners to promote early literacy across learning to enable children to develop and apply their skills in different contexts.
- Overall, most children are making good progress in early numeracy. They count naturally through routines and games. A few children count forwards and backwards from different starting points and are beginning to develop early addition and subtraction skills. They use mathematical language appropriately as they play to compare the, size, length and weight of different objects. Through relevant contexts such as a pretend café, children are able to recognise different coins and are becoming aware of the purpose of money. Practitioners should now ensure that children make the maximum progress that they are capable of across all aspects of numeracy and mathematics.
- Children are developing an early understanding of science concepts such as properties of materials through experiences such as baking and making their own paint. They benefit from a range of experiences in music including a drumming workshop and singing for enjoyment with a visiting grandparent. As planned, continue to develop children's skills and understanding of sustainability.
- Practitioners capture and celebrate children's achievements effectively from within and outwith the setting. Parents are encouraged to contribute to this. They should now continue to build on children's achievements from home to ensure prior learning and skill development are consistently built upon through nursery experiences.

SCHOOL CHOICE OF QI 2.4 PERSONALISED SUPPORT

- **Theme 1 Universal Support**
 - **Theme 2 Role of practitioners and leaders**
 - **Theme 3 identification of learning needs and targeted support**
 - **Theme 4 removal of barriers of learning**
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- The needs of children and families are central to the work of the setting. The effective key-worker approach is supporting the needs of individual children and supporting wellbeing. These positive relationships could be built upon to promote a more effective approach to learning conversations to enable children to reflect on experiences and their learning. Clear learning targets are identified for the group as a whole. This now needs to be developed further to ensure appropriate differentiated targets in order to meet the learning needs of all children. There is scope for children to reflect on and evaluate their learning and be more involved in identifying what they might learn next.
 - Overall, tasks, resources and experiences are at the right level for most children. As identified, there is scope to provide greater challenge for children who are demonstrating increased ability. The setting makes good use of natural materials and daily use of the outdoor area. The development of the attractive outdoor area for toddlers has supported children having increased opportunities to explore and engage with natural materials.
 - Practitioners identify children's needs through observation and dialogue with parents. Greater use could be made of GIRFEC wellbeing indicators to provide holistic assessment of each child's strengths and needs. We discussed how these could now be used more effectively. Practitioners work very well with other agencies to ensure children who may have barriers to their learning are appropriately supported. Professional learning opportunities including training delivered by partner agencies has deepened staff's knowledge and skills to enable them to provide sound support to children. This multi-agency approach is helping secure positive outcomes for children. As a result of these very positive partnerships, children are being given the appropriate support to enable them to maximise their experience at the setting. Staff should ensure children have SMART targets identified and recorded in order to measure progress over time. Practitioners should now work together with school staff to ensure a consistency of approach in the recording and reporting of needs and progress.
 - The wide range of targeted interventions are having a positive impact on children's development and learning. Building on the positive partnerships with parents, they could now have a greater role in planning their child's learning.