

Summarised inspection findings

St John Ogilvie Primary School

North Ayrshire Council

24 September 2019

Key contextual information

St John Ogilvie Primary School is an open-plan school which has served the parish of St John Ogilvie in Bourtreehill, Irvine, since it opened in 1984. It is set within spacious grounds, providing ample grassed and tarmac areas for pupils. The school has a wide catchment area and serves the communities of Bourtreehill, Dreghorn, Girdle Toll, Lawthorn, Montgomerie Park, Springside and Perceton.

The current P1-7 roll is 169 across seven classes in the primary school. 65.6% of children live in areas classified as SIMD 1-3 and 40.4% are entitled to free school meals, which is well above the national average. The school is in receipt of funds from the Scottish Attainment Challenge and the Pupil Equity Fund (PEF).

Children's attendance at school has been in line with the national average for the last three years. Exclusions are slightly above the national average in the latest year (2018).

2.3 Learning, teaching and assessment

good

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

- There is a caring ethos in the school and relationships are positive. The school prides itself on understanding the specific circumstances of the community in which they serve. Most children are confident in speaking to an adult if they have a worry or a concern and feel they will be listened to and given help. Supported by the senior leadership team, teachers focus on improving the experiences of children by increasingly making learning engaging and motivating. Most children respond and interact well during lessons. A few children need further support to become more resilient and active in their learning. A few children need more opportunities to exercise choice during lessons. In a few lessons, the pace of learning needs to be more brisk and challenging. Most children are taking more responsibility for managing their behaviour and are aware of restorative approaches in school to help them resolve conflict, should it arise.
- Throughout the school, teachers are clear in sharing with children the intended learning. Children are aware of success criteria and this helps them to understand when they are successful in their learning. In a few lessons, children are able to co-create success criteria with the teacher. Across the school, this is particularly evident in writing. All children have targets for aspects of their learning, but most struggle to recall these. There are examples of helpful feedback from teachers, particularly in writing, that assist children in understanding what they need to do to improve. This good practice needs to be shared across the school and become a consistent feature of learning and teaching across all areas of the curriculum. Children respond well to opportunities to be responsible for their learning, working in groups and learning to collaborate to complete tasks. Throughout the school, they have benefitted from an increase in digital technologies, including learning coding, to support and enhance

their learning. Children benefit from being involved in the planning of learning and there is scope to involve them more regularly in planning and evaluating their learning.

- There are clear school values that most children are aware of. Older children are beginning to talk about these values as part of their engagement with the life of the school. Staff recognise that it is important for children to develop further their understanding of a rights-based approach to learning. They should build on the positive start made with class charters and the emerging social conscience of children. This has resulted in children writing to a local outlet to share their views regarding the stereotypical approach to their clothing range.
- Children respond well to opportunities to lead learning. They participate in specific groups, for example, the pupil council and Eco School Scotland groups. There is scope to include more children in these opportunities and to ensure they have appropriate means to share and celebrate their successes with the wider school. Children are proud of the examples of them influencing change and improvements in school, mostly through focussed opportunities. Building on this positive start, it will be important that all children have their views sought in a variety of ways and are provided with feedback on how these are acted upon.
- Overall, the quality of teaching is good. Teachers are eager to improve their practice and willingly undertake additional advice and training. A few teachers lead on specific areas of development that enhance the classroom experience for learners. Staff have worked hard to improve the learning experiences throughout the school. They value the support provided by the Professional Learning Academy (PLA) that has had a clear impact on improving communication and literacy, particularly in the early level.
- Teachers have had a focus on developing higher-order thinking skills. This needs more time to embed fully and be used consistently. Class routines and simple instructions are delivered in French and Spanish, encouraging children to listen and respond. Weekly lessons focus on the progression of key vocabulary with opportunities created to write in French and Spanish. The learning environment is stimulating and demonstrates an appropriate sharing and celebration of children's work, alongside prompts to help children use a variety of approaches and strategies to improve their learning. Teachers know their children well. They use their observations and increasingly relevant assessment information, to help inform discussions with senior leaders and to identify specific gaps in children's learning. A wide range of assessments are used to help identify specific groups of children who may be at risk of not making sufficient progress.
- The headteacher has introduced a detailed approach to planning for teachers, covering all curricular areas. There is a variety of meetings to discuss planning and children's progress with teachers and support staff. Senior leaders have been supported to analyse important assessment data, to help understand trends and identify gaps in learning. There has been a strong focus to raise attainment, particularly in literacy. The headteacher has looked at and reviewed data from a range of sources to identify where children are needing support. A positive start has been made to enabling teachers to better analyse and use data relating to the children in their classes. A continual refining and review of these processes is important to reduce bureaucracy.
- Teachers have been involved in moderation activities with teachers from other schools within the local cluster. They recognise that this has improved their understanding of shared standards with regards to writing. It will be important that teachers have opportunities to develop further their confidence and agree shared standards across the curriculum at all stages. Moderation activities need to focus more clearly on the quality of learning and teaching in the new approaches that have been introduced. This will help identify and share best practice.

2.1 Safeguarding and child protection

- 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.

3.2 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

Overall attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is satisfactory.
- The data presented by the school demonstrates that the majority of children at early level attained expected Curriculum for Excellence (CfE) levels in reading and writing in 2018. Most children at this stage attained expected CfE levels in listening and talking and almost all attained expected levels in numeracy. Teachers predict that the percentage of children attaining expected CfE levels in reading, writing, listening and talking will improve this session, with the percentage of those attaining in numeracy remaining constant.
- At first level, the school reported that less than half of the children attained expected CfE levels in reading, writing and numeracy in 2018. The majority attained at this level in listening and talking. This session, the school's predictions are that all measures will show improvement, with most children attaining expected CfE levels in reading, writing and numeracy and almost all in listening and talking.
- At second level, less than half of the children attained expected levels in reading and writing in 2018, whilst the majority attained expected levels in listening and talking and in numeracy. The school's predictions for this session indicate an improvement in attainment in listening and talking, with almost all children attaining expected levels, and most children attaining in reading writing and numeracy at this level.
- Inspection activity indicates that, whilst teachers are becoming more confident in their professional judgements of achievement of a CfE level, this is not yet sufficiently robust or reliable. There should now be increased opportunities for teachers to develop a deeper understanding, knowledge and application of the moderation cycle and National Benchmarks. This will support them to become more familiar with holistic assessments and improve their confidence in confirming achievement of a level. This will be further enhanced by the planned work with the Data Coach in supporting teacher's analysis and use of data to inform appropriate interventions, challenge and support for children and to raise expectations.
- Senior leaders have identified attainment in writing as an improvement priority across the school. They have provided targeted interventions, including support from the PLA, which is leading to the improvements noted this session. Staff should now, as planned, continue with interventions to secure improvements in other areas of literacy and in numeracy.

Literacy and English

- Overall, most children are making satisfactory progress in literacy.

- Children at the early level have made strong progress particularly in aspects of literacy that staff had identified as needing to be improved. There has been clear evidence of improvement in children's listening and talking skills and phonological awareness. Most children listen well and are able to talk about areas of interest to them confidently. They are becoming skilled at hearing sounds in words and linking these to simple texts. Children are beginning to write for a range of purposes. A few could make even more progress.
- Most children who are secure at first level can read with increasing fluency and expression. They share favourite authors, describing clearly the features of books and the differences between fiction and non-fiction. Some of the new approaches to using planned strategies to support children's reading skills are not yet fully understood by the majority of children. In order to secure better understanding children would benefit from increased opportunities to apply these strategies to other curricular areas. A few children have very well developed listening and talking skills and respond well in group activities, taking turns to speak and demonstrating appropriate eye contact and expression. Most children write using correct punctuation and are confident at spelling common words.
- By second level, the majority of children are confident at offering opinions supported by strong ideas. They understand the difference between fact and opinion and can display this effectively through persuasive writing. The majority of children read well and with fluency, they can describe particular genres and the features associated with specific texts. Overall, they are less clear at identifying specific reading skills and when they may use them.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory.
- Most children at early level are becoming confident in using an appropriate range of strategies to add and subtract within ten. A few need support to apply these skills when using money. Most children are able to count number sequences to 30, naming numbers before and after with confidence. Children respond well when this is within play-based activities.
- By first level, most children identify the value of digits in three digit numbers and round to the nearest ten and hundred. The majority of children talk well about units of measure and how to measure everyday objects. They use this knowledge well to make reasonable estimates of length. There is scope to develop further their understanding of multiplication and division facts. The majority of children are confident to use known strategies to solve problems. They need more opportunities to apply these strategies and link their number knowledge across learning. Most children are unable to identify right angles. They need further experience in working with both analogue and digital time within a meaningful context.
- The majority of children at second level are confident when solving problems using the four operations. They now need to work on deepening their understanding and application of fractions, decimals and percentages. Almost all children could identify 3D objects and recognise their properties. Children now need opportunities to calculate the area and volume of shapes.
- At early and first level, children need further experience of exploring the properties of 2D shapes and 3D objects. Children at all stages have opportunities to conduct surveys and represent their findings in a suitable range of ways. By second level, children can use spreadsheets to display information.
- Across the school, there are opportunities for children to apply their learning in numeracy and mathematics in real life contexts. A few children talk confidently about aspects of financial

education and its impact on society. There is scope for teachers to ensure all aspects of numeracy and mathematics and are given appropriate emphasis across the year.

Attainment over time

- Data provided by the school indicates significant fluctuations in attainment in literacy and numeracy from 2015 to 2018 at early, first and second levels. Support provided by the PLA, where teachers have the opportunity to work with and learn from others in the local authority, is leading to improvements in pedagogy and in early identification of potential barriers to learning. Support staff are becoming more skilled in supporting specific approaches to learning.
- Senior leaders meet regularly with teachers to monitor and track children's progress at all stages across the school. This is informed by summative and formative assessments, standardised assessments, observations and increasingly by the use of National Benchmarks. This allows senior leaders to evaluate progress in learning across the school and by different groups of children. There is significant scope to review how this data is used by teachers in order to ensure improved outcomes for children.

Overall quality of learners' achievements

- Children talk positively about the opportunities they have to celebrate achievements both within and outwith the school. They are proud to have this recognised on the 'WHOOSH' (We Highlight Out Of School Heroes) wall and celebrated through weekly assemblies. Older children act as reading and numeracy buddies for younger children which helps them develop as successful learners and responsible citizens. Additionally, older children are encouraged to develop leadership skills by supporting children in younger classes.
- The local community supports the school well by providing opportunities for children to learn in real-life contexts, for example with Age Concern. This is helping children develop as responsible, caring people who are sensitive to the needs of others. Children are developing an awareness of global issues by their engagement with FairTrade, SCIAF and Chernobyl Children's Lifeline activities.
- Leadership opportunities for example, as Digital leaders, House Captains or Pupil Council representatives are helping children to develop their voice and take on responsibilities. Further engagement with How Good is OUR School? would enhance opportunities for children to lead change within the school.
- We have discussed with staff how the skills children are developing as a result of their wider achievements could be monitored and tracked more effectively. There is scope to relate them to Developing Young Workforce and Careers Education Standards guidance.

Equity for all learners

- All staff have a good understanding of the socio-economic background of children and are proactive in identifying potential barriers to learning which they may experience. The school's effective attendance and late-coming procedures have led to consistently high rates of children's attendance.
- The Pupil Equity Fund (PEF) allocation has been used effectively to support improvements in literacy and numeracy this session. Additionally, staff have supported children to understand and develop their emotional wellbeing. They have achieved this through the creation of a specific area in the school where children can talk to, and be supported by an adult. This is resulting in children remaining in school, where previously they may have been unable to sustain their attendance. As a result, they are able to access more of the curriculum and learning opportunities they are entitled to. Staff should continue, as planned, to support the

development of children's wellbeing, leading to greater independence and growth of their skills for learning, life and work.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.