**Oxgang School and Support Service**

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**Standards and Quality Report**

**2018-2019**

Welcome to the 2018-2019 Standards and Quality Report for Oxgang School and Support Service. This is a summary report on the performance of Oxgang School and Support Service over the last academic session in line with Falkirk Council’s commitment to providing high quality services and ensuring continuous improvement in these services. The report has contributions from staff, pupils, parents and other partners including the recent inspection advice from visiting HMIe for Education Scotland. Towards the end of the report will be relevant data to support assertions made within improvement evaluations.

The purpose of the report is:

* To report on the progress made by Oxgang School and Support Service over the previous session, particularly in relation to the Service’s own priorities as set out in our Service Improvement Plan for 2018 - 2019
* To share achievements and celebrate success with children, young people, parents and partners.
* To identify priorities for 2019 -2020
* To report progress to our local authority, parents, and other stakeholders

Context of the Oxgang School and Support Service:

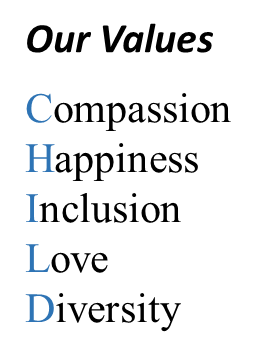
Oxgang School and Support Service is a Falkirk Council, multi-professional primary education provision, which provides small group education for children, support for schools and families who are experiencing levels of social and emotional distress which affects their ability to access mainstream provision. Oxgang School and Support Service is part of Falkirk Council’s Inclusion and Wellbeing Service 3-18 which supports children and young people aged 3-18 years old as well as their families.

Oxgang School and Support Service is made up of a Headteacher, one Depute Headteacher, Principal Teachers, Class Teachers, Support for Learning Assistants, Early Years Officers and Inclusion Workers.

In March 2019 Falkirk Council’s Education Committee agreed to change the name of Mariner Support Service and Oxgang School and Support Service to Inclusion and Wellbeing Service 3-18. At the end of this report next year’s planning will be undertaken using the new name Inclusion and Wellbeing Service 3-18 and will make reference to the distinct primary and secondary aspects.

Vision:

The service is committed to being reflective and responsive to meet the changing needs of the children and young people in Falkirk Council. Our aim is to become a centre of excellence, working with all our partners to plan for and achieve positive outcomes for all of our children, young people and their families.



“Learning Communities across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact” better relationships, better learning, better behaviour”

Scottish Government 2013

**Strategy:**

The Inclusion and Wellbeing Service 3-18 fully endorses the view of the inextricable link between positive relationships, behaviour and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people bring with them different abilities, experiences and family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement within our community.

**The Service aims to:**

* Develop trusting relationships to build a warm, welcoming and purposeful atmosphere to meet the needs of all our young people.
* Develop a community where everyone is valued and respected.
* Provide a positive learning environment.
* Ensure that all our learners have access to opportunities to develop the four capacities of Curriculum for Excellence.
* Develop skills for learning, life and work whilst raising attainment.
* Promote social inclusion.
* Celebrate success through a variety of channels, such as communication with home, publication on the school and council websites, parents and carers’ visits, displays and assemblies.

Service Priorities and Progress 2018-2019

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| Oxgang School and Support Service priorities: | | | |
| **Priority** | **Impact and Review of Progress** | **Next steps** | **Lead by** |
| * To improve the quality and consistency of HWb assessments to inform planning and improve outcomes for young people. | Overarching themes supported by assessment data (table at bottom progress updates):   * Boxall Profile scores improving over time * Improved resilience and regulation demonstrated through educational engagement and reduces incidents * Improved wellbeing wheels scoring for children * Progress made in relation to benchmarks   **Evaluation of 2018-2019**  The Boxall Profile is now consistently used to design individualised, targeted support for children in the primary provisions. There is a daily and skills based activity for each individual child called ‘Me Time’. To prepare for these activities staff use the scores from the Boxall Profile to target an area of developmental need over a period of 6-10 weeks before retesting.  The Health & Wellbeing Assessment Support Booklet has been an additional successful pilot for the primary provisions. Feedback received from both staff and pupils has been very positive with the evidence demonstrating that the children, supported by prompt questions, are more able to record their feelings more effectively. This is then used by staff to ensure tracking of meeting individual needs is being met.  The pilot of introducing Boxall to our outreach service has been positive. It has had an increasing impact on pupil’s health & wellbeing as ISW staff have been able to use the profiling to highlight individual needs and build strategies to ensure these needs are being met. Furthermore the Boxall has enabled staff to track and evaluate data and progression to ensure next steps in learning are relevant and that pupils are involved in these. | * Continued use of the Boxall Profile as a tool used to design targeted skills based interventions for all children accessing the service’s specialist primary provision * 6-10 week Boxall assessments being undertaken and data analysed and annotated. * Develop use of Leuvan Scale of Active Engagement in Learning to support change for improvement re adaptations to curriculum. | P Haddifon |
| * To improve the quality of children’s play experiences to facilitate play based learning using BTA document as a self-evaluation tool. | Overarching themes supported by assessment data:   * Children show increased self-confidence & self-esteem through increased social interaction. * Children report more positive playtimes- fewer playground difficulties. * Children show increased ability to participate in purposeful play experiences.   **Evaluation of 2018-2019**  Children have been engaged in purposeful play experiences with children engaging and progressing through their Individual Intervention plans. There was increase in sensory play experiences designed by staff with a creation of sensory room at Grangemouth Campus.  Children have had more interactions with adults and peers through play experiences with skills based learning developed across the school day and ‘Me Time’. Children who were newer to the provisions have settled into their educational routines through duplicating familiar play experiences. Teacher judgement demonstrates that children have been more ready to engage with learning opportunities. This will be further measured next session as data within Leuven Scales will be analysed.  Structured room for play across all provisions is now in place with planned opportunities to use the spaces is evident within children’s individual plans. This has supported a reduction in anxiety for children who previously would not attend school. Outdoor education/play has begun across all provisions and this will be furthered developed next year. | * Group to meet and identify suitable play spaces in new provisions. Update on progress already made at end of session 2018-2019. * Focus on Outdoor play and introducing more loose parts / sensory play * All provisions set up with appropriate play spaces and parent/carer involvement continuing to evolve. * Further develop children’s voice in their play experiences – through planning. Children’s personalisation and choice. | C Cruse |
| * To develop creative ways in Literacy and Numeracy to engage children in their learning. | Overarching themes supported by assessment data:   * Increased engagement with learning * Samples of work demonstrating re-engagement with literacy and numeracy * Progress made in relation to benchmarks in literacy and numeracy   **Evaluation of 2018-2019**  Children are more frequently part of selecting the context for learning. This is often based upon what their interests are (avoiding areas which had been covered previously e.g. WW2).  Children are beginning to better understand how their learning could be assessed. For example children are given sheets which have images of writing, a camera, making items, talking about things and this was discussed in relation to the assessment of the learning.  Children’s abilities and interests were better considered in development of learning experience. An example from this academic session is when writing a story with a child they were overly challenged due to gaps in previous learning. Therefore plastic dinosaurs, sticks and wild plants were used outside in the garden to create a prehistoric landscape for a photo-story with the iPad. The child was more able to access their learning and plan the story, set the sequence up and take pictures to evidence. This creative approach brought in literacy, ICT, art, numeracy and learning about when dinosaurs lived.  A range of methods and strategies are now being used across the primary provisions to include effective questioning, mind maps, social media and encouragement to use Speech-to-Text on the iPad to allow for independent research. This creative approach for children engaging in literacy has made learning more accessible. | * Children to be part of the process of planning around the benchmarks – what learning needs to be done and how it could be done? |  |
| * To introduce a 1+2 approach within a small primary provision. | Overarching themes supported by assessment data:   * Increased engagement with learning * Samples of work demonstrating re-engagement with 1+2   **Evaluation of 2018-2019**  Staff are clearer about area of development, proposed action plan and how this would be achieved.  The Local Authority 1+2 Advisor, liaised with the Scottish Government who advised that the expectation for our service would be to ensure ‘experiences’ for the pupils accessing the specialist provisions.  Primary provisions have agreed to deliver French to ensure continuity across the three provisions and allow for greater scope for including pupils joining us from mainstream schools as well as those returning to the mainstream setting.  Through planning it became evident there was a need to develop and increase staff knowledge of vocabulary, phonological awareness and grammar in order to effectively deliver a languages curriculum.  Teaching staff have received bespoke training facilitated by the local authority advisor.  All teaching staff have been given the opportunity to attend additional training at an authority level. Principal Teachers will attend #ScotlandLovesLanguages events.  This is part of a national campaign to celebrate linguistic diversity and raise awareness of languages learning across Scotland.  The ‘Celebration of Languages’ event was led by Richard Tallaron and showcased classroom activities.  The PowerLanguageSchools platform was launched at this event with logins available for all Falkirk schools.  The planners and associated resources will enable staff to support progression from early through to third level. This will also ensure staff within the off-site provision can offer the same level of languages teaching as those within mainstream school as well as a continuity of planning and assessment at points of transition.  Next session the Principal Teachers will deliver French lessons during teacher non-class contact time, whilst class teachers will embed practice and focus on classroom routines.  Opportunities made available to pupils in P5-7 to experience some languages activities including songs, stories and greetings. | * Launch of French within the primary provision. * Creation of service languages policy. * Consultation with staff and parents. * Completion of bespoke training for all teaching staff | Y Fulton |
| Whole Service | | | |
| * Adoption of nurturing approaches across the whole service as a solution and response to past or current trauma | Overarching themes supported by assessment data:   * Clerical support for SEEMIS data gathering and sharing * Secondary Boxall profiles require consistent application * Primary Boxall profiles being used effectively to design learning opportunities * Nurture Audit Tool showing areas for development and areas of strength   **Evaluation of 2018-2019**  All physical environments within the service have been developed and improved to ensure that the children and young people can access a nurturing setting. All environments are kept clean and tidy with displays being regularly changed via notice board competitions in secondary and with children’s work in primary. Where something is damaged, repairs happen quickly. In secondary the flat is used as a breakfast space for all young people to access whereas zones in primary have been developed to closely mirror relaxing home environments. The flat space is also used for family supports and parents groups. There have been other environmental developments for example, a relaxing library space, fitness suite and up-cycling spaces within Laurieston Campus to ensure alternative ways for staff and young people to enhance relationships. Additionally, garden spaces within Slamannan Campus are used by children and young people to interact with staff while contributing to a positive environment for the youngest children accessing support.  The nurture audit tool identified areas that require growth and consistency. Equally, areas of strength have been recognised that should be continued to effectively support all children and young people. Children and young people are consulted when developing their plans around how to safely access support in school. There are active pupil council’s across each provision that contribute to planning improvements. Equine therapy, farm and therapeutic art are timetabled across the school week to offer young people opportunity to work around animals to promote confidence and regulation. Boxall profiles are used effectively and consistently in primary provisions to develop learning opportunities however, secondary now need to embed these fully and integrate into current planning.  The Family Support Team developed and piloted a programme for parents and carers, called “It’s Not Rocket Science”. Designed to increase resilience and confidence in participants, the programme took place in the first half of 2019, and was attended by 6parents and carers. Participants’ feedback was extremely positive and the family support team will investigate the viability of continuing the programme in the new session. | * The Compassionate and Connected Classroom resource for children and young people has just been published and will be very useful in moving forward * 2 trainers from IWS identified to deliver authority training on Connected and Compassionate Community * 16 staff across service to access authority training on Connected and Compassionate Community * Introduction of relaxation therapy for secondary aged pupils * Completion of nail salon/bar as an additional area for young people and adults to interact positively | G Macadam |

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| **Key priorities for School Improvement Planning 2019-2020** | | |
| Across session 2019-2020 we will continue to enhance the small number of key Improvement Priorities identified in session 208-2019. The high level priorities for Inclusion and Wellbeing Service’s primary provisions will remain:   * To improve the quality and consistency of HWb assessments to inform planning and improve outcomes for young people * To improve the quality of children’s play experiences to facilitate play based learning inclusive of learner voice * To develop creative ways in Literacy and Numeracy to engage children in their learning. * To deliver a 1+2 approach within a small primary provision   The Inclusion and Wellbeing Service 3-18 will continue to have a specific service wide focus upon developing staff capacity to engage with Trauma Informed Practice and Nurturing Approaches. | | |
| **What is our capacity for continuous improvement?** | | |
| Inclusion and Wellbeing Service 3-18 continues to build capacity across the staff team, parents, pupils and community to contribute to and lead service improvement. The service will take a sustainable approach to improvement which is linked to quality assurance and self-evaluation then taken forward in a manageable, proportionate and meaningful manner. There has been significant time allocated within the service calendar to ensure that improvement is prioritised and given proportionate time to undertake improvement activity. The service continues to design improvement requirements in a planned, coordinated and strategic way. It is essential that the service avoids an approach that simply reacts to events. Instead the service responds to strategic use of data based upon needs of the children, families and schools across Falkirk.  Improvement is closely linked to national, local and service priorities. However, the service vision is a primary driver for change within our specialist schools. At service level the RACI groups meet with the Headteacher across the school year to ensure support is given and to ensure suitable progress is being made and evidenced. The school has two improvement walls located within training and staff areas. The staff, children and parents’ contributions to the improvement were connected to self-evaluation. The second improvement wall gives a comprehensive overview of all RACI groups, improvements made by those groups and also displays whole service level data for the groups to refer to. | | |
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| **Self-Evaluation of the Core HGIOS?4 QIs** | |
| **QI** | **School/Setting SE** |
| **1.3** | Good |
| **2.3** | Good |
| **3.1** | Good |
| **3.2** | Good |

**Teaching and Learning**

Prior to attending the service our pupils have not always enjoyed positive experi­ences of education. The process whereby their referral to Inclusion and Wellbeing Service 3-18 is accepted often includes extended periods of exclusion. This results in most pupils expe­riencing gaps in all educational areas which are compounded by chronically low confidence and self-esteem. In addition, many of our pupils have experienced significant trauma in their lives, trauma which is largely unresolved or ongoing. Pupils therefore operate with high levels of stress and can find it overly challenging to engage with learning.

Each pupil within the service is offered an individual educational experience that is designed to meet their needs. For those suffering with trauma this may mean a phased induction to the service provision, which normally lasts between 2 and 4 weeks, and will place high emphasis on developing relationships with staff mem­bers and other pupils. It is also crucial at this stage that honest and positive relationships are established with home so that the pupils have the best possible chance of being suc­cessful in their placement.

The aim for pupils leaving the Inclusion and Wellbeing Service 3-18 is that they are able to fulfil their potential across the four capacities of Curriculum for Excellence, and that they are able to return successfully to the mainstream school setting. Our focus, therefore, will be on encouraging activity which teaches pupils about stress responses, relaxation and building resilience then move towards literacy and numeracy.

**Investing in new staff roles**

The traditional staff profile within schools is changing and the Inclusion and Wellbeing Service 3-18 is no exception. In addition to teaching staff and the senior leadership team, the Inclusion and Wellbeing Service 3-18 also has Support for Learning Assistants, Early Years Officers, and Inclusion Workers. All of these roles are backed up by clerical support from our admin team. The wide range of roles allows pupils at Inclusion and Wellbeing Service 3-18 to be supported by a variety of staff across the school day, and gives them greater opportunities for success and achievement.

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**Feedback of Standards & Quality Report**

We are very keen to receive your comments and feedback to help us to improve our report for next year. If you could take a few minutes to complete the questions below, we would be most grateful.

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| * Did the report have information that was useful to you about the primary provisions within the Inclusion and Wellbeing Service 3-18? |
| * Was the report written in a way that was easy to understand? |
| * Was there enough detail about the various teams that make up the service? |
| * Please give us comments on anything that you feel would be useful for us to consider when we design next year’s report. |