**Oxgang School and Support Service**

****

****

**Standards and Quality Report**

**2017-2018**

Welcome to the 2017-2018 Standards and Quality Report for the 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 2017 - 2018
* To share achievements and celebrate success with children, young people, parents and partners.
* To identify priorities for 2018 -2019
* To report progress to our local authority, parents, and other stakeholders

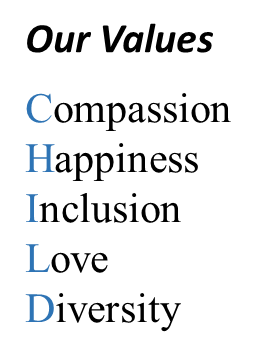
Context of the Oxgang School and Support Service:

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. There has been a number of changes to staff during the academic session. However, there have been successful recruitment processes undertaken to replace staff who have moved on. The timing of staff moving on to new jobs did reduce effectiveness of service improvement, however, progress was made across all aspects of the Service Improvement Plan.

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 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 2017-2018

|  |  |  |  |
| --- | --- | --- | --- |
| Oxgang School and Support Service priorities: | | | |
| **Priority** | **Impact and Review of Progress** | **Next steps** | **Lead by** |
| **To develop creative ways in Literacy and Numeracy to engage children in their learning.**   * + **2.4, 2.5, 3.1, 3.2**   NIF Priorities:   * Improvement in children and young people’s health and wellbeing * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver:   * Performance Information * School Improvement | Academic progress this session has be the result of many supports including technology. Success was tracked through engagement in learning as well as readiness to learn. Prior to beginning placement in Oxgang School and Support Service the children had reduced opportunities to access mainstream schools due to having reduced timetables. All children who have begun a placement have been returned to a 25 hour per week timetable and have begun to access and engage positively with literacy and numeracy activities. This has supported the transition of one pupil who has returned to mainstream school.  Through the use of outdoor education and the school garden, the children have begun to access integrated outdoor experiences in both literacy and numeracy. The Pie Corbett text, Talk for Writing Across the Curriculum, provided a good starting point for discussion and text development; numeracy was developed alongside the outdoor work with natural links to measurement of time, length (space for plants, making outdoor items e.g. small raised beds), weight and volume, temperature (collect measurements over time to work on negative numbers, graphing, predictions, etc). Outdoor Ed, gardening and growing link well to HWB are proving to be an excellent and creative context for developing literacy and numeracy. | Establish:   * Education City, Nessy Spelling and Teach Your Monster to Read and varied iPad apps into regular classroom practice * Monitoring of use and effectiveness through feedback from children and practitioners, as well as online evidence of progress. * Feedback during September 2018 December 2018, May 2018. | Ewan Shanks |
| **To improve the quality of children’s play experiences to facilitate play based learning.**  **QI 2.4, 2.5, 3.1, 3.2**  NIF Priorities:   * Improvement in children and young people’s health and wellbeing   NIF Driver:   * School Leadership * School Improvement | Two rooms within Oxgang School and Support Service were set up to provide quality play opportunities and experiences. Pupil comments have provided further recognition of the suitability of the newly designed spaces. Pupil engagement in play sessions has improved across the academic session and a targeted skills lead session design has further improved purpose of the play activity.  Boxall sessions have been established with a focus on play that improves key areas of social, emotional and behavioural development. Initial scoring on Boxall Assessments for children demonstrate that all children have improved in targeted areas.  The creation of more stimulating play spaces have proven to engage children and provide opportunity for risk, challenge and personal growth. | * Explore use of self-evaluation tools to track improvements and requirements for further interventions. * Additional resources to be purchased to improve range of play activities. * Set up suitable play spaces within new provisions * Explore building capacities within families to support skills led play * Explore opportunities to take play outdoors | Carol Cruse |
| **To improve the quality and consistency of HWb assessments to inform planning and improve outcomes for young people.**  **QI 2.4, 2.5, 3.1, 3.2**  NIF Priorities:   * Improvement in children and young people’s health and wellbeing * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children   NIF Driver:   * Assessment of children’s progress | Analysis of exclusions, incidents, reporting of incidents to health and safety committee and attendance have been tracked in relation to effectiveness of Boxall Sessions. Attendance rates have stayed steady and are above the national average for pupils within an off-site provision. Incidents have continued to fall across the school session. There have been 4 exclusions across the year relating to risk taking behaviours. Staff continue to be accountable for their timetabling, implementation of interventions, planning and evaluations. Almost all pupils have engaged and participated positively on a daily basis during their individual sessions.  Further consideration will be given to the consistency of who is identified to complete the assessments as these are at times more subjective. Data gathered from the Boxall assessments demonstrated improvements across developmental or diagnostic skills.  Next session, staff will be reminded to complete the assessments using an open and non-judgemental approach. There will be significant staffing changes in August 2018 so staff training in the use of the assessments and intervention planning will require to be revisited. | * Staff ensure consistent implementation of daily Boxall Sessions * Refresher training for all staff to provide consistency of approach | Yvonne Fulton |
| Whole service areas: | | | |
| **To develop common understanding of Trauma Informed Practice, specifically relating to grief and loss, and consider proportionate interventions to support learners.**  **QI 2.4, 3.1**  NIF Priorities:   * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children's and young people’s health and wellbeing; and * Improvement in employability skills and sustained, positive school leaver destinations for all young people   NIF Driver:   * School leadership * Teacher professionalism * Parental engagement | * **Staff accessing training on Trauma Informed Practice**   Training has occurred on the following dates:  February 2017 – DHT accessing two full days of Trauma Informed Practice training with Steve Sweeney of Barnardo’s  29/05/17 – DHT accessing screening of Resilience movie and subsequent discussion on trauma and ACES  16/10/17 – Full day, full service training for all staff on Trauma Informed Practice  23/10/17 & 20/11/17 – Twilight sessions on Trauma Informed Practice in Oxgang  24/10/17 – DHT accessing and PT attend Leadership for Nurturing Resilience event in Glenrothes  3/11/17 & 10/11/17 – Twilight sessions on Trauma Informed Practice in Mariner  13/03/18 – James Docherty from Violence Reduction Unit visits Mariner Support Service to discuss how the whole service could benefit from work of Violence Reduction Unit.  21/03/18 – DHT at Relationships and Resilience: Addressing childhood adversity to support children’s learning and wellbeing conference in Glasgow  04/05/18 – All staff attend a screening of and discussion around Resilience movie  22/06/18 – Darren McGarvey giving input to secondary staff and pupils about overcoming childhood adversity   * **Colleagues from other organisations (and nationally) have also benefitted from the above:**   16/11/17 – Consultation regarding Trauma Informed Practice with colleague at St Mungo’s RCHS raising awareness across the school.  09/03/18 – DHT part of a cross-sector group looking at developing a national resource to be used by schools to inform staff, pupils and parents about trauma and how to overcome it. This has been named the Compassionate and Connected Classroom  18/06/18 – Mariner Support Service pupils, parents and staff filmed to contribute to the Compassionate and Connected classroom project  26/06/18 – DHT delivered an afternoon of training to colleagues at Forth Valley College to assist the staff there to work more effectively and confidently with children affected by trauma. This is designed to have a positive impact on our pupils who attend college.   * **Staff awareness of Adverse Childhood Experiences raised**   This has been achieved via the training as described above. In January 2018 an audit of the ACEs experienced by pupils was conducted and the findings shared with the staff team.   * **Staff capacity raised to safely work with children**   Through the above training and linked to TCI and Nurture training staff now have a better understanding of the impact of ACEs on children, young people and themselves. This has prompted a shift in language (ie we now discuss distressed rather than poor behaviour) and an awareness of the need to see behind behaviours and to address the trauma.  Work has commenced with several staff on using trauma packs with children to enable them to safely explore and transform their traumas.   * **Staff will be more confident in supporting learners with ACEs using trauma informed practices.**   The journey towards being a trauma informed school has led to a trial of ending exclusions from Mariner. This is in recognition of the fact that as the damage from trauma is relational, the way to repair it has to be relational also and this cannot be done alone. Despite some relatively serious incidents we have offered a provision to every pupil in the school every day of the term and have used a variety of strategies including offsite and outreach packages to continue to engage pupils and plan for their successful continuation of their timetable in Mariner.   * **Practical application of skills developed in staff evident in daily activity**   The shift in language has been one of the marked changes, along with practical applications of the training such as the use of trauma packs. The use of the resilience matrix to evaluate pupils’ current situations and inform planning is in its early stages but is helped by the knowledge gained through training. Staff now clearly link distressed behaviours to trauma and look for solutions rather than for punitive approaches. | **Next steps:**   * Further develop service-wide group to assist staff with practical steps to use with pupils * 31/08/18 – DHT to attend next meeting of the Compassionate and Connected classroom project working group. * Embed the use of wellbeing assessment tools through use of inclusion workers and key teacher time. * Assist parents to access tickets for ACE awareness national conference * 26/09/18 – staff and parents to attend ACE awareness national conference * Merge RACI areas to plan jointly on nurture and Trauma Informed Practice * Explore mindfulness and exercise as practical ways forward * Consider if/how we screen for ACEs * Maximise opportunities for engagement with those who may be offsite or on shorter timetables. * A refocus on grief and loss * Practical application of theory to be established across school and service. * Year 2 to year 4 will track outcomes in relation to attendance, exclusion, incidents, pupil engagement and attainment that will show impact of staff application of training | Gillian Macadam |
| **To fully embed and enhance nurturing practices across the service across session 17-18.**  **QI 2.4, 3.1**  NIF Priorities:   * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children's and young people’s health and wellbeing; and * Improvement in employability skills and sustained, positive school leaver destinations for all young people   NIF Driver:   * School leadership * Teacher professionalism * Parental engagement | * **Provisions having established ‘nurturing nooks’**   Nurturing nooks have been established within the service with every classroom having a nurturing area. The flat within Mariner Support Service has been redesigned and is used by children, families and for small group work. This supports children who are distressed to have a safe and calm area away from the main school. More work will take place next session to enhance this space. This will continue to be a priority for next session.   * **Learners engaging in activities to promote regulation, resilience and accessing key staff.** * **Staff knowledge, understanding and practice enhanced.** * **Embedded culture of nurturing approaches used across whole service.**   Key staff roles within Mariner Support Service and Oxgang School and Support Service are firmly embedded and has been enhanced through pupils now identifying additional ‘safe staff’ who they can turn to when in crisis or in need of comfort.  Additional focus will be undertaken in Oxgang School and Support Service around specific activities to promote regulation and resilience. Oxgang School and Support Service has established daily ‘Boxall Sessions’ for every child that targets individual need.  Data gathered for Oxgang School and Support Service at the time of writing this report demonstrates that there has been a reduction of approximately 60% in relation incidents within the school. This demonstrates improvement of staff practice and pupil regulation skills.  This priority is ongoing and will be a major focus next session.   * **Parents developing understanding of nurturing approaches that can enhance home environment**   14/06/18 – Screening of Resilience movie and discussion around the impact of trauma. Parents able to link their children’s behaviours to past traumas and understand more about the need for nurture as a way forward. Parents accessed strategies delivered by the specialist Family Support Workers to reduce likelihood of crisis emerging. Significant and ongoing support is allocated to families and parents although for next session there will be specific focus on awareness of adversity and how nurturing approaches improve resilience towards adversity. | * Oxgang School and Support Service will liaise closely with Oxgang School and Support Service staff to learn about and develop the use of Boxall Assessments in relation to ‘Boxall Sessions’. * As staff awareness has been raised around trauma the next stage will be to further enhance nurture practice and nurturing approaches as a solution and response | Gillian Macadam |

|  |  |
| --- | --- |
| **Key priorities for School Improvement Planning 2018-2019** | |
| Across session 2018-2019 we will continue to have a small number of key Improvement Priorities. The high level priorities for Oxgang School and Support Service will be:   1. To improve the quality and consistency of HWb assessments to inform planning and improve outcomes for young people 2. To improve the quality of children’s play experiences to facilitate play based learning 3. To develop creative ways in Literacy and Numeracy to engage children in their learning 4. To introduce a 1+2 approach within small group provision <https://www.gov.scot/Resource/0039/00393435.pdf>   The Inclusion and Wellbeing Service 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?** | |
| Oxgang School and Support Service 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. | |
|  | |
| **Self-Evaluation of the Core HGIOS?4 QIs** | |
| **QI** | **School/Setting SE** |
| **1.3** | Satisfactory |
| **2.3** | Satisfactory |
| **3.1** | Satisfactory |
| **3.2** | Satisfactory |

Teaching and Learning

Prior to attending the service our pupils have not always enjoyed positive experi­ences of education. The process whereby their referral to Oxgang School and Support Service 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 Oxgang School and Support Service 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 Oxgang School and Support Service is no exception. In addition to teaching staff and the senior leadership team, Oxgang School and Support Service also has Support for Learning Assistants, Early Years Officers, Inclusion Workers with new Principal Teachers across all of our provisions. All these roles are backed up by clerical support from our admin team. The wide range of roles allows pupils at Oxgang School and Support Service to be supported by a variety of staff across the school day, and gives them greater opportunities for success and achievement.

✂-------------------------------------------------------------------------------------------------------------

**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.

|  |
| --- |
| * Did the report have information that was useful to you about Oxgang School and Support Service? |
| * 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. |