



Onthank PS and Gaelic EEC  
Improvement Report 14-15



School Improvement Report	Standards and Quality
School Name	Onthank Primary School and Gaelic ECC
Session	2014-15

## 1. Introduction and Key Strengths

Onthank Primary School and Gaelic Early Childhood Centre is a large three storey building, originating from 1958 with a recent addition of six early stage classrooms as part of an extension to the campus. The building comprises primary classrooms, including two multiple stage Gaelic classrooms, one Gaelic playroom, a gym, assembly hall, IT suite, dining room, kitchen, conference room and a large outdoor play area. The campus is shared with Onthank Early Childhood Centre which is part of the new building and there is also community education provision (PEACE) situated in the original part of the building, which provides care prior to and after school. There is also a breakfast club which is popular.

The establishment is situated in the north of Kilmarnock, serving the areas of Onthank, Wardneuk and Southcraig. It is a non-denominational school and centre and has a roll of approximately 620 primary pupils and 10 pre school children aged 3-5 years in the morning session of the Gaelic Early Childhood Centre.

There are four primary 1 classes and three classes at primary 2 to primary 7 stages.

The school has a promoted staff team consisting of a headteacher, depute head teacher, four permanent principal teachers, including one with a remit for Gaelic education, as well as two temporary principal teachers. Each promoted member of staff has a clear remit with responsibility for certain aspects of service delivery.

There are three clerical assistants, including a senior, and four full time and two part time classroom assistants. One of the part time assistants is a native Gaelic speaker who works with the Gaelic classes and early childhood centre.

The school kitchen staff provide a high quality catering service, led by a senior catering manager.

The two janitors and a cleaning supervisor, who manages the team of cleaners, are responsible for the maintenance and cleaning of the school and early childhood centres on the Onthank campus.

Attendance is in line with East Ayrshire Council's target and there were no exclusions during session 2014-15.

### Key Strengths:

- Ethos and team work
- Health and Wellbeing
- Partnership working with parents
- Additional Support for Learning
- Green Flag status (awarded third flag)

## 2. How well do young people learn and achieve?

The children are happy, settled and keen to learn. They are actively involved in their learning and are highly motivated and engaged in relevant educational activities and experiences. They are encouraged to solve problems, make decisions and develop good independence skills. They show confidence to plan and initiate their own learning both indoors and out. Children are consulted on their learning through a variety of strategies such as mind maps, self and peer assessment.

The children are making good progress in all aspects of their development and learning. Children are attaining well in literacy and numeracy skills, however we have identified that we need to focus on a more coherent whole school approach to ensure continuity of learning and achievement for all children. We aim to improve our tracking system to ensure progression in each child's learning development.

Onthank is the first primary school in East Ayrshire to register to become a Rights Respecting School and the promotion of positive behaviour through this work and the 1,2,3 magic approach, ensures all children are treated fairly with respect and given praise and encouragement.

Identification of additional support needs and referral systems are well established. We have identified a need to further improve the evidence we gather on the children's achievements to ensure that they are more individual to each child's learning and that they demonstrate continuous progression.

## 3. How well does the school /centre support young people to develop and learn?

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#### 4. How well does the school/centre improve the quality of its work?

There is a strong commitment to self -evaluation from staff, parents and children and a shared vision for continuous improvement.

This session our Improvement Plan identified the need for more in depth conversations about individual children's progress across the year and across all curricular areas. An annual calendar has been drawn up to monitor many aspects of the education provision.

Effective monitoring processes are in place such as sampling children's work, gathering data, classroom observations, professional dialogue and consulting stakeholders. Feedback obtained is shared with parents and displayed for visitors.

The school plays an active part in the James Hamilton Learning Community. Staff attend inservice training together and make effective use of assessment information, evaluating learning and teaching through Moderation. There is a transition calendar between the early years and primary sectors as well as a range of activities to ensure a smooth transition between associated primary schools and James Hamilton and Grange Academies. Personal learning and development needs of staff are identified through the annual PRD and Eager process. Staff have been trained in DFS, Bug Club Reading Programme, STEM, 1, 2, 3, Magic, Drugs and Alcohol / Substance Misuse, Relationships, Sexual Health and Parenthood (RSHP) and Nurture. Some staff members are part of authority working groups e.g. STEM, Numeracy, Literacy and RSHP and have been involved in training staff across East Ayrshire Council.

#### 5. Equalities

All the current priorities take into account the key characteristics of the Equalities Act 2010. The Rights Respecting School criteria is being implemented to ensure a whole school approach to respect and protection, involving the community, including parents, school chaplain and partners.

Written policies are being developed to ensure all children have access to the curriculum and the ASN Log and Individual Learning Plans take account of learning needs to promote inclusion.

Equality issues are addressed through Assemblies and circle time, and equal opportunities are embedded across the curriculum

A range of multicultural resources are available.

There is a disabled toilet in the new part of the building and there is access to the primary 1, 2 and 3 classrooms in the school from the entrance to this part of the building, but unfortunately no disabled access around the original building.

#### Areas of Improvement for the next academic year

Taking into account the increased expectations, as set out by Education Scotland, and as a result of meaningful dialogue, the following have been agreed:

- Rationale and Design of the Curriculum: Aims, Values / Self Evaluation
- Rights Respecting School Status / Nurture / 1,2,3 Magic / RSHP  
Literacy with focus on reading / phonics/ 2+1 languages / Gaelic Learning / DFS Bronze Award
- Extend STEM across the school & transition / Science on the Menu / CSI Maths / Number Talks / ICT
- Improve outdoor learning opportunities