

Standards and Quality Report

2021/22

OBSDALE PRIMARY SCHOOL AND ELC



Obsdale Primary School

HIGHLAND COUNCIL | OBSDALE PARK, ALNESS, IV

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects, we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG (Delete as required)

Obsdale is in the Alness area. The majority of pupils who attend are from the catchment area of Milnafua and Obsdale Park. We are part of the Alness Associated School Group and pupils transfer to Alness Academy. We provide ELC – P7. We have 117 pupils enrolled in 5 composite classes and 32 children enrolled in our ELC setting which offers 9 -3pm provision. We have a P1/2, P2/3, P4/5, P5/6 and P6/7 class. In 21/22 session we received £45,588 of Pupil Equity Funding.

The Acting Head Teacher, Jo Haines was appointed in February 2022. We do not currently have any other senior leadership team. We have had a period of staff instability this session due to the Head Teacher being absent from November 2021 and other staff absences due to long-term sickness and Covid. This has had a significant impact on the school improvement/PEF plan. Due to Covid and lack of supply staff, classes were disrupted by Covid and several classes due to lack of supply classes were closed.

We have committed teachers and support staff who provide a, nurturing and supportive welcoming environment to all our pupils.

From February 2022, there has been a focus on raising attainment through the use of standardised summative assessment, meeting the needs of children who require support. All staff including ELC staff were trained in child protection and are now much more confident around safeguarding and using the Highland practice model. There is now a consistent approach in planning the learning and teachers are more confident in knowing where their children are within curriculum for excellence. In May 2022, we held an in-person parent contact and a numeracy snapshot open afternoon. Both were received well by parents. We will continue to develop a wide range of opportunities to share learning and achievements with parents through the use of childrens profiles.

The school work in partnership with Action for Children and Highlife Highland to offer opportunities after school and in the school holidays. Last year there were opportunities for dance club and tennis.

In ELC the staff have worked on their environment indoors and outdoors, responsive planning and ways to meet the needs of all learners, for example updating the new Care plans and ensuring every child has a chronology, with the Acting HT and early years support officer.

ELC had a successful care inspectorate visit in June 2022 with the following gradings:

How Good is our Care, Play and Learning? 4 – Good

How Good Is Our Setting? 4 – Good

How Good Is Our Leadership? 3 – Adequate

How Good Is Our Staff Team? 5 – Very Good

School Vision & Values



Our Values

We listen when other people are speaking
We consider the thoughts and feelings of other people
We say sorry if we hurt someone or their feelings
We use our manners
We look after our school and things that belong to other people

We smile and encourage each other
We think positively
We "make our school a cheerful place."
We "have lots of fun while we learn".

We welcome everyone to our school
"We are generous, hard working and inclusive."
We "are a place you can feel safe."
We look after each other when we are hurt or unhappy
We are helpful and kind

We are "artistic and inventive."
We "think of different ways to do things."
We "exercise our brains."
We like to explore places to discover new things.

We get up and come to school.
We want to learn new things and work hard.
We are a "learning family."
We "treasure" our achievements and successes and share them.

Our children and young people identified the following strengths for our school this session:

The pupils see the outdoor learning activities as a strength. They also agree that having time with friends and working together in class and as a whole school as a strength.

All the adults and children are doing very good jobs. P2/3

The teachers work hard P6/7

Classwork has been good. P5/6

Good friendships P4/5

I like the playground P1/2

Working hard P6/7

Listening carefully to books and reading without voices. P2/3

Enjoying artwork P5/6

Different sports P1/2

Good teaching and fun maths P6/7

Outdoor things and building dens P5/6

Everything we need for learning is right here P4/5

Using chrome books for schoolwork P6/7

PE times are good P5/6

The learning is going well P5/6

I like how we can play football and basketball at lunchtimes P4/5

Lego in the classroom P1/2

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Playing quietly in class p2/3

I would like more handwriting P4/5

Work to be harder P4/5

Want more reading P2/3

Pupils getting homework P5/6

People being more kind in the playground P6/7

Respecting others in the playground P6/7

Getting Homework P6/7

People to stop littering P5/6

Working outside school and working with animals P6/7

A tent in the classroom P1/2

Numbers inside the school P1/2

We want a school football team and more training from Ross County p6/7

People to stop damaging the school P5/6

All pupils to listen to teacher in class P5/6

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of teaching, learning and assessment following impact from Covid-19

Progress and impact:

- ✓ Satisfactory progress has been made.
- ✓ Collegiate discussion on recovery curriculum focus and assessments to be used in school ensured a whole school approach to addressing the gaps caused by the covid-19 sessions. It was agreed as a staff to focus on Literacy, Numeracy and health and wellbeing sessions. This was impacted by change in staff and being unable to appoint a Head Teacher, the Principal Teacher being on long term sick leave.
- ✓ Active daily Literacy and Numeracy activities in all classes.
- ✓ Targeted literacy and Numeracy interventions and support from covid recovery teacher 2 days a week, from March 2022. This could have been further improved if we had not had so many staff shortages due to Covid 19 situation and the recovery teacher used to cover classes.
- ✓ Overall, there has been an increased focus on supporting Literacy and Numeracy in all classes since April 2022 which has meant we are in a good place to continue to develop and embed a consistent and equitable approach to achieve positive outcomes for all children and young people in learning and teaching going forward.
- ✓ Numeracy snapshot open afternoon for all parents to share teaching and learning of math in term 4, 2022.
- ✓

Next steps:

- ✓ Increased opportunities for Literacy training for all staff. To be discussed in PRDs in August.
- ✓ All teaching staff to attend writing training led by Stephen Graham.
- ✓ All teaching staff to attend training in wraparound spelling, morphological spelling, phonics, listening and talking and reading comprehension led by Jenny Wilson.
- ✓ Phonics and spelling expectations/progression policy and guidance discussed and created.
- ✓ PEF teacher to work with children in P2 that have not achieved early level and P5 that have not achieved first level.
- ✓ All teaching staff to promote a love of reading- daily reading lessons, setting up class libraries, encouraging ERIC time and paired reading.
- ✓ Writing expectations/progression policy and guidance discussed and created.
- ✓ Parental engagement sessions to share teaching of phonics and emerging literacy session for ELC parents.
- ✓ HT to purchase much needed reading materials for daily reading in all classes.
- ✓ Deliver reading recap sessions to remind staff/ teach new staff how to use reading training resources delivered to the ASG by the Literacy development officer pre covid.
- ✓ Introduce paired reading across the school.
- ✓ Literacy snapshot in Term 3 2023
- ✓ ELC audit of Literacy and how to improve literacy opportunities in all areas of ELC.
- ✓ Introduce stay and play sessions for parents and carers in ELC and P1.
- ✓ Increased opportunities for Literacy and Numeracy outdoor learning.

Improvement Project 2: Attainment in 21/22 focusing on

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Attainment in 21/22 (focusing on identifying new or widened gaps caused by the Covid -19 situation)

Progress and impact:

- ✓ Satisfactory progress has been made.
- ✓ Safeguarding and Child Protection and Highland Practice Model training for all in February 2022.
- ✓ SEEMiS/Pastoral notes training in April 2022. All staff now completing digital register and accessing pastoral notes.
- ✓ Increase in the use of summative assessments to establish new baselines and gaps. Teaching staff in all classes have been using, Phonological awareness screen, Phonics assessments, SWST, Burt reading test, Leckie Leckie math assessments since May 2022.
- ✓ Creation of planning document for all staff to trial in April 2022.
- ✓ Pupils have been involved in the planning of their own learning.
- ✓ Teaching staff have had planning and tracking discussions in Term 4, 2022. Staff have started to use and become familiar with benchmarks but we need to develop a deeper knowledge and understanding.
- ✓ EAL profiles have been updated
- ✓ SFM arranged and child plans updated.
- ✓ Nurture budget bake club set up in Term 4 for all children to help with the ongoing changes within the school over the year as well as encouraging children to bake.

Next steps:

- ✓ Attendance to be monitored weekly and new Highland Council attendance policy to be adhered to.
- ✓ All class teachers to work with ASNT to complete behaviour protocols for pupils that need them.
- ✓ Pupil voice to be monitored.
- ✓ Interrogate planning documents from other settings as well as our own currently being trialled to support creation of Obsdale forward planning documents
- ✓ Creation of planning and assessment policy document.
- ✓ Creation of one document trackers for all classes to populate.
- ✓ Creation of planning and assessment policy for Obsdale.
- ✓ Continue to update EAL profiles and use the Big Banter resources in class. EAL lead Jenny Gray to attend a twilight and give training to all staff on EAL profiles.
- ✓ PEF teacher to be appointed and carry out Literacy and numeracy interventions.
- ✓ Further develop opportunities to share learning and achievements with parents with pupil profiles.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory

3.1 Satisfactory
**Ensuring wellbeing, equality
and inclusion**

3.2 Satisfactory
**Raising attainment and
achievement**

Our children and young people believe we have made the following progress this session:

Theme 1 Excellent
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Good
**Our successes and
achievements**

Our overall evaluation of our school's/cluster's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by <https://obsdaleprimary.wordpress.com/> contacting the school office.