



OBSDALE PRIMARY AND ELC STANDARDS AND QUALITY REPORT

2022/23

OBSDALE PRIMARY SCHOOL AND ELC
HIGHLAND COUNCIL | OBSDALE PARK, ALNESS, IV17 0TP

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs Haines
Head Teacher
Obsdale Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 88.8%	Class Size 23.4	Meeting PE Target Target Met
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Pupil Numbers (inc nurs) 117(+32 nursery)	Teacher Numbers 8	Pupil Teacher Ratio 14.6
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N3 XX%	N4 XX%	P1 11.1%	P2 11.1%	P3 17.1%	P4 15.4%	P5 12.8%	P6 19.7%	P7 12.8%
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SIMD Q1¹ 60-70%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 0-10%	SIMD Q5 10-120%	Unknown 0-10%
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ASN² 60-70%	No ASN 30-40%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 20-30%	No EAL 70-80%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	Majority	Less than half

We have had 2 exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

School Vision, Values and Aims



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.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Raising attainment in Literacy

Purpose: We require a consistent approach to teaching, learning and assessment and a clear progression in Literacy for all.

NIF Priority: Placing the human rights and needs of every child and young person at the centre

HGIOS/HGIOELC: 3.1 Ensuring wellbeing, equality and inclusion

Progress:

- WTA/CAT calendar agreed. Time for literacy CPD – All staff attended Stephen Graham Writing training. Most staff attended THC wraparound spelling, reading comprehension, listening, and talking, morphological spelling and phonics training
- Established levels and needs by gathering baseline assessments in term 1. Phonological awareness, Phonic assessment, Burt reading test, SWST, BPVS
- SLT shared new attainment trackers and introduced attainment tracking meetings.
- CTs met as an ASG for half day sessions on 12th September and 22nd February to discuss writing moderation strategies. Unmarked examples were taken to meetings.
- Some staff have attended Literacy for all in a world of diversity and started to use the knowledge gained to assess and gather evidence to inform on childrens literacy difficulties.
- Staff have worked with Literacy development officer (SAC) to develop their knowledge of reading and spelling.
- HT and CLO observed children teaching reading.
- HT ad CLO carried out a book monitoring in December 2022 and are due to review in June 2023

Impact:

- Good attendance on literacy training especially Stephen Graham writing training has developed teacher confidence and knowledge in delivering writing lessons. Improvement in literacy attainment due to consistent practice across the school. Childrens engagement with writing has improved and most of the children are now willing to have a go at writing as they are starting to see themselves as writers. All teachers have taught and have developed the "description bubble" in their classes with majority of pupil's accessing it to enhance their writing. Our overall ACEL writing attainment has increased by 21%. **We have seen improved learning and teaching across the literacy curriculum as well as improved motivation and aspirations from all pupils**
- Baseline assessments increased teachers' skills in assessing literacy and using assessment to support future learning and teaching. Staff meeting with colleagues from the ASG and discussing the literacy benchmarks and moderating writing has also improved confidence of a level judgement. Overall, P1, 4 and 7 ACEL attainment has improved. Writing attainment by 21% Reading attainment by 18% Literacy by 31% Numeracy attainment by 37%
- Good progress has been made with the new attainment tracker and termly tracking meetings. Both have improved teacher confidence and judgement of childrens progress which has helped staff to identify childrens literacy gaps and ultimately improved literacy attainment.
- Some progress made with teaching pedagogy in the teaching of writing, reading, and spelling. All staff had individual sessions with the Literacy development officer to discuss their own professional development needs. **Staff have**

gained some confidence in ensuring learners experience activities which are varied, differentiated, active, and provide effective support and challenge.

- Some progress has been made in improving awareness of Literacy benchmarks. Improved skills in assessing literacy and using assessment to support future learning and teaching. **Improved awareness for all children of the skills they are learning, why they are learning and acquiring skills and how newly acquired skills can be transferable.** Teaching, learning and assessment in literacy is more consistent across the whole school. **Most staff have made good use of assessment, recording and reporting as an integral feature of their learning and teaching.**

Next steps:

- Writing assessment dates, genre and criteria to be agreed in August for each term next session to help teachers forward plan.
- Staff need to continue to gain knowledge and confidence to ensure learners experience activities which are varied, differentiated, active, and provide effective support and challenge.
- Collegiate time agreed to meet as a staff to moderate writing following termly writing assessments.
- Collegiate time agreed to meet as an ASG to discuss pedagogy and moderation of writing.
- Use Power up Pedagogy for teacher's collaborative professional research next session

School Priority:

Equality and Diversity

Purpose: To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with.

NIF Priority: Placing the human rights and needs of every child at the centre.

HGIOS/HGIOELC: 3.1 Ensuring wellbeing, equality and inclusion.

Progress:

- Safeguarding training delivered to all staff. HT has attended A&A level 3 training
- Bullying survey completed by all P4-7 pupils. All staff received Equality and Diversity training in September 2022 and the results from the P4-7 bullying survey shared. HGIOS self-evaluation completed by staff, and collated This provided a baseline for where we felt we were as a school, highlighting that we currently have a strong communication and partnerships between staff and families, that we strive to ensure equal opportunities are provided for all children and that the GIRFEC principles underpin all aspects of children's wellbeing at Obsdale.

Impact:

- **Improved awareness of policies and equality objectives.** Improved reporting- safeguarding, equality and prevention. All staff are aware of the DCPC and depute DCPC.
- **An awareness and understanding for some children of bullying incidents and the impact it can have.**
- Obsdale primary pupils are being exposed to a diverse range of positive role models they can identify with to help pupils recognise and respect people's differences. Staff are working with all pupils to have **inclusive classrooms, environments, safe places without prejudice and opportunities to thrive.**

- Inclusive picture book lessons shared with staff October 2022.
- P6/7 held assemblies during Anti-Bullying week and shared the results from the survey along with strategies to help spot and support bullying within the school and playground.
- All staff have read the Equality and Diversity policy.
- All children introduced to the UNCRC. UNCRC Rights of the Child used to help create class charters. Obsdale school rules also created shared with all staff and pupils and displayed in every class.
- Religious and Inclusive Themed Days calendar created.
- In term 4, pupil committees have been set to run with P1-3 focusing on Eco and P4-7 Life and Ethos, Healthy Living and Global committee.
- All staff received training on completing and monitoring the new EAL profiles.
- All staff and pupils completed behaviour survey at the end of Term 3.
- In Term 4 class teachers discussed trauma informed schools and how best to use this information in the school's behaviour policy.
- Behaviour policy in draft form and to go out to all staff and parents for consultation prior tot the end of the session.
- Some progress has been made to inform children of their rights. All children have an awareness of UNCRC and all children have been encouraged to use their voice.
- Good progress has been made to ensure all staff are aware of legislation and responsibilities.
- All children involved in whole school theme days and are becoming more aware of how the curriculum provides opportunities for pupils to understand, accept and celebrate differences and diversity.
- Good progress has been made with whole school themed days. They have run successfully with all children from P1-7 working in mixed groups, moving throughout the school completing a variety of tasks and working collaboratively. There was positive feedback from staff and children, and we aim to continue these themed days, focusing on religious, inclusive and diverse dates in the calendar. These themed days have had a positive impact on children's understanding of world religions and celebrating diversity within the school and wider communities.
- Throughout term 4, pupil committees were established, where children selected a group to be involved with planning and changes within the school. Children will be focusing on ECO, Healthy Living, Life and Ethos Across the school and a Global committee. By involving pupils in choices and changes within the school it will empower them and enhance our sense of community, belonging and taking pride in their school.

Next steps:

- **Improved awareness and understanding for all children of bullying incidents and the impact it can have.** A reduction in bullying incidents. Bullying statistics to be shared at assemblies. Establish an understanding of language and its effect and the impact negative language has on people. Show bullying the red card event.
- **Review** Equality and Diversity training and policy with all staff in August 2023 due to change of staff to ensure all staff are aware.
- **Right a fortnight** will be introduced in August 2023. **ALL** children will be aware of their rights and feel empowered to have a voice.
- Staff to plan in August for one themed day a month, focusing on religious, inclusive and diverse dates in the calendar.
- Start Rights Respecting School, continuing to embed the UNCRC Rights of the Child within our classrooms and aim for our Bronze award. This award will challenge pupils and the school community to learn about children's rights and put them into practice every day. This is fundamental for children's wellbeing and in turn will positively impact their success within school and later life.
- THC RME audit to be completed. This will strengthen staff confidence and knowledge and allow children to learn about other cultures and religions in a positive way.

- EAL lead to **support** staff swapping profiles to new format and to meet with all staff to discuss highlighted children. This will enable staff to meet the needs of all learners in their class.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to secure a 4 day a week PEF teacher. Impact detailed below.

Term 1 and 2 impact

Primary 2/3

Numeracy

The PEF teacher worked with 7 children from Primary 3, from which 5 children achieved Early level numeracy by the end of term 2.

72% of this group achieved Early Numeracy.

Reading

The PEF teacher worked with 15 children over the course of Term 1 and 2, by the end of Term 2- 11 children had achieved Early Level Reading.

74% of this group achieved Early level Reading.

Primary 1/2

Numeracy

PEF teacher worked with 6 children and 4 achieved by the end of term 1.

67% of this group achieved Early level numeracy.

Reading

PEF teacher worked with 5 children for reading and 3 of them achieved Early level by term 2.

60% achieved reading Early level

Individual programmes were also being worked through- Bearing Away, Bear Necessities and Speedy Readers.

Children continue to work through these, with 4 children out of 12 completing their programme and moving forward.

Term 3

All of the programmes were in place and working well with the daily input, especially in the P4/5 and P6/7 class. This gave children confidence and the want to try hard without peer observations. Unfortunately, due to covering classes on a continual basis, this had to be abandoned as there was not enough consistency.

Primary 4/5

Precision Spelling

PEF teacher worked with 4 children for spelling with the expected outcome being that they would all achieve First level in reading with additional support.

Speedy Readers

The PEF teacher started to work with 9 children. 4 children as above were predicted First level with additional support and a further 5 children were worked with to improve their confidence and improve their speed and accuracy. 4 of the children achieved First level in reading, 44% and 1 child in writing.

Primary 6/7

Speedy Readers

The PEF teacher started to work with 2 children to improve their reading.

Precision Spelling

The PEF teacher worked with the same 2 children as above and an additional child to improve their spelling.

1 of the children achieved second level in writing.

Primary 1/2

5 Min Numeracy Box

The PEF teacher started to work with 5 children with the expected outcome being that they would achieve Early level in Numeracy with additional support. 2 of the children achieved Early level in Numeracy, **40%**.

Term 4

PEF teacher was pulled from PEF and placed in class full time for the whole term due to staffing shortages.

Wider achievements

Coileanaidhean nas fharsainghe

We have introduced snapshot open afternoons this year, one per term. In term 1 we shared STEM work, term 2 expressive arts, term 3 numeracy and term 4 writing. All sessions have been attended well by parents and carers. Parents and children have enjoyed sharing work and seeing the progress being made throughout the year. It has been a great privilege having parents back in the school and has been an opportunity to get to know our families.

Our Parent Council, Friends of Obsdale was established just before covid but their progress was impacted during covid, so they re-established themselves as a Parent Council in term 4 2022. Over the past year they have become an established group of parents that want the best for the children at Obsdale school and nursery, and the wider school community, so they have been busy fundraising and looking for grants towards school equipment and class trips. The Parent Council hold monthly meetings to plan events and to discuss ways in which they can support the school, working closely with the Head Teacher, staff, and local councillors to try to obtain funding ideas and opportunities as well as asking the school directly how best they can support the school.

They have organised events to fundraise such as, Tombola stalls, and raffles and go out of their way to support the school in any way they can. They have sought out grants and applied and were successful in receiving a grant from Albyn Housing Society of £300. This was used towards new decodable reading books to encourage childrens love of reading. The Parent Council also received a grant £4,000 from the Alness partnership for the P7 residential in 2023 and 2024. Parent Council members are always willing to go above and beyond to support the school and have helped out in school, on school trips and at after school clubs. They have supported the school to give pupils a small gift at Christmas and helped the children to make Christmas decorations for the elderly community as part of the local councillors Christmas hamper scheme for the elderly in the local community.

They have organised an end of year summer disco and are currently working on new fundraising ideas. They are looking forward to the year ahead and have plans for discos, a summer fete, and a sports day festival

Some pupils from P4-7 have been involved in football events, representing the school, and competing against local teams. In both events, the pupils were able to show brilliant sportsmanship, strategy, and resilience. Despite not being placed in the first event, the selected pupils were able to highlight areas that they felt needed to be improved, dedicated their lunch breaks to training sessions and improved their skills and ability to play as a team in preparation for the next event. All pupils selected thoroughly enjoyed these opportunities and continue to look forward to the next event. This provided these pupils with a sense of belonging and team spirit as they encouraged and supported each other on and off the pitch.

In May 2023, we were able to take P7 pupils on an end of year residential trip. This was an amazing opportunity and experience for every pupil that attended. It was the first time staying so far from home for some and new experiences for all. The trip encouraged independence, with pupils making their own beds, supporting staff with cooking and cleaning and being responsible for organising themselves throughout. The P7 pupils undertook outdoor activities from bushcraft skills learning how to build fires, clean water and stay safe in nature, to gorge walking and canoeing. All the pupils have spoken so positively about their end of year trip since returning and it had such a positive impact, allowing so many to thrive in an outdoor setting and feel a sense of achievement. The pupils were able to obtain Youth Scotland's Hi5 Award, providing them with a certificate with a SCQF level.

In June 2023, a team of six P.6/7 pupils represented Obsdale on a visit to the UHI, Inverness. The purpose of the visit was to learn more about careers in science and engineering and to showcase the work that pupils in P.4-7 had completed in school to achieve a science and engineering "Crest Award". The children prepared a short presentation about their learning, which they delivered superbly to the eleven other primary and secondary schools that attended from all over Highland.

During the day, the pupils competed in a series of problem-solving challenges led by companies including Bristow Helicopters, Balfour Beatty, and Renantis Renewables. They learned about how drones are used to look after forests, and even had a go at flying one! They took part in a nature walk and used computer-simulated machinery to learn about how forests are managed.

The pupils worked brilliantly as a team, got stuck into all the challenges with enthusiasm, and really made the most of everything on offer, which made for a fantastic day of learning.

Up until March 2023 we were lucky enough to have Action for children working within local community and they helped run active sports clubs after school and supported us for our school Christmas performance. We have also been able to offer a running club that is run by parent volunteers.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

What is working well in our school?

I like the Chromebook and want to use them more. P3

I like the new writing because I can do it. P6

PE outside. P2

Learning, sports and residential trip. P7

Being with friends. P3

Visitors coming into class. P6

Learning. P3

Everyone is really friendly. P7

Playing. P2

I like PE. P5

Playing with my friends. ELC

Maths and reading. P3

I really like maths. P7

What changes would you like to see?

More sports competitions. P6

More music. P2

We would like a lunch time reading club. P6

More football. P4

More learning and kindness. P3

More visitors to the school like police and fox tales. P2

More to do in the playground. P6

More gardening. P3

More homework. P6

More playing. P3

More messy play. ELC

Better behaviour. P7

More awards. P3

Would like to find out how internet safety is taught at the school? Parent

Can homework be sent home? Parent

Would like to see what my child is learning each day at school. Parent

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is: Satisfactory

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- 1) Improve attainment in Literacy and Numeracy. Improved quality and consistency of learning and teaching across the school. Consistency in pedagogy approaches, classroom observations, feedback from staff through self-evaluation process, attainment data, planning documentation, discussions with staff. Implementation of new planning documents to ensure pupils learning is planned progressively, delivering all learner entitlements within Curriculum for Excellence. Relevant and meaningful learning experiences in all areas of the curriculum that utilise the unique opportunities provided within the local community
- 2) Improve pupil participation and pupil voice. Improved opportunities for children to have their views heard and actively participate in leading the school improvement agenda. Begin our journey towards an accredited Rights Respecting School. Ensure that all staff are trained in Equalities and Diversity.
- 3) Improve parental engagement with learning. Develop online profiling for all.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://obsdaleprimary.wordpress.com> or by contacting the school office.