



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

OBSDALE PRIMARY SCHOOL



Introduction: Local and National Context

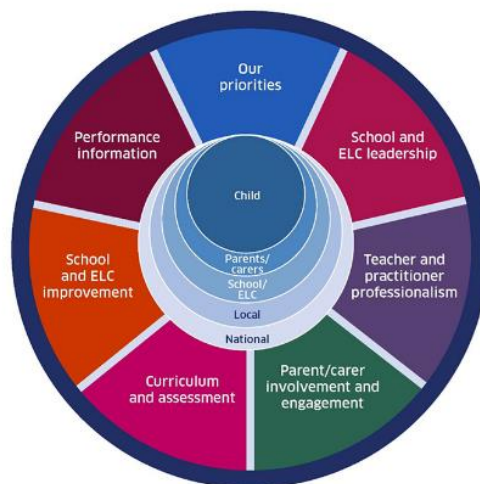
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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.

Jo 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 86.7%	Average Class Size 19.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 115 (+32 nursery)	Teacher Numbers 9	Pupil Teacher Ratio 13.5
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N3 %	N4 %	P1 16.5%	P2 11.3%	P3 11.3%	P4 15.7%	P5 13%	P6 12.2%	P7 20%
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SIMD Q1¹ 60-70%	SIMD Q2 0-10%	SIMD Q2 0-10%	SIMD Q3 20-30%	SIMD Q5 10-20%	Unknown 0-10%
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ASN² 60-70%	No ASN 30-40%	FSM³ 80-90%	No FSM 10-20%	EAL⁴ 20-30%	No EAL 70-80%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

We have had no exclusions this year.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

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



The poster features a large yellow sun in the center with the word 'OBSDALE' written vertically inside it. Above the sun is a banner with a string of small smiley faces. Below the sun are five lines of text, each corresponding to a letter in 'OBSDALE'. At the bottom, there are three colorful triangles representing values: a pink triangle with a heart, a purple triangle with children, and a blue triangle with a student at a desk. The background is a faint circular emblem of a school building.

Obsdale Vision

Together we learn, grow and reach our potential.

O
Overcome our barriers to learning.

B
Be successful in all we do.

S
Show one another kindness.

D
Do our best everyday.

A
Aspire to be happy and healthy as can be.

L
Learn well today, tomorrow and for the rest of our lives.

E
Enjoy school have fun and make friends.

Our Obsdale Values

Respect Yourself

Respect Others

Respect Learning

Respect yourself Respect others Respect learning

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 the attainment of Literacy and Numeracy through high quality of teaching and Learning

Purpose:

To work as an Associated Primary Group (ASG) to ensure that our writing pedagogy, along with assessment and moderation practice is collegiate, transparent and of high quality to inform next steps for pupils.

- Increase achievement and attainment for all pupils in literacy
- Increase staff confidence in teaching of writing
- Consistent moderation across school and ASG

Progress:

Raised attainment in Literacy and Numeracy by 8%

Teachers to have termly tracking meetings to review and analyse data to support raising attainment

Implementation of new planning documents to ensure pupils learning is planned progressively, delivering all learner entitlements within Curriculum for Excellence.

Improved quality and consistency of learning and teaching across the school.

All staff to support children to engage with their learning, setting and reviewing targets regularly

Development of concise Learning, Teaching and Assessment guidance, revisiting areas such as AifL strategies, differentiation and feedback

Moderation & Writing Pedagogy sessions, across school and ASG. Working Groups established across ASG to improve learning and teaching of writing.

Impact:

- ✓ Whole School Tracker has been embedded and staff are more confident at completing. Staff have used the Big Questions document to highlight childrens progress and measure impact of interventions. Good progress made in this area; all staff completed.
- ✓ SOFA/NSA completed for all pupils.
- ✓ Teachers take ownership of their data and plan next steps accordingly. Teachers are more confident around Achievement of a level using the data from the tracker.
- ✓ Teachers have used the new digital planning documents however this was reviewed through the year and it was decided to return to planning folders in order to ensure coverage and progression. New planners will be implemented in August 2024 inline with the new Numeracy and Literacy progressions.
- ✓ All children have set targets for Literacy, Numeracy and HWB this year.
- ✓ All staff have followed the assessment guidance and have worked on AifL strategies and differentiation. Some progress has been made,
- ✓ ASG calendar was agreed for INSET and Twilight sessions. All staff attended for both ASGs. All staff engaged and used BR book 'Power Up Your Pedagogy'. In classes, teachers are now more confident in their use of learning intentions, success criteria and differentiation.

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Teachers to moderate termly with stage partner, writing assessments, class visits and planned feedback sessions

- ✓ All staff attended training sessions with Stephen Graham writing and have exposed learners to PM writing this year using the strategies from SG writing sessions. Pupils are more confident in their approaches to writing in different genres.
- ✓ Learning Intentions, Success Criteria, Differentiation within writing lessons also discussed with groups. Staff are using these approaches in their lessons but a whole school approach needs to be embedded to ensure consistency.
- ✓ Teachers have observed different practices of colleagues

ELC to engage in training for responsive training

- ✓ All EYPs engaged in responsive training date?
- ✓ ELC have used the new numeracy progression tracker and have a better understanding of childrens progress in numeracy. EYPs are updating a termly progress review each term for Literacy and Numeracy
- ✓ Good progress has been made in this area

ELC referring to literacy and numeracy progressions to support planning of play experiences.

Next steps:

1. All staff to use Progress and Achievement tile to update their data from August 2024.
2. Stephen Graham CPD sessions to be attended by all teaching staff.
3. Teachers will attend National Improvement Writing Programme
4. All teaching staff will attend Jenny Wilson training for Literacy for All so that it is further embedded across the school
5. Continue to work towards developing a whole school overview of when each text type/genre is taught.
6. Whole school lesson slide starter from August 2024
7. Whole school approach to feedback
8. Teachers to observe different practices in other schools
9. EYPs to use the new Literacy and Numeracy progressions from August 2024

School Priority: HWB

Purpose:

Implement a HWB progression and develop further pupil participation and pupil voice and tracking of HWB.

As a national priority and being part of the NIF, placing the human rights and needs of every child and young person at the centre of education is a key driver for school improvement. To achieve Bronze Award in Rights Respecting Schools (Rights Committed)

Progress:

- ✓ Review Equalities and Diversity training and Policy – ensuring this is visible in all aspects of school life.
- ✓ Begin our journey towards becoming an accredited Rights Respecting School. Notified school community that we are working on the RRSA.
- ✓ Familiarise pupils and staff with UNCRC during lessons – article of the fortnight.
- ✓ Class Charters displayed.
- ✓ Planned wellbeing experiences for whole school community to build knowledge of SHANARRI
- ✓ Implement new wellbeing survey, with all children

Impact:

- ✓ All staff engaged in E&D training in September 2023
- ✓ Staff and pupils have been working towards our bronze award for RRS. All classes have a class charter. Parents have been informed through monthly newsletters and open afternoons
- ✓ Pupils have a better understanding of the wellbeing indicators and can talk about them. Pupils designed wellbeing mascots for each wellbeing indicator and these will be used to highlight and build knowledge of the indicators.
- ✓ All children have completed the wellbeing wheel survey and this has been tracked as a school.
- ✓ Some progress has been made in this area.

Next steps:

1. Review school practice against checklist – complete Bronze Award and begin plan for Silver
2. Pupils continue to complete wellbeing survey and staff to monitor any children that are scoring below 6
3. Wellbeing display in reception and mascots to be used to talk about the indicators in class and assemblies.
4. Pupils to lead assemblies.
5. Celebrate world childrens day
6. Share with parents to engage discussion at home.
7. Playground charter agreed and displayed

School Priority: Pupil profiling

Purpose: To ensure all childrens learning has purpose, coherence and to ensure progression. To ensure children have ownership for and share their learning through profiling

Progress:

- ✓ Seesaw to be used as a temporary trial into online profiling. All staff to set up on seesaw and review seesaw profile Progress towards NIF drivers and local priorities is communicated clearly and briefly
- ✓ Teachers to share with children what a personal profile is and sit alongside them to introduce them to personal online profiling.

Impact:

- ✓ All staff set up and used Seesaw and agreed a profiling policy. Seesaw launched to parents with a clear policy. Seesaw used daily to share learning.
- ✓ P7 pupils trialled Google sites. Google site designed and template agreed. Unsatisfactory progress was made with this due to time constraints. Online profiles did not progress and

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- ✓ PT to visit other school using Google sites for profiling and feedback at a staff meeting in preparation to move forward with this improvement in 24-25 session
 - ✓ Parent engagement sessions during open afternoons to check all parents are accessing seesaw and seek feedback
- therefore paper profiles will be rolled out in 24/25 in order to make it accessible to all.
- ✓ Parents had mixed feedback about Seesaw and due to the cost and different approaches between classes it has been decided to use paper profiles in the future.
 - ✓ Learning conversations and target settings is taking place but is not yet embedded.
 - ✓ Some progress has been made in this area.

Next steps:

1. PT to launch new paper profiles to staff in August 2024
2. Pupils to populate new paper profiles
2. Parent Engagement Sessions at each snapshot open afternoon
3. Staff to work in partnership with pupils to develop effective use of profiles in class.
4. SMT moderation of profiles across all stages every term
5. Parental Engagement – Review paper profiles
6. Pupil Engagement sessions – Pupil Voice
7. High Quality Assessment tasks

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

Term 4

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. Respectful Happy Caring Creative Achieving Primary 6/7 Speedy Readers the PEF teacher started to work with 2 children to

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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%.

Wider achievements

Coileanaidhean nas fharsainghe

- Dance and football lunch activities.
- P4-7 Athletics After School Club
- P1-3 Stay and Play After School Club
- P1-7 RCFC After School Club
- P2/3 and Alness Academy Gardening group
- Some children participated in Ross-shire County Sports
- Whole school performance in Christmas Concert
- Whole school Christmas Fair – setting up an enterprise.
- Profile sharing – sharing progress of learning and targets with families.
- RCFC Transition for P7
- P7 Residential – developing positive relationships and skills within the CfE four capacities.

Comments from learners, families, stakeholders and staff

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

Pupil Survey

Our relationships – majority of learners viewed our relationships as excellent or very good.

Our Learning and Teaching – majority of learners viewed our learning and teaching as excellent or very good.

Our school and community - majority of learners viewed our school and community as excellent or very good.

Our Health and Wellbeing - majority of learners viewed our Health and Wellbeing as excellent or very good.

Pupil comments

What is working well in our school?

I like going outside and doing Lego P1

Playing outside P1

Doing jobs and maths P3

Reading and playing outside with my friends P2

Doing writing -stories and sentences P3

Its fun. I like learning. My favourite is maths P2

Making friends P4

Teachers P3

After school clubs P4

RCFC Morning club P5

What changes would you like to see?

Harder maths P1

People to be kinder P2

More art P3

More learning outside P2

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- More clubs P3
- People being kinder P4
- More sport P4
- More outdoor learning P4
- More art P5
- More time on the Chromebooks P5

Parent comments

I can't praise Obsdale staff enough for helping my son to find his voice at his own pace! The difference in him recently has been amazing and noticed outside of school as well.

Would like to have more feedback from my class teacher. Thank you

Communication is key, bringing up at next PC meeting just been bit more organised in communicating events.

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	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning Prìomhachasan airson planadh airson leasachadh

- 1 Raising attainment in Numeracy with focus on Mental Maths
- 2 Raising attainment in Literacy with continued focus on writing as well as reading

Planning ahead

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A' planadh air adhart

Full details of the school's 2024/25 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.