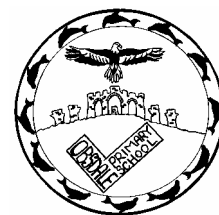


"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report
Obsdale Primary School
The Highland Council
Education, Culture and Sport Service
Northern Area



Session 2010 - 2011

Our school vision and values

In Obsdale Primary School:

- we respect, care for and value others and their opinions
- we listen and are open minded
- we work together to be the best we can be.

Our Key Strengths

- Children are treated fairly and with respect by all adults in the school.
- There are quality opportunities for all children to contribute to school improvement through membership of whole school groups.
- The school has a very inclusive attitude, with well differentiated learning. This enables all children to have the opportunity to reach their full potential.
- As a school community, we are committed to improving and work together to make Obsdale Primary the best it can be.
- Children have a very clear understanding of why they come to school and have high aspirations for the future.
- We provide a broad curriculum which motivates and stimulates our learners.

Our Priorities For Improvement

- Continue to improve our self-evaluation to ensure continuous improvement by providing quality opportunities for staff, pupils and parents to voice their opinions and to work together to improve our school.
- Continue to work to raise attainment and achievement in literacy and numeracy including sharing standards in pupils' work across the Alness Associated School Group and developing systems to assess and track pupils' learning.
- Further embed our Learning Policy [which focuses on aspects of the Highland Council Learning, Teaching and Assessment Policy] to ensure all pupils access learning which is motivating, active and enjoyable and which fits them for future life and work.
- Fully embed Curriculum for Excellence including developing / further embedding programmes in Numeracy, Literacy and Health and Wellbeing.
- Continue to meet pupils' needs by providing more opportunities for wider achievement including the provision of extra curricular activities.

The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We reflect on the progress we have made with our improvement priorities. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of a range of data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Improvements through self-evaluation

What we do well:

- The wider staff team are totally committed to ensuring that the school continues to improve and work hard to make improvements to key areas of school life.
- The school gathers the views of children, staff and parents/carers as to how we can make our school better. We act on these views.
- Staff have regular opportunities to reflect on the learning and teaching approaches they use. Staff training has focused on improving learning and teaching and, as a result, our practice has improved across the school.
- The headteacher monitors learning and teaching [classroom practice] throughout the school e.g. through visiting classes. He identifies clear areas of strength / improvement and shares this with staff. Staff then act on agreed targets for change.
- Staff visit each others' classes to share practice. They also work with other teachers in the Alness area to identify best practice.
- Pupils contribute to improving the school in a variety of ways including working to improve the school grounds and communicating with parents through the school BLOG.

What we need to work on:

- Review and update the school's vision and values.
- Further extend opportunities for staff to share good practice in learning and teaching with other schools.
- Increase opportunities to work with the Parent Council and other members of our parent community to improve our school.

Improvements in performance

What we do well:

- Our children are very clear about why they come to school and have high expectations of themselves and their futures.
- Most pupils are making progress relative to their individual level of ability.
- Children's progress is monitored and 'tracked' through regular meetings between the head teacher and the staff. Where required, we identify clear action to ensure our pupils make the best possible progress.
- Staff clearly explain to the children what they will be learning and how they will be successful in all core lessons. As a result, children take more ownership of and responsibility for their learning.
- Children maintain achievement profiles which highlight their achievements both in and out of school.

What we need to work on:

- Continue to work to raise attainment in literacy and numeracy, with a particular focus on writing.
- Continue to share standards of pupils' work i.e. what makes a very good piece of writing at second level, both within the school and within the ASG.
- Further develop systems to assess and track pupils' progress
- Increase the range of extra-curricular activities to broaden pupils' opportunities to achieve.

- Further develop systems to allow pupils to assess their own learning and that of others and to record possible next steps [i.e. personal learning planning].

Learners' experiences

What we do well:

- Children are treated fairly and with respect by all adults in the school.
- Staff plan a wide variety of learning opportunities which appeal to children and equip them with skills for life and work.
- Pupils contribute to improving the school in a variety of ways, e.g. through being a member of the Pupil Council, Eco, Healthy Schools, International Links Group.
- Children are actively engaged and involved in their learning e.g. they are encouraged to investigate and think for themselves, to talk about their learning to others etc.
- Children are given opportunities to work and learn with children from their own class as well as pupils from other stages in the school.

What we need to work on:

- Further embed the use of the Obsdale Learning Policy in all classes.
- Further develop opportunities for pupils to work and learn together throughout the school.

Meeting learning needs

What we do well:

- The school has a very inclusive attitude which means that all pupils are offered the same chances in their learning.
- Teachers set learning targets to meet the varying ability levels of our pupils. This is particularly evident in literacy and numeracy. Pupils are therefore able to access learning activities which meet their individual needs.
- We have strong partnerships with families and professional agencies.

What we need to work on:

- Further develop our support for / challenge to more able children.

The curriculum

What we do well:

- Staff have worked together to create a clear Curriculum Map. This provides a clear overview of the curriculum within Obsdale Primary.
- All staff are working with increasing confidence with the new Scottish curriculum, Curriculum for Excellence. They ensure an appropriate focus is given to learning in numeracy, literacy and health and well-being but also ensure that pupils are developing skills in citizenship [including global elements], enterprise, sustainability and creativity.
- All primary pupils now work within citizenship groupings such as the Pupil Council, Eco, International Links and Healthy Schools Groups and these have provided quality opportunities for them to develop as citizens of the school and the wider community.
- The school has clear programmes in literacy and numeracy which provide detailed steps for learning for our pupils.
- Children use the outdoors for a variety of learning e.g. our financial education project which involved children buying and then growing plants.
- Staff in P1 and nursery work together throughout the year to ensure that previous learning is built on and that there is smooth transition. Nursery and infant pupils also have the opportunity to work and learn together within a joint open area.
- This session's transition project which has involved all schools in the Alness Associated School Group has started to ensure that pupils' learning in literacy from P7 is built on and extended in S1.
- Children have choice in areas of their learning e.g. planning parts of topics, choosing areas of personal research.

- Children have opportunities for cross curricular learning in literacy, e.g. much of their reading or writing is based on “project” work.

What we need to work on:

- Continue to develop curricular transition from nursery to primary, involving nursery more in whole school projects.
- Develop transition from P7 to secondary in the area of numeracy.
- Provide further opportunities for children to have more choice in their learning.
- Develop a clear programme for health and wellbeing.
- Provide more opportunities for learning in numeracy in real life contexts e.g. in measuring angles around the school building.
- Continue to work in partnership with parents/carers to ensure their understanding of and support to the curriculum.