



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## Obsdale Primary School



*Respect yourself, Respect others, Respect learning*

# 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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

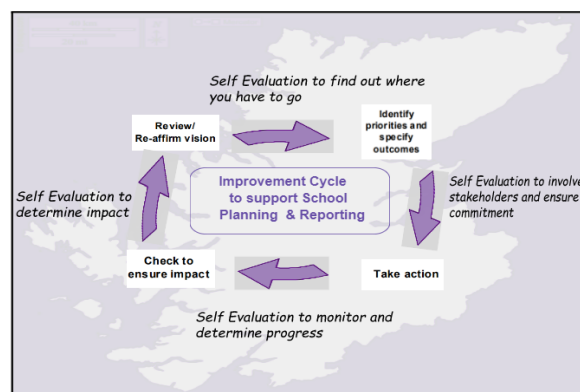
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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**  
**87.6%**

**Average Class Size**  
**19**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**93 (+27 nursery)**

**Teacher Numbers**  
**5.6121**

**Pupil Teacher Ratio**  
**17:1**

**N3**  
**15%**

**N4**  
**16%**

**P1**  
**15%**

**P2**  
**23%**

**P3**  
**14%**

**P4**  
**13%**

**P5**  
**19%**

**P6**  
**11%**

**P7**  
**9%**

**SIMD Q1<sup>1</sup>**  
**54.5%**

**SIMD Q2**  
**3%**

**SIMD Q2**  
**26.4%**

**SIMD Q3**  
**0%**

**SIMD Q5**  
**15.7%**

**Unknown**  
**XX%**

**ASN<sup>2</sup>**  
**66.7%**

**No ASN**  
**34%**

**FSM<sup>3</sup>**  
**10%**

**No FSM**  
**90%**

**EAL<sup>4</sup>**  
**15%**

**No EAL**  
**85%**

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Majority

**Writing**

Majority

**Listening and talking**

Majority

**Numeracy**

Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall children are making the following progress:

**Reading**

Satisfactory progress

**Writing**

Satisfactory progress

**Listening and talking**

Satisfactory progress

**Numeracy**

Satisfactory progress

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



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## 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 Numeracy

##### Purpose:

- Raising attainment levels for pupils in Numeracy. Attainment levels remain below national and local authority comparator levels.
- Continuation of 2023/24 Plan to ensure improvement and sustainability.
- Further scrutiny of ACCEL data, alongside SNSA and SOFA needed to identify current gaps and potential barriers to progress and achievement.
- Approaches and agreements on guidance and progressive planning documents need to be in place to ensure consistency in the teaching, learning and assessment in Numeracy, with support from Numeracy Development officer.

##### Progress:

- All practitioners were surveyed to gauge understanding and confidence as a baseline at the start of the session and again to measure impact on how understanding and confidence of Numeracy has improved.
- Refreshed Highland Numeracy Framework and planners have been shared with all staff involved.
- All teachers attended training led by Numeracy support Officer:  
  
Number sprinkles (Suggesting potential approaches to planning to ensure Numeracy Benchmarks are being covered across a level and ideas on how links can be made between areas of Numeracy and Maths to support learner progress and achievement.

##### Impact:

- ✓ Most teachers feel confident in their delivery of Numeracy.
- ✓ More than half of teachers feel that the Highland Numeracy Progression Framework is somewhat embedded in their classroom. EYPs started to use in Term 4 and agreed on Numeracy tracker.
- ✓ Most teachers and EYPs attended training and feel most feel more confident in their planning of Numeracy.

✓

##### Four ELC twilights

1. Language of maths
2. Curiosity, creativity and confidence
3. Real world use of maths
4. Spatial Awareness

- Gather baseline information via SNSA, SOFA, assessment mechanisms used

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within the school for Numeracy, Highland Numeracy Diagnostic Assessments and ACEL judgements based on benchmarks.

- Numeracy moderation Collegiate sessions

- Approaches to mental math have been increased.
- Approaches and opportunities for numeracy outdoors were explored during the CALA outdoor play sessions for the school and ELC.

- ✓ More than half of classes take part in mental maths more than once a week. 40% take part in daily mental maths.
- ✓ Most teachers feel that pupils are more confident in their mental maths from term 1 to term 4.
- ✓ Overall progress was satisfactory in this area due to HT absence and will be a priority action for 25/26.

### Next steps:

Continue to build on the improvement made at the start of this session.

- Ensure that learning, teaching, assessment and moderation practice is collegiate, transparent and of high quality to inform next steps and raise attainment in Numeracy.
- Focus on raising attainment by further engaging in Highland Numeracy Progression, allowing this approach to further embed into our numeracy culture. Ensure a shared understanding and increased knowledge of NHP, benchmarks and what achievement of a level looks like from Early to Third level.
- Effective use of data to inform improvement.
- Further work in mental maths and maths sprinkles to support regular engagement in numeracy.
- Further development of Numeracy through the delivery of IDL and play-based approaches across the school, with a focus on STEM subjects to ensure childrens achievement in numeracy supports learner to access and achieve success across the curriculum.
- Increase opportunities for quality learner participation and pupil voice to develop improvement priorities and review impact.
- Ongoing quality assurance work to monitor progress.
- Numeracy policy to be developed and agreed.

School Priority:

## Raising Attainment in Literacy

### Purpose:

To Raise the overall attainment for pupils in the school in Literacy.

### Progress:

Gather baseline information via SNSA, SOFA, assessment mechanisms used within the school for Literacy, ACEL judgements based on benchmarks.

### Impact:

- ✓ More than half of teachers feel that the Highland Literacy Progression Framework is somewhat embedded in their classroom.
- ✓ Most pupils are given daily opportunities to write in class.

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- Refreshed Highland Literacy Framework and planners to be shared with all staff involved.
- Four Stephen Graham writing CAT sessions were attended by staff across term 1 and 2
- 27.08.2024 Recount
- 19.09.2024 Procedure
- 29.10.2024 Response
- 11.12.2024 Discussion
- Five Comprehension CAT sessions were attended by some staff across term 2 and 3
- 08.10.2024 Making connections
- 19.11.2024 Prediction and Inference
- 14.01.2025 Questioning
- 11.02.2025 Monitoring and visualising
- 18.03.2025 Summarising
- ✓ The teachers all feel that more than half of pupils in their class engage positively with writing opportunities. 60% of teachers feel that most or all pupils engage positively in writing.
- ✓ Most classes engage regularly in Stephen Graham's Explicitly teaching writing approach'
- ✓ 100% of teaching staff feel this has been a successful approach.
- ✓ All pupils are given the opportunity to take part in reading daily. For which the majority engage positively.
- ✓ More than half of teachers feel confident in delivering reading to learners.

Approaches to writing and reading to be reviewed.  
Agreed whole school approach, ELC – P7.

- Approaches and opportunities for Literacy indoors and outdoors have been increased

Review and agree whole school spelling approach

ELC to look at Phase 1 Phonics

- Survey teachers/EYPs to measure impact on how understanding and confidence of Literacy has improved.

### Next steps:

- National Writing Improvement Programme for all teachers to receive training and develop approaches.
- Literacy data in Primary 1 for children achieving Early level literacy was lower for June 2025 than previous year. A need for consistency in approaches between ELC and Primary 1 to support transitions.
- ELC staff to look at Highland Emerging Literacy approaches.
- Work with Scottish Book Trust to develop a reading for pleasure culture within the school. Use this support to develop the teacher mobile library. Set up upper library room.
- A weekly book give away for star of the week
- Literacy Stay and Play sessions to provide family learning opportunities linked to Literacy (Reading schools/IDL focus) Monthly Book giveaway initiative -House captains to support this

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan



**Employment of PEF teacher, 4 mornings a week, to increase literacy and numeracy attainment and support P2 learners that had not achieved early level milestone in literacy and numeracy by June 2024**

83% of the children from the numeracy interventions group achieved Early level through the daily use of 5 Minute Numeracy Box.

Majority (55%) of the children from the Literacy group achieved Early Level through the daily use of 5 Minute Literacy Box.

All children from the targeted group have made significant progress through the daily interventions by the PEF teacher.

**Additional amendments to PEF plan through the year, to increase attendance and wellbeing.**

Highland wildlife park and Dornoch beach free trips for whole school.

**Friday class of the week-The field trip to improve Friday attendance.**

In March the number of children monitored with an overall attendance below 90% was 49 children. By June this number had decreased to 20 children with an overall attendance below 90%

Out of the 15 children identified in June 8 had increased attendance in June.

## Wider achievements

### Coileanaidhean nas fharsainghe

Pupils from Obsdale attended the County Sports Athletics event in Dingwall in May 2025.

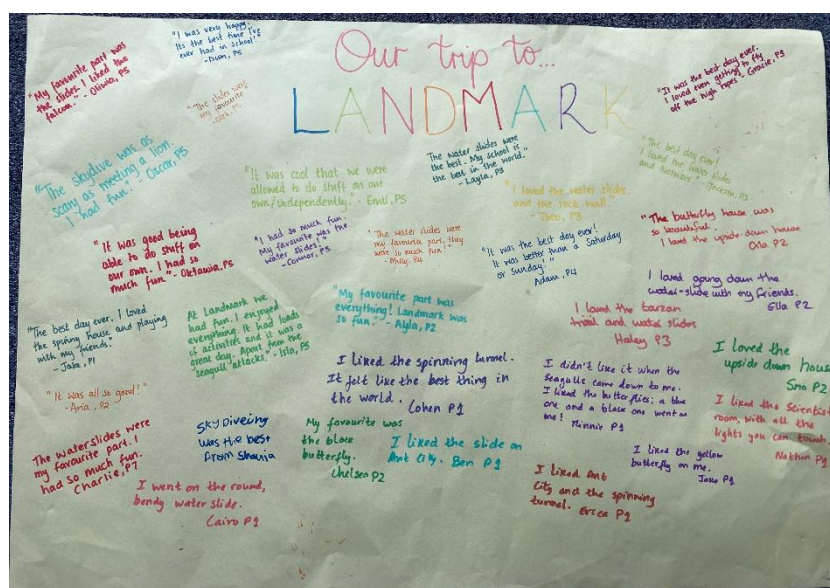
16 of our pupils attend DNA dancing in Alness on a regular basis.

9 of our pupils regularly attend Fyrish Gymnastics.

On average 45 pupils attend after school football club in two different sessions on Tuesday and Thursday.

P7 leaver day activities- developing positive relationships and skills within CfE 4 capacities

On the 19<sup>th</sup> of June there was a local election based at school, which meant pupils would not be able to access the building. Instead of not attending, we decided to take a whole school trip to Landmark. Below is the feedback from the learners after this wonderful learning experience.



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## Comments from learners, families, stakeholders and staff

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

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Using Numeracy textbooks

"The pictures helped us learn a lot". (P2/3)

"The assessment books we wrote in were bright colours which helped us learning. The pictures of objects were helpful when we were counting." Haley (P2/3)

"I love using them because they are hard to do and hard stuff helps you learn." (P3/4).

"I like them because they are easy to use." (P3/4).

"I don't like them because hard." (P3/4)

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Satisfactory	Satisfactory
<b>QI 3.2</b> 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

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Raising attainment in Literacy, through developing confidence in writing, and developing reading or pleasure culture in Obsdale.

Raising attainment in Numeracy

Play

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

[Obsdale Primary School | Welcome to our school website...](#) or by contacting the school office.