



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Obsdale Primary and ELC



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%

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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
88.5%

Average Class Size
20.2

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
101 (+23 nursery)

Teacher Numbers
6

Pupil Teacher Ratio
16.8

N3 XX%	N4 XX%	P1 92.7%	P2 94.3%	P3 87.7%	P4 88.8%	P5 90.7%	P6 87.8%	P7 77.5%
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SIMD Q1¹ 64.3%	SIMD Q2 7.9%	SIMD Q3 33.6%	SIMD Q4 0%	SIMD Q5 16.8%	Unknown 0%
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ASN² 62.3%	No ASN 37.6%	FSM³ 36.3%	No FSM 63.3%	EAL⁴ 16.8%	No EAL 83.1%
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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

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

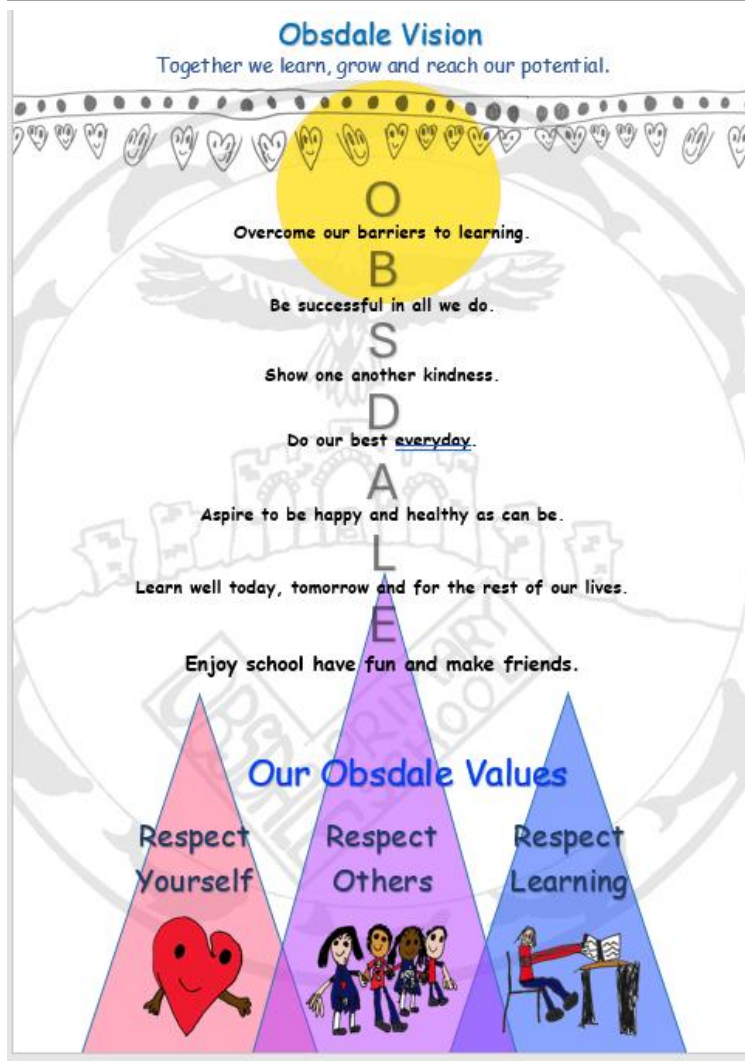
The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall children are making the following progress:

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

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 1: Raising attainment in Writing (National Improvement Writing Programme – NIWP). Increased opportunities to mark make in ELC and develop foundations of writing in P1.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
We had previously participated in the National Writing Programme throughout session 23/24, with a focus on first level. Positive results of engagement and response from children involved highlighted the importance to develop this further by extending the programmes strategy to further stages of our school. NIWP - Four members of staff have taken part in training associated with the National Writing Programme. - P2-7 classes have followed the writing pedagogy from the National Improving Writing Programme. - All classes are participating in focused writing for 15-20 minutes, 4 times a week. The teaching of tools for writing and feedback of next steps has improved childrens response and engagement with their writing task. - Satisfactory progress is being made in this area and we will continue to build on this next session. Moderation of Writing - Collegiate time provided for staff to moderate writing across all levels, as well as review approaches. - Increased confidence using benchmarks to assess progress in writing.	- New staff to receive training associated with the National Writing Programme. - Continue to engage – writing awards in assembly, consistent sharing of writing, sharing writing with other staff and pupils, writing for pleasure and progress, writing for real audiences, writing class books, entering competitions, displaying writing around the school, using high quality texts as inspiration, and giving pupils more choice in what and how they write. - Increase opportunities for writing across the curriculum. - Agree revised policies and approaches and ensure approaches are embedded and progress increased this session.	Writing Pupil views P1 – I know my sounds and like making sentences and writing stories. Writing is fun. P1 – I got better at writing. I know how to do a sentence with a capital letter and full stop. P2 – My friends encouraged me to write, we all helped. Writing about Nessie was good and remember my capital letters now. P3 – I got better at writing. My teacher explained it really good and I could better. She told me in the morning how to make it better. P4 – Writing was way better this year because the way my teacher taught me. Practising the same thing over and over helped me remember.

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- Professional dialogue has enhanced the shared understanding of what achievement of writing look like within and across CfE levels across the school. - Key strengths in gathering evidence agreed, with teacher identifying next steps appropriate to their own professional development and classes. Increased opportunities to mark make in ELC and develop foundations of writing in P1 - All ELC staff engaged with a 6 week sprint focussing on increasing opportunities for mark making indoors and outdoors. - Staff tracked pupil engagement with mark making materials across the setting and made changes where engagement was low. - Staff saw an increase in children engaging with mark making opportunities with almost all children. - In P1, children’s mark making efforts were celebrated and daily opportunities for writing in different contexts were introduced. During free play, children regularly engaged with mark making and early writing with increasing independence.	- More quality resources for those pupils who struggle to engage with writing, for example, word free books/access to Pobble. - Increase number of opportunities for co-created success criteria. - Ongoing Quality Assurance work to monitor progress. Senior leaders to ensure consistency in learning and teaching across all classes. - Implement new attainment tracker and further development of use of Quality Improvement tools. - Increase opportunities for writing moderation, both within and outwith school. - Continue being responsive to children’s developing mark making skills and provided opportunities to mark make/write across all contexts in ELC and P1.	P5- My teacher really helped me with my handwriting, and I used to only write a little bit but now I write in paragraphs and fill up two pages. Writing is more fun now. Staff views I feel fairly confident in teaching writing and already use many of the key approaches highlighted within the programme, such as sharing learning intentions and success criteria, modelling, scaffolding, differentiation, discussion, feedback and pupil input where appropriate. 3 out of 5 teachers that received NIWP training felt it increased their confidence in teaching writing. Children in the ELC developed an enthusiasm for mark making and writing and were excited by new opportunities. Children in P1 developed an enthusiasm for writing independently and regularly chose to engage in writing out with formal writing lessons.
Impact		
Four class teachers all trained in the principles of NIWP led to consistency in children experiencing writing lessons delivered through Learning and Teaching that follows NIWP, that also follows agreed approaches. Increase use and understanding of learning intentions and success criteria. Evident through quality assurance work e.g planning, monitoring, lesson observations and work sampling.		

- Teachers demonstrate increased confidence teaching writing, with greater clarity of benchmark expectations for their given stage. Teachers have increased confidence to address writing using different methods that support the learners more effectively and worked alongside pupils to assess their work, giving them greater autonomy to make self-improvements. - Improved engagement in writing for almost all children involved in the writing programme. 71.4% of P3-7 pupils made progress in their writing. - Children are more confident in identifying the learning intention and success criteria and are starting to engage in conversations about their next steps in writing. - Parent feedback on children's written work is very positive. ELC - Improved understanding and use of benchmarks to ensure planning is progressive and meets the needs of all children. - Increase in practitioners' confidence when tracking literacy	
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School Priority 2: Learning, Teaching and Assessment of Numeracy		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
To ensure that learning, teaching, assessment and moderation practice is collegiate, transparent and of high quality to inform next steps and raise attainment, with a particular focus on Numeracy. Working collegiately will ensure equity across the school. This is a further development from 24/25 session. - Collegiate time provided for staff to analyse SNSA/SOFA data and compare to P&A levels. Staff identified common strengths and areas for development across the school. Following analysis, staff planned a sequence of lessons to develop learner confidence and success. - Collegiate time provided to moderate numeracy across all levels, as well as review approaches. - Increased confidence using benchmarks to assess progress in numeracy.	- Increase opportunities for numeracy moderation, both within and outwith school. - Participation in ASG moderation so all staff can share and reflect on rich learning evidence and share high quality teaching practices. - To continue to build on strategies and interventions for numeracy and maths to ensure the needs of all learners are being met. To ensure progression, breadth and	Pupil views P1 – I liked learning my numbers. We did lots of counting things, lots of things, counting everything. P2 – I liked making cookies for the Lighthouse Keepers lunch. We had to make the patterns in halves and quarters. I liked sharing cake when learnt about halves and quarters. P3 – I really liked writing in the new maths book (Leckie Leckie workbooks). I liked

- Professional dialogue has enhanced the shared understanding of what achievement of numeracy looks like within and across CfE levels across the school. - Key strengths in gathering evidence agreed, with teacher identifying next steps appropriate to their own professional development and classes. ELC - Practitioners have started to complete numeracy trackers. - Increased confidence in using observations and trackers to identify strengths and areas for development.	challenge and targeted next steps for all learners. - Increase opportunities for math across the curriculum. - Ongoing Quality Assurance work to monitor progress.	using the scales and connecting blocks to help me with my math. P4 – Maths was fun. P5 – Maths was really fun. We learnt about money and credit cards and buying stuff and having enough money to buy it.
Impact		
- Engaging in collegiate dialogue of analysis during moderation has established a deeper understanding of success criteria and achievement expectations. - Majority of teachers demonstrate increased confidence in evidence based professional judgements. Variation in teacher judgement is reducing. - Clearer identification of learner's gaps is directly informing daily differentiation in majority of classes. ELC - Improved understanding and use of benchmarks to ensure planning is progressive and meets the needs of all children. - Increase in practitioners' confidence when tracking numeracy.		

School Priority 3: Amended following school inspection priorities and staff changes. (Action 3: carried over to 26-27 session)		
School Improvement Plan Priority 3		
Summary of progress	Next steps	Stakeholder Views

This project has been developed in response to our HMiE school inspection in September 2025 and the National Priorities of placing the human rights and needs of every child and young person at the centre of education. Further to this, the improvement of skills in leadership as a national priority will need to be addressed. Staff supported children to evaluate the impact of their work and recognise the leadership skills they are developing. Pupil leadership groups were refreshed for this session, in line with pupil interests, school priorities and staff availability. Profiling - Pupils now have current and child focussed profiles, with which they can record their next steps (in conversation with the class teacher), display literacy, numeracy and other proud pieces of work. - Children have increased confidence and understanding about their next steps (targets) and how they will achieve them. - There have been four opportunities for parents and carers to come into school to join their child/children to share their profile and discuss their achievements. - Collegiate time provided for staff to moderate childrens profiles and develop a profiling policy. Rights Respecting Schools Leadership Group - Each class created a class charter linked to the UNCRC rights - Selection of (most relevant) rights shared with classes and displayed in class to be referred to by pupils and teachers - Group explored the ABCDE of rights and created a poster for each of the letters - this was shared at an assembly to raise awareness across the school	- Agree Profiling policy and approaches and ensure approaches are embedded and progress increased this session. - Timetable dedicated weekly session for developing profiles with all children. Teachers to use this time to have learning conversations with the pupils and upload termly next steps. - Continue to review and develop a more robust and thorough method of profiling for pupils, so they can take the lead on their self-evaluation and next steps themselves. - Continue to promote leadership opportunities across the school and ensure all pupils share their views and have a voice in our school, community and wider world.	Pupil views RRS P1 – We learnt about being safe and we made rules for the playground. Eco P3 – We helped pick up litter and we did a quiz to see what we needed to do in the school to make it Eco. P5 – I liked it because we helped the school to stop the rubbish and cleaned it up. Reading schools and music P2-We made the library all tidy. I liked it when the library was open at lunch time. P4 – I love music and learning new songs. I like the new library. Community P5 - We learnt about community the school community and how important it is to be in a community. We organised
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• Rights display created in the canteen with examples of where rights have been evidenced added to individual rights • Raised awareness of the rights in weekly HT newsletters linking newsletter items to individual rights to support parents' understanding of the rights • Raised awareness of the work of the group with parents through a short bio of the group and update of what we have been working on - was included in one of the weekly HT newsletters • Work has begun on creating our playground charted which was initially populated with ideas from the leadership group. This was shared at an assembly and then send round classes to gather feedback from each class. Was also shared with staff so that they could have the opportunity to comment. The charter will be finalised next term and will be linked to the relevant rights. • The group developed their awareness of what the rights mean/look like in action through various activities including looking at fairytales and identifying which rights the characters did/did not have in the stories. The pupils in the group were quickly able to name the rights and talk about what was missing. Digital Leadership Group • Looked at different ways to stay safe and responsible online. They used Google's Interland to explore online safety in a fun and practical way, including spotting scams, protecting personal information and thinking carefully before clicking on links. They also spent time learning about secure passwords, why passwords should not be shared, and how to make sensible choices when using school technology. The group discussed age ratings for different apps and why these are in place. The group then used what they had learned to create online safety posters with clear messages to help other pupils stay safe online. Reading schools and Music • Sung at the Alness Community Christmas carol service • best up a school library • Started to organise the library into genres of books		
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• Trialled opening the library at lunchtime and talked about starting a lunchtime library club • Shared their recommendations for what to read • Organised a 'flash read' for world book day Community • Learned about what community means and our place in the community. • Jobs and professions in the community and why they are all important. • Buildings in community • Ways to help community • Why we need to respect our community. • Organised Children in Need 2025 and Red Nose Day 2026. Eco • Learnt about Eco Groups and why schools need Eco Groups and are working towards applying for a Green Flag for the school. • They have been completing an Environmental Review and this information will be used to choose topics for a Schools Action Plan. • Environmental Review completed: Climate Action, Litter and Waste, Food and the Environment, Health and Well-being, Energy, Global Citizenship • The group made posters about litter and carried out regular litter picking in the school grounds. Pupil Council • Surveyed all the children to find out what they wanted to play with at Lunch times and reported this to the Parent Council. This led to the Parent Council buying equipment for the playground, such as skipping ropes, chalk, mud kitchen. • Led work on the wellbeing indicators. Each class fed back their ideas about what each wellbeing indicator looked like, sounded like and • Work has begun on creating the Obsdale wellbeing walk for all		
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We have made good progress across the school and ELC in developing childrens leadership skills and engagement.		
Impact		
• Childrens confidence and engagement in the life and ethos of the school have increased. • Children are becoming more familiar with the learning conversation process and have a better understanding of their own progress. Most children can speak about their next steps and how they will achieve them. • Pupil groups have a much more prominent role within the school and have shown our children how their views can be taken forward and help to make changes within our school. • Pupil leadership groups have supported our children to have a positive voice within our school, local community and wider world.		

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The ASNT and EYP completed external nurture training. During this session the ASNT ran nurture sessions. Seven pupils from P6-7 received a weekly one to one session and 13 pupils in P1-4 were split into three small nurture groups and received weekly sessions.

The structure for P6-7 one to one the sessions:

Emotional check in

Focus task (emotional literacy based)

Group game

Snack

Targets (based on Boxall profile)

Reward (range of options but they mostly chose baking/cooking or outdoor games)

The ASNT completed weekly progress reports for each pupil and had regular contact with class teachers to discuss behaviour and effort in class and used this to inform sessions.

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Progress:

All pupils have shown differing levels of progress in terms of emotional literacy. They have all shown progress in terms of becoming used to the routine of the sessions and following the structure. All pupils have become more adept at emotional check ins in terms of measuring their emotional state that day and explaining why they felt that way. They also have become more skilled in linking some of those feelings to other events in their lives which could contribute to them feeling that way.

The structure for P1-4 sessions:

Children took part in activities and games based around team building, emotional literacy and social skills.

Their routine included an emotional check in (showing where they were that day on the emotions scale and explaining why), taking part in a group activity (focused around building up social skills and emotional literacy), and then taking part in a discussion to evaluate the activity. They would then tidy up together and line up to return to their classroom. The group agreed rules together and reminded each other to stick to the rules whilst they were in session.

Progress:

Every pupil made progress in terms of being able to communicate their emotional status and explaining clearly why they felt that way (through doing the emotional check ins which they enjoyed). They all also made progress in terms of being able to listen to others whilst they were speaking about their feelings and wait their turn.

Next steps: EYP and SEBN ASNT will work together to continue running nurture groups.

Wider achievements

Coileanaidhean nas fharsainghe

- Awarded Rights Respecting Schools Bronze award
- P5-7 took part in County sports and Rugby tournament
- P5-7 took part in swimming lessons
- Kodaly music worked with P2/3 and P3/4
- Feis Rois worked with P3/4 and P5/6 as well as delivering a whole school day of music, art and stories
- Pupils took part in the Christmas concert at Alness Academy
- Ross Sutherland Rugby worked with P5-7
- Pupil voice was evident in our Leadership groups
- Pupils have benefitted from various afterschool clubs - Ross County football, choir, athletics, dance and art
- ELC and school enjoyed a performance from M&M Productions
- Whole school visit from Jammin Fitness where all children took part in physical activities.
- Whole school visit from Glasgow science centre where all children took part in practical science activities about the body
- Artsplay worked with ELC and P1/2 for the whole year.
- All children were involved in various class trips - Dunrobin castle, Dalmore Farm and The Field, Landmark

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Comments from learners, families, stakeholders and staff

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

Pupils said:

P1 – Art club is the best. Making out art with my friends and we get to use everything and do what we want to with all the art things.

P3 – I love school

P4 – My teacher makes it fun

P4 – My school is paradise.

P5 – It was very fun and I loved it and seeing the teachers.

P3- I wish we could do choir again.

P3- We need more Chromebooks, we never get to use them.

P4- I want to go to the library at lunchtime.

P4 – Will we have the new maths books in P5?

P5 – We need more things outside to play with.

P5 – Will art club be on again?

Partners said:

Thanks so much for having us at Obsdale Primary. We were welcomed so warmly by all of the staff and pupils and really appreciated our time here. All staff were so adaptable and kind and clearly very good at their job. The classes did great during their shows with good answers and questions. They also worked so well together during their exhibit sessions. Thanks, so much again. Ross and Aileen – **Glasgow Science Centre**

Parents said:

What Parents Told Us

Obsdale Primary School • Parent/carer questionnaire • 27 responses

The big picture

92% said their child likes being at school	85% said their child feels safe	93% said staff treat their child fairly and with respect
89% were satisfied with the quality of teaching	85% were satisfied with the school overall	93% said the school gives advice on supporting learning at home

What stands out

♥ Children enjoy school Parents were overwhelmingly positive about their children's experience of school, with 92% agreeing that their child likes being there.
■ Respectful relationships 93% agreed that staff treat their child fairly and with respect. 92% also agreed that staff know their child as an individual.
■ Feeling safe 85% agreed that their child is safe at school. This is a strong message, while also leaving room to understand the views of the parents who were less certain.
■ Learning and support Parents were positive about support for learning: 85% said their child receives the help they need, and 93% valued advice about supporting learning at home.
■ Communication Parents were generally comfortable approaching the school (89%). The clearest area to explore is whether information about learning and progress reaches parents at the right time.
■ Overall confidence 85% of parents said they were satisfied with the school and 81% said they would recommend it to other parents.

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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

HMiE - The headteacher should improve the strategic leadership and pace of change across the school and nursery. Staff need to monitor progress towards school improvement priorities regularly and keep track of how well changes lead to improvements.

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HMIE -The headteacher and staff should work together to raise attainment in literacy and numeracy for all children. In the school, staff should improve the quality of learning and teaching to ensure children experience high-quality, and motivating learning which is well matched to their needs.

HMIE - In the school and nursery, the headteacher and staff should develop learning environments to better meet the needs of all children. Staff should develop a more effective use of indoor and outdoor spaces.

Planning ahead

A' planadh air adhart

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 <https://obsdaleprimary.wordpress.com> or by contacting the school office.