

Oakbank Primary School

Standards & Quality Report 2024-2025

'Mighty Oaks from Little Acorns Grow'
Achieving Compassion Opportunity Resilience Nurture



The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session. It also states our self-evaluation grades for key quality indicators taken from "How Good is Our School 4" and How Good is Our Early Learning and Childcare.

Quality Indicator: HGIOS 4		Evaluation:
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching & Assessment	Good
3.1	Ensuring wellbeing, equity & inclusion	Good
3.2	Raising Attainment and Achievement	Very good
Quality Indicator: HGIOELC		Evaluation:
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching & Assessment	Very Good
3.1	Ensuring wellbeing, equity & inclusion	Very Good
3.2	Raising Attainment and Achievement	Very Good

These evaluations are based on our on-going self-evaluation processes. Consultations involving pupils, parents and staff as well as a Quality Improvement Review (QIR) in February from PKC, have helped us to evaluate our performance and identify areas for improvement. Teacher's judgements have been based on in-school learning evidence, expected continuous progress and evidence to support these decisions. Oakbank School has a very good capacity for continuous improvement and will continue to work with its school community as we strive for excellence and equity for all pupils. Our school is committed to taking forward National Improvement Drivers and Local priorities through our annual Quality Improvement Plan (QIP).

Attendance, Attainment and Achievement

Attainment data for each pupil is recorded in Literacy and Numeracy and reported at key stages e.g., P1, P4 & P7. The variety of data and evidence we collect indicates the following:

- **Almost all** children in P1 have achieved Early Level in Listening & Talking, Reading and numeracy, **Most** in Writing
- **Almost all** children in P4 have achieved First Level in Listening & Talking and **Most** children achieved First level in Reading, Writing and Numeracy
- **Almost all** children in P7 have achieved Second Level in Listening & Talking, Reading, Writing and Numeracy

Across all stages there are several children on track to achieve the appropriate level earlier than national expectations. There is a slight increase in attainment in Listening & Talking, Reading, Writing and Numeracy overall across the school compared to last session.

Attendance

Regular attendance and good timekeeping are priorities in our school. We have a good attendance rate. The Attendance figure for **2024/25 is 95.9%** which is higher than the PKC average of 93%. This is a slight increase from last year (94.4%). Parental holidays during term time and long-term illnesses continue to impact this figure.

Achievement

P1, P4 and P7 pupils undertook NSAs this session with the results being analysed, along with a wide range of teacher assessments to identify progress, next steps and to support teachers' professional judgement on the achievement of a level. We also undertook reading and spelling assessments which enhances our understanding of progress and attainment. Identified stage groups were targeted for support in numeracy, writing, and spelling. Most children made progress in these areas. Our assessments from our phonics and reading programme indicate improvements in reading, particularly at the P3 stage. Assessment is for Learning is embedded throughout the school and this informs our day-to-day teaching practice. Identification of preschool/deferred children not meeting milestones, informed targeted interventions which was supported by an ECP in P1 for part of the year. This year we moved to a new online progress and achievement platform to track progress.

PEF purchasing is linked to the analysis of pupil assessment and resources are used to support targeted interventions.

There are a number of planned opportunities for extracurricular clubs within the school and local community. The skills squads and Fun 31 activities have provided opportunities for children to develop identified skills within different contexts. We have continued to provide a range of wider opportunities. A sample of achievements are highlighted below:

- Learners have experienced visits from visiting authors, Polar experts, Rhet and Perth and Kinross Countryside Trust to complement their learning in school as well as visits out to locations such as St. John's Kirk, Stirling Castle and Glasgow Science Centre

- A variety of shared whole school learning events such as assemblies, over and above awards, Sports Days, World Book Day, Talent Show, Eco Picnic, and Paired Reading activities
- A variety of Sports taster sessions, allowing learners to link with partner organisations, encourage increased participation out of school and representation at local and regional events (rugby, cricket, football, badminton, County Sports, Cross Country, fencing)
- We achieved the Nurturing Schools award level 1 and Digital Schools award
- We received our **9th** Green flag in October, through the continued work of our dedicated Eco Group
- Cultural experiences were offered in expressive arts; Scottish Opera productions, Follow the Band and our own school day of dance to celebrate St. Andrew's Day
- P1-3 participated in the school Nativity at Christmas
- All classes produced gifts to sell as part of their enterprise topics for the Christmas Fayre
- School Strings Group visited Ochil Care Home to entertain residents
- Parent Council meetings and parent contact sessions were held virtually and in person
- Two Open afternoons for parents to meet teacher and see class learning were held prior to parent contact sessions
- P5 entertained their parents with their class show - 'The Button Box'
- We invited parents in to join us for an outdoor learning afternoon
- Pupils participated in the annual school Scots poetry competition and our P7 pupils took part in the William Souter competition as well as performing a play as part of their WW2 topic- Treachery at Traitor's Quay'
- P7 pupils also entered the Rotary Quiz and won the final to the final in Aberdeen

Learning

Feedback from our QIR indicated that we have articulate, well-behaved children who are proud of their school and are motivated to learn and achieve. There are high levels of learner engagement and through classroom observations there is a good range of learning activities which enable children to apply their learning. It reports that our learning environments are stimulating, well organised and the universal provision is well considered for meaningful and purposeful learning.

Our school improvements this session have been based around the following as well as maintaining our focus on outdoor education and children's rights.

- Launch and promote our school vision, values and aims and our curriculum rationale
- Staff and learners to know, understand, plan and apply Meta skills (skills we require for learning, life and work)
- Further develop a consistent approach to the teaching and assessment of writing including the use of digital technology and universal approaches to support learners
- Continue with our nurturing school journey
- Develop our reporting approaches and parental engagement with learning using the 'Learning Journals' digital platform

Vision, Values and Aims

Our new 'ACORN' characters were shared with our school community along with our curriculum rationale. Learners from the Digital Group were involved in the design of the characters and document. This has created a strong Oakbank identity and sense of belonging for staff and learners. The characters are visible throughout the school and nursery and are understood by all.

Meta-skills

This year we introduced a meta skills framework to enable learners to engage with the language of learning and make explicit skills they were developing through learning experiences. Initially these were taught through assemblies by introducing the skills then planned for during FUN 31 activities on Friday afternoons.

To increase attainment in writing we have:

- trained P4 staff in the National Improvement for writing programme as well as continue training in the 'Explicitly Teaching Writing' approach for all staff
- targeted cohorts of children for further support in literacy using digital technology to support their writing
- engaged with digital training to make writing accessible such as Clicker and Immersive Reader
- learners made good progress from prior levels of attainment

Nurturing Schools Project Year 2

In September 2024 we were officially accredited with our Level 1 Nurturing Schools Award due to our commitment to developing universal nurturing approaches across the ELC and school. To identify a second principle for Year 2 of the programme we conducted a further review of the data combined with a close analysis of pupil and parent views gathered across the year and selected Nurture Principle 4: Language is a vital means of communication. The school and ELC leads completed their training and met regularly across the session to roll out the development of this principle.

In the primary school the focus continued to be on the children's experiences in relation to feeling respected and included in the playground. Playground staff explored key attunement strategies, were trained in restorative approaches and met with the school nurture lead regularly to review approaches used.

The Pupil Council were heavily involved in Year 2 of the programme and supported the school lead to measure pupil playground enjoyment levels using the Leuven Scale. They then used Talking Mats to identify key areas to explore further and helped plan and deliver assemblies on restorative approaches (5 Magic Questions), the right to play, play is learning, kindness, two sides to a story, big deal/little deal and resilience.

Learning Journals and Reporting

This session we introduced a new online profiling tool, Learning Journals. It has been used to create, share and track observations of children's learning and to inform parents and carers about learner's individual targets, achievements and next steps.

Learning Journals is a key reporting tool which enables parents/ carers to be kept up to date with their child's progression in learning. Parent feedback was that they 'like the detailed information about my child's learning'. Following our work on profiling and reporting on learning throughout the year, we reviewed our end of year report to make them relevant and user friendly.

As a school and ELC we continued to develop our awareness of Children's Rights (UNCRC) through Assembly work and class focus on this and are currently undertaking our Silver Award accreditation.

Leadership

Staff

All members of staff in school and nursery have a leadership responsibility linked to the school and nursery improvement priorities. This contributes to a shared understanding of our collective responsibility to be the best that we can be as a school community.

Our non-teaching staff continue to engage with the training opportunities provided centrally by PKC on in-service training days. Staff select training relevant to their personal and school training needs e.g. Self-Regulation, Using Visuals, Makaton, Communication Skills, English as an Additional Language. Key staff engaged with CALL Scotland to support learners who have complex communication support needs.

Our Pupil Support Teacher delivered Springboard Training to all staff to ensure there is a range of universal supports in place in the classrooms to meet the needs of learners.

We have some staff with key responsibilities such as Digital leader, Probationer Mentor, Reading and Writing Leaders and Nurture Leaders from school and nursery. All staff undertook further training in Stephen Graham Explicitly Teaching Writing approaches (year 2). Our P4 teachers participated in the National Improvement for Writing programme and our P1-3 staff engaged with further reading training where a trainer from Read, Write Inc., visited the school for the day and provided direct support to the classes.

Pupils

This year our P4-7 pupils participated in a skills group relating to an area of school improvement; Playground Leaders, Pupil Council, House Captains, Digital leaders, Health & Wellbeing Group, Loose Parts, Languages Group, Eco Committee and Rights Respecting Group.

P7s supported P1 pupils through a variety of outdoor planned activities. P6 pupils undertook 'buddy training' to support the new P1 intake for next session. Our House Captains also participated in the Rotakids scheme, working with a local member of Perth Rotary. Through this they organised fundraising events for the Shoebox appeal and by holding a Crazy Hair Day to raise funds to develop the ISP playground area. They also presented their work at a local Rotary lunch. Our RamBos (4 Reading Ambassadors for P6 and 7) have worked alongside the library team at PHS, to promote reading opportunities within school and created a community quiz.

As a school we continue to seek parent and carer views on several school related issues. The Parent Council continues to support the school with fundraising, through holding Halloween and Valentine Discos, as well as supporting Sports Day, organising Christmas and Summer Fayres. They continue their involvement in discussions relating to school matters such as attendance, the cost of the school day, Learning Journals and new report card format.

Improvement Priorities 2025-2026

We will continue to focus on the following priorities:

- Develop a blended approach to the teaching of writing and further develop a whole school approach to literacy
- Review our Learning and Teaching policy (focus on assessment strategies)
- Further develop systems to track children's wider achievements and set targets
- Year 3 of our Nurturing Schools