



**Oakbank Primary School  
Standards & Quality Report 2022-2023**

***'Mighty Oaks from Little Acorns Grow'***  
**Ambition Community Opportunity Respect 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'.

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

These evaluations are based on our on-going self-evaluation processes up. Consultations involving pupils, parents and staff 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 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 School Improvement Plan (SIP).

**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, **Most** in Reading and Writing, and Numeracy
- **Most** children in P4 have achieved First Level in Listening & Talking, **Most in** Reading, and the **Majority** in Writing and Numeracy.
- **Almost all** children in P7 have achieved Second Level in Listening & Talking, and **Most** in 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 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 **2022/23** is 94.3% which is higher than the PKC average of 92.4% This is an increase from last year (92.7%).

**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 program indicate improvements in reading, particularly at the P2 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.

This session we have used our Pupil Equity Funding to employ a Pupil Support Assistant to support targeted interventions across the school. We also bought further literacy screeners to support identification of specific literacy difficulties.

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, Roman and Titanic experts to complement their learning in school
- A variety of shared whole school learning events such as assemblies, over and above awards, Coronation celebrations, Sports Days, House rewards, World Book Day, Talent Show, Eco Picnic, Readathon and Paired Reading
- 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, County Sports, Cross Country)
- We achieved a Bronze level Sports Scotland award
- Visits were made to Perth Concert Hall to experience orchestras as well as visits to theatre to see local theatre productions
- P1-3 participated in the school Nativity at Christmas
- We were awarded a 6<sup>th</sup> Green Eco Flag as a result of the effort of our Eco committee
- A few of our classes have been involved in partner projects to find out more about nature and will be using what they have learned to improve the school grounds. P1 and P7 were involved in the RSPB Big Garden Bird Watch, P3 worked on the RSPB bronze award this term, P5 have been working on their John Muir Award and P7 have been working towards their Junior Forester Award
- Almost all classes have undertaken outdoor learning visits as part of their learning contexts
- All classes shared their outdoor learning work with parents/carers at an Open afternoon
- Pupils who learn a musical instrument shared their learning performing for parents /carers in an evening performance with their music instructors
- Parent Council meetings and parent contact sessions were held virtually or in person
- Two Open afternoons for parents to meet teacher and see class learning were held prior to parent contact sessions
- P3 class participated in the 'Kindness' art project
- Pupils participated in annual school Scots poetry competition and our P7 pupils took part in the William Souter competition with great successes

### **Learning**

Most of our pupils are enthusiastic and positive in their learning and many are independent, active learners. Throughout the nursery and school, children receive positive learning experiences.

Our school improvements have been based around improving literacy; developing our inclusive practice and improving health and wellbeing

To increase attainment in literacy we have:

- developed our reading for pleasure across the school by improving the 'silent reading experience'
- buddied up classes for 'Paired' reading opportunities
- moderated writing in school and across some Local Management Group schools
- rolled out our phonics program (Read, Write Inc.) into P1 classes which is having a positive impact. An information session was held for parents in using this approach.
- used outdoor learning as a focus to develop learner's literacy skills – Lost Words project. Teachers report that using the book 'Lost Words' and the outdoors as a stimulus increased learner's engagement and motivation to write
- targeted cohorts of children for further support in literacy using digital technology to support their writing

All staff have undertaken training in nurturing relationships and trauma informed practice to enhance their knowledge in this area. We continued to develop our inclusive classroom approach by engaging with the 'CIRCLE' documentation.

Our continued focus on outdoor learning in both nursery and school saw an increase in learners being more active in their learning as staff increased in confidence in this area through training to deliver learning outdoors in a purposeful way. Most staff have increased their use of the outdoors as a learning environment. This impacted on children's health and wellbeing and enjoyment of learning tasks and activities.

We have continued to expand our understanding of Play Based Learning in P1 through practitioner enquiry, which has had a positive impact on children's listening skills, engagement in pupil voice and taking part in learning conversations. This was supported by having an ECP in P1.

In Nursery, the introduction of floor book planning allowed an increase in pupil voice and involvement in the planning process allowing for increased engagement in learning.

As a school we continued to develop our awareness of Children's Rights (UNCRC) through Assembly work and class focus on this.

### **Leadership**

#### **Staff**

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

Some nursery and support staff undertook CALM training. Support staff undertook training in Autism to further their understanding of children they work with regularly. P1 staff undertook Polaar training to support assessment. We have some staff with key responsibilities such as Digital leader, Probationer mentor, Reading leader and Nurture leader. Two staff members undertook training in writing approaches that will be rolled out next session to all staff team and a further one staff member undertook self-regulation training. All staff, including nursery have undertaken training in the use of the CIRCLE approach, Trauma Informed Practice, and outdoor learning to enhance their skills.

#### **Pupils**

Our positive ethos is linked to our House System, and House Captains take a leadership responsibility in planning House Activities. 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. Pupils in P7 managed this session to develop their leadership skills and understanding as Global Citizens through participation in the Junior Forester Award. The Pupil Council took on a school improvement role this year, focusing on the reading development. They were instrumental in auditing the practice of 'silent reading' in school and promoting reading for pleasure across the school as well as paired reading. They developed fun activities to promote this through running a 'Guess Who reads this book' competition, 'ask me what I'm reading' badge and organising the school Readathon. They chose resources for the library of new bookcases and soft furnishings. They also met with Tayside Contracts to discuss school dinner menus. The Eco committee has been as busy as ever involving classes in reducing energy consumption in the school, planting trees received through the Woodland trust. In addition, we received and planted 8 new fruit trees. P4-7 Gardening club has continued to improve the school grounds with painted signs to show off the different areas, creating upcycled hubcap flowers for the fence and by planting beans, wildflower bombs and tidying up the growing space. The Big Walk and Wheel was organised. The Eco Committee invited parents in at the end of the summer term to see the work that has been done around the school grounds and showcase what outdoor learning means to us at Oakbank.

Within the nursery, almost all staff contributed to an improvement group. A family support worker provided parental workshops within school and community on Bookbug and Eat well Play well.

Staff have been leaders of learning within their classrooms and playrooms, looking at improvements and adaptations to the physical environment to promote reading for pleasure.

As a school we continue to seek parent and carer views on a matter of school related issues.

The Parent Council continues to support the school with fundraising and involvement in discussions relating to school matters.

### **Improvement Priorities 2023-2024**

We will continue to focus on the following priorities:

- Raising attainment in literacy, reading and writing across the school stages. This will include further development of phonics and reading programme and a focus on how we teach writing including how digital technology can be used effectively to support this
- Supporting health and wellbeing and inclusion in school. This will include being part of PKC nurturing schools project and refresh of Bounce Back resilience programme as part of our health and wellbeing curriculum
- What is our curriculum offer at Oakbank? Looking at how outdoor learning, interdisciplinary learning and opportunities for increased pupil leadership in wider school life support skills for life learning and work