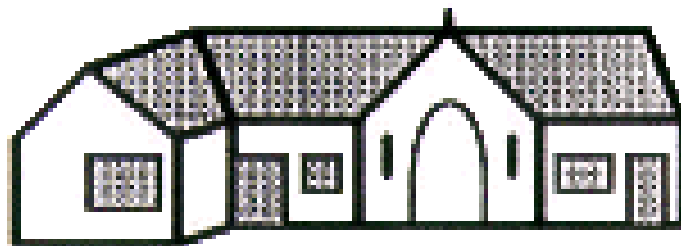


Standards and Quality Report

2021/22



REAY PRIMARY SCHOOL

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HIGHLAND COUNCIL | REAY, THURSO, KW14 7RE – TEL: 01847 811206

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects, we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

The current role of Reay Primary is 41 pupils in 2 classes. This session the local CALA nursery relocated into the grounds of the school in a new purpose built unit. The school serves the village of Reay and its surrounding area. Reay is a small village with good rates of employment.

Halkirk and Reay Primaries clustered in August 2017 and then came under new management in August 2018. The Head Teacher is supported by a permanent Principal Teacher at Halkirk and an Acting Principal Teacher at Reay. The school and village benefits from funding from the local wind farms of Baillie and Forss Wind Farm. Reay Primary was not part of the Scottish Attainment Challenge. The school's performance in Maths and Reading is above the Highland average. There are currently 5 pupils with FSM.

There have been some changes to staffing with the previous sessions CCR teacher returning to the school. This session there have been two full time teaching staff.

It has been a challenging year with regards to ASN with the teacher being allocated half a day a month. Although we have fewer level 3 & 4 pupils in the school there are still challenges and needs that require to be addressed. However, class teachers are experienced and have worked closely with the ASN Teacher whilst in school.

The school's janitorial hours were reduced to 3 hours a week causing a number of challenges such as issues regarding sickness and waste. The Clerical post was advertised but due to COVID was put on hold however we have cover provided one day a week from the Clerical at our cluster school at Halkirk Primary. The Clerical is an excellent support to the school however having no support on the other days is an issue regarding phone calls, manning the door etc.

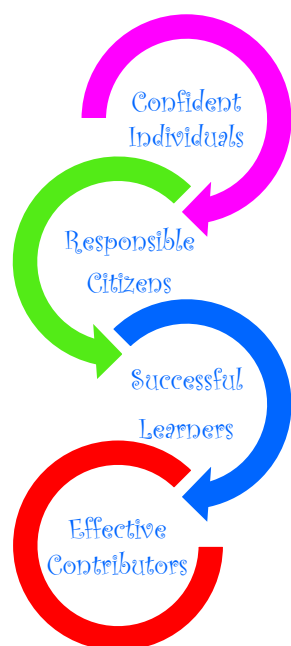
Improvements this year have been: Realising the Ambition, Outdoor Learning and Health & Wellbeing.

Our School Vision Values and Aims

Vision

Our Vision is to provide a safe, caring and stimulating environment which supports pupils in achieving their full potential.

Reay School aims to prepare pupils for future life so that they can make a positive contribution to society. The school offers numerous opportunities for pupils to work on being Confident Individuals, Responsible Citizens, Successful Learners and Effective Contributors.



Play Together
Learn Together
Achieve Together

At Reay, our purpose is clear. We create and improve the physical, social and intellectual conditions needed to deliver an effective learning environment, which nurtures our children's talents. As a Rights Respecting School, we put the Rights of the Child at the heart of everything we do. We work hard to ensure that all children feel valued, respected, and safe and secure. We continue to develop our school, so all have a voice and a feeling of belonging.

Through this ongoing process, we encourage excellence, share success and enable potential.

We help to prepare our confident pupils for successful learning pathways, enabling them to become effective contributors and responsible citizens within the community of Reay, Caithness, Scotland and beyond.



Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

	P4 – 7	P1 -3
Our Relationships	<ul style="list-style-type: none"> • Pupils get on really well with each other. • Pupils get on very well with adults in our school. • Can go to adult if we have a problem. • Can speak to our parents, P.S.A or other trusted adult if we have a problem. • We get the opportunity to have a say in our school. • Adults listen to us. • Everyone is treated fairly. 	<ul style="list-style-type: none"> • Pupils get on with each other. • Pupils get on well with the adults. • Can go to Joanne (Dinner Lady) and Mrs Hamilton (P.S.A.) if we have a problem. • We get to choose things. • Adults listen to us. • There are no favourites.
Our Learning and Teaching	<ul style="list-style-type: none"> • Personal choice in Topic work. • Mild, spicy, hot challenges. • Choice in reading book. • S.C and L.I for each lesson. • Targets. • KATs. • Learning Pit • Good help from teacher. • Interesting books and good games. • Colourful classroom • Painted school. • Clevertouch Board and Chromebooks in the classroom. 	<ul style="list-style-type: none"> • Choice in what we learn sometimes. • Two stars and a wish. • Targets. • Teachers help us when we are stuck. • Good Toys. • Nice classroom with pictures. • iPads
Our School and Community	<ul style="list-style-type: none"> • New improvements should include new goalposts and nets, Viking ship painted, a bigger slide and more flowers. • We feel safe with, Fire Practice, Teachers, Class Charter, Safety Rules and Children's Rights. • Community knows what is happening in our school through newsletters, Seesaw, newspaper and posters. 	<ul style="list-style-type: none"> • New improvements should be new goals at the front and the Viking boat fixed. • We feel safe with Teachers protecting us, good behaviour, we work together and we have people to talk to.. • Community knows what is happening in our school through Seesaw, photos in paper and we take part in Community events like the Garden

	<ul style="list-style-type: none"> • The school dining hall has been nicely painted. 	<p>Show and Christmas Lights switch on and bulb planting.</p> <ul style="list-style-type: none"> • School dining hall is nice and bright.
Our Health and Wellbeing	<ul style="list-style-type: none"> • Achievements and successes shared and celebrated in front of the class. • Achievements from clubs put in our Profiles. • Certificates and newspaper cuttings on the "In the Spotlight" wall. • Access to water all day. • Healthy options for our break and lunch. • Encouraged to bring healthy food to school. • Lessons about keeping our bodies healthy. • Fruity Friday. • SNAG. • Health and Wellbeing topics. • Opportunity to speak to someone about our feelings. • Note or gmail to teacher if unhappy or worried. • Mrs Calder makes us feel better. • Talk to friends if unhappy. • Talk to a member of staff if worried. • We have two P.E sessions a week. • Daily Mile • Swimming lessons. • Loose Parts. • Outside break and lunch. • Outdoor social time. • Outdoor classroom. • Our Mental Health is looked after. • SHANARRI wheel. • Growth Mindset • Check-ins • Positive affirmations • Wellbeing topics 	<ul style="list-style-type: none"> • Certificates and medals shown to class. • Certificates handed out at Assembly (Garden Show). • Healthy snacks from Cook. • Fruity Friday. • Talk to teacher if sad. • Talk to another adult if sad. • Fresh air at playtime and break. • Playing on Loose Parts. • P.E inside and outside. • Daily Mile. • Outdoor classroom. • Teacher asks us if we feel ok.

<p>Our Successes and Achievements</p>	<ul style="list-style-type: none"> • Our successes and achievements are celebrated and recognised in our Profiles and feedback in our jotters. • Special Person at Assembly. • "In the Spotlight". • Celebrations at Assembly. • Golden Time Reward • Sharing achievements with class. • Certificates, cups and medals awarded at special times of the year. • We share our skills as Digital Leaders. • We have P7 buddies. • Playground Leaders. • Classroom responsibilities. • Pupil Voice groups. • Learning conversations with Teacher. • Targets set and agreed with Class Teacher. • Targets and next steps in Profiles. • Opportunity to participate in Lunchtime Sports Clubs with Jay (Highlife Highland). • Multi-sports club after school. • Youth Club in Reay. • Badminton club in Reay. • Golf Club in Reay. • Clubs in Thurso. • Music opportunities at school. 	<ul style="list-style-type: none"> • Special Person Assembly. • Profiles. • "In the Spotlight". • Golden Time. • Sharing Achievements in class. • Targets set with Teacher. • Lunchtime club • Golf Club in Reay. • Young Stars in Reay
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Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

	P4 – 7	P1 -3
Our Relationships	No changes required.	<ul style="list-style-type: none"> • More pupils in the school • Feelings Box
Our Learning and Teaching	<ul style="list-style-type: none"> • More gymnastics equipment • More pens and pencils • More Chromebooks. • More iPads • More farm toys • More outdoor equipment • A penalty mark for football • A goalie box 	<ul style="list-style-type: none"> • Teachers to tell us all the answers • More colours outside the school • More outside toys • Goals
Our School and Community	<ul style="list-style-type: none"> • New footballs • Paint the goals • New nets • More Loose Parts • More Netballs • Bigger slide • More flowers • Classroom painted • Music playing at lunchtime • Bigger benches in the dining hall • Sit where we want • Less noisy 	<ul style="list-style-type: none"> • New goals in front playground • Viking boat fixed • Normal tables and chairs in the dining hall • Plant sunflowers and pink roses in the village.
Our Health and Wellbeing	<ul style="list-style-type: none"> • More P.E equipment • Jog around the village 	<ul style="list-style-type: none"> • More options for snacks • Swimming lessons
Our Successes and Achievements	<ul style="list-style-type: none"> • Star of the Week Award Prize e.g. Litter picking, good manners 	<ul style="list-style-type: none"> • Best Table Award

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose: *More focused programme of CPD opportunities*

Progress and impact:

On focus within the National Improvement Framework is on Teacher Professionalism.

“Teacher Professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people’s progress and achievement”

As the quality of teaching is a key factor in improving children’s learning and the outcomes they achieve, it was important for us to continue to evaluate and progress in this area. At Reay Primary the teaching is very good with experienced and knowledgeable teachers in post. The teachers’ professionalism is of a high standard and all engage in career-long professional learning. However, as a staff, we felt that we did not engage in the GTCS Standards document as regularly as we could. Teachers participated well in CPD but it was felt that this was not always linked to the School Improvement Plan or data.

Strategies which were employed were numerous and various. At a staff meeting a discussion was held regarding the importance of CPD linked to SIP (when appropriate) and taking into account local and national priorities. It was felt that CPD could become more focussed and collaborative at times. The GTCS Standards (The Standard for Full Registration) was included in the Self Evaluation Calendar, sitting alongside the Q.I HIGIOS 4.

The areas which were included in CPD were Outdoor Learning, “Realising the Ambition”, Moderation and Curriculum Development.

The impact for Outdoor Learning could be seen in the childrens’ increased enjoyment outside, pupil voice and through the Leuven scale.

Very good progress was made in this area.

Next steps:

Continued programme of CPD opportunities.

Improvement Project 2:

Primary focus: Parent/carer involvement and engagement

Year of Project: 1

Purpose: Increased Parent/Carer Involvement

Progress and impact:

One focus within the National Improvement Framework is Parental engagement. This was limited in some areas due to COVID restrictions.

“Research shows that when parents and carers engage in their children’s learning and when children and young people live in a supportive home learning environment, it improves children and young people’s attainment and achievement”

“This covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school”.

As Parental engagement is a key factor in improving children’s learning and the outcomes they achieve, it was important for us to continue to evaluate and progress in this area.

At Reay Primary, Parental engagement has always been a high priority and evident. Parents were informed of their child’s progress through Parent-Teacher meetings, Report Cards, Newsletters, Phone calls and emails. Prior to COVID restrictions, parents were invited to many school events such as Open Afternoons, Ceilidhs, Burns Suppers, Christmas events, etc.

Just before COVID, the school took on board the “Seesaw” app as a method of ‘Profiling’ and communicating between School and Home. This action was to improve excellence and equity and to achieve positive outcomes for all children particularly with school closures during COVID.

All children were able to progress in their learning, communicate with their teacher and peers and most importantly share their learning with their parents.

Due to COVID restrictions parents and carers were not permitted in school but strategies were employed to include them in their childrens’ learning and experiences as much as possible e.g. The past two Christmas Shows were virtual “The 12 Days of Christmas” and “Carols in the Cabin” – filmed outside, Virtual Loch Insh Residential Trip and Virtual Sports Day.

Many of these online events involved parental participation.

The evidence of the impact could be seen in photographs and comments which were posted.

Very good progress was made in this area.

Next steps:

Increased parental participation in school events.

Improvement Project 3:

Primary focus: School and ELC improvement

Year of Project: 1

Purpose: Improve Outdoor Learning within the School Grounds

Progress and impact:

One focus with the N.I.F is School Improvement.

"School improvements focuses on the quality of education including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and young people and close the poverty related attainment gap."

At Reay Primary we decide to focus on Outdoor Learning as part of our Health & Wellbeing Improvement Priority. (The authority asked us to prioritise three areas following COVID19 – Health and Wellbeing being one of them).

Health & Wellbeing has always been a priority at Reay Primary with children being offered numerous and varied opportunities and experiences.

Children receive a minimum of two hours P.E each week, two blocks of swimming lessons (P4-7), lunchtime and After School Activities, Sports Day, opportunities for outdoor play, use of Playground toys, Daily Mile etc. However, as a school we did not provide regular opportunities for Outdoor Learning. This was an area of School Improvement which we wanted to address. It was agreed that as part of our PEF for 2021/22, the money would be spent on an Outdoor Classroom and resources.

We purchased a beautiful wooden Outdoor Classroom from Fettes Sawmill in Muir of Ord. Also, numerous resources such as Loose Parts, a climbing frame, play crates and garden equipment were bought. Our Janitor made us a Mud Kitchen. Outdoor clothing was also purchased. Staff have led some focused outdoor lessons both within the school grounds and in the Outdoor Classroom. These have been hugely popular and successful. The P1-3 class have had more opportunities to experience outdoor free play.

Good progress was made in this area.

Next steps:

To continue to develop Outdoor Learning.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Excellent
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Very good
Theme 4 Our health and wellbeing	Very good
Theme 5 Our successes and achievements	Very good

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.