

Standards and Quality Report

2021/22



RAASAY PRIMARY SCHOOL

HIGHLAND COUNCIL | SCHOOL PARK, ISLE OF RAASAY IV40 8PB

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 progressing towards achieving these positive outcomes and changes.

Our School

Raasay Primary School provides Nursery and Primary education to children living on the Isle of Raasay. We currently have five pupils on the school roll with no enrolments in the Nursery for 2022/23. Raasay Primary School is a non-denominational school, where all pupils and staff respect the beliefs and values of all. Staff know the children very well and we have a strong supportive ethos across the school, parental and island community – with everyone having the children’s best interests at the heart of everything. The school actively promotes close working with the parent body, the island community and third sector partnerships. Our pupils get a broad and varied learning experience, and we make use of the variety of unique opportunities available to us through the engagement of the wider community all of which is supported by an active Parent Council. We know our pupils well and support them to reach their potential educationally, emotionally, and socially and work closely with the ASN Team of Professionals when required. The impact of the small current roll/projected school roll is of concern to parents and we make every effort to link with other schools for projects and activities where practically possible.

The school is part of the Portree ASG Cluster. P7 pupils are well supported through transition opportunities. The school has a teaching Head teacher and a 0.5 Class Teacher who provides the HT’s MGT cover and for the school. There has been a staff change in Session 21/22 which has provided stability and continuity for learners.

Analysis of our data from SNSA, formative and summative assessments and teacher judgements, show that are pupils are achieving or working well towards their end of level targets.

Our School Vision, Values and Aims



Our pupils produced a poster for our school when we reviewed our VVA in August 2021. We used the Wellbeing Indicators and SHANARRRI to support this and created our own SHANARRRI. It is important to us that our school is:

Safe, Happy, Healthy, Achieving, Nurturing, Active, Responsible, Respectful, Resilient and Inclusive.

(SHHANARRRI!)

In Raasay Primary and Nursery we believe that from little acorns grow strong oaks.

'bho stràcan beaga a 'fàs craobhan daraich...'

If we work together and nurture each other.

Friendship and Partnership

Responsibility for our learning journey

Challenge ourselves and have courage, creativity and resilience

Safe, Happy, Healthy, Achieving, Nurturing, Active, Responsible, Respectful, Resilient, Inclusive

Pupil Voice: what is working well in our school?

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

- Learning new skills in Outdoor Learning: We love mountain biking and we developed our skills by having an instructor come to our school to run sessions and then we went on a Residential to Fort William. Also our Bikeability Training Sessions
- We had Spors Gaidhlig come to our school and we learnt how to paddle board in the loch and on the sea. We learnt archery with them.
- Our teachers care about us
- We have lots of visitors for projects – international twinning with school in Brittany, their teacher sailed on an Eco Yacht with a treasure chest for gifts from their country. We shared our history and Gaelic and poems and gave them a treasure chest from Raasay to take back to their school. We keep in touch with them now.
- Treoir Project – our field trip to Fearn, we wrote a poem in Gaelic about Fearn and Anne Martin put a tune to it. It is our song and we sang it to Princess Ann when she visited our school.
- Our school is a happy and safe place
- Pupil Council – we have a say in what happens in our school
- Gaelic
- The re-starting of our Community Composting Scheme
- We can cycle to school
- We have delicious lunches using local produce from the Walled Garden
- We like afterschool clubs
- Lots of playground space
- WAS spelling
- Numeracy Grid and Hot Spot
- Sumdog and ICT apps like Bookcreator, Padlet and Jamboard
- Writing Stories
- We all have our own Chromebook
- Library
- Lots of visitors
- Charity

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.

- We would like more arts and crafts – maybe an arts and crafts club?
- We would like more children in our school!
- We liked the paddleboarding and biking – maybe the chance to do more or learn something new
- It would be good to get finger bikes and more tough trays
- Genius Hour – during break or lunch to investigate or research things (like we did in Lock Down)

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: School and ELC improvement

Year of Project: 1

Purpose: To support the HWB of pupils following Covid and recovery

Progress and impact:

- As a school we reviewed our HWB planning 3 year programme (school curriculum document) and applied the healthy schools programme for our pupil. This helped to focus on developing an understanding of how to keep well physically and mentally through discrete HWB headings
- SHANARRI – well-being screening to identify targets for pupils using the healthy school Scotland resources - We focused on Emotional Well-being through firstly targeting the subject of Relationships
- We continued to apply Decider skills and Growth Mindset language to support emotional literacy and used emotional check-ins/Blob tree to support vocabulary of emotion. The language of SHANARRI is used to discuss emotions, behaviour and reasons for the choices of behaviour.

- Development of Play Pedagogy as part of HWB within Nursery with opportunities extending to whole school – Pupil Council identifying and resourcing equipment eg: roller boards and protective pads, opportunities for main school to have play sessions with Nursery pupil. Nursery pupil linked up with another single pupil Nursery on line to build relationships and met up physically to play/socialisation. Main school planned and hosted a visit from another multi-composite school sharing learning and play.
- Through Pupil Council meetings and Pupil Voice sessions the school identified the need for more outdoor learning opportunities/learning new skills on the foundation of developing pupils HWB. Whilst we had planned to undertake the Emotion Works Programme in Term 3 and 4 pupil voice and teacher assessment identified the need for Physical Outdoor Activities to promote emotional well-being in our boys. The school arranged for third sector support to deliver loch and sea paddle boarding sessions and archery through Spors Gaidhlig and four days of mountain-biking training sessions on Raasay run by a qualified instructor. All pupils participated and gained in confidence and resilience. Parents supported the projects by attending the Nevis Range with their child on a weekend session – this was funded by an application for funding
- Associated School Group events – collaborative Scottish Opera Workshop and Performance support relationship-building and friendships
- Author Day with partner school – literacy and relationships
- Cross-country, and other Active Schools Collaborative events – Physical Activity and friendships

Next steps:

- To embed the Well-being Indicators and language of SHANARRI by creating our own 'take' on the it and building it into our VVA this year.
- All pupils to use SHANARRI wheels within their online profiles and link to pupil recognition certificate.
- Although no nursery this year our P1 pupil to continue to link up with P1 peer from last year's Nursery sessions. Host another visit from the school and reciprocal visit to their school to build relationships.
- To continue to build on developing news skills in Physical Activities to support emotional well-being. Arrange training sessions with third sector climbing organisation 'The Third Ridge'
- Arrange sailing sessions with Raasay House in Term 3 or 4 22/23 to promote teamwork

Very good progress was made in this area.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Support Spelling through introduction of Wrap Around Spelling

Progress and impact:

- As a school we identified that spelling needed to be a focus for our children post lockdown. Daily Wraparound Spelling lessons based on the phonic code, the meaning of the words, and the application of words provide targeted support daily.
- Assessment of writing and reading demonstrates that this approach has helped make the connections between decoding for reading and encoding for spelling within writing.
- The holistic approach of the programme has given children confidence in identifying grammar definitions within their writing and applying this within sentence 'growing'
- There is increased confidence in identifying in encoding and decoding by all and its universal approach works very well within our multi-composite and this has been evidenced in pupils' writing and assessments.

Next steps:

- Continue to review with pupils WAS spelling identifying what's working well/not to plan ahead
- Continue to monitor and track progress to further target and support pupils
- Further embed the strategies taught and skills developed
- Targeted spelling homework tasks
- To link the good progress made so far with WAS to writing development next session. Writing on School Improvement Plan 22/23 and Stephen Graham Training sessions booked for HT and CT
- Highland Council Moderation of Writing and High Level Assessment Training for staff next session

Good Progress has been made in this area

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Online Profiling and Key Assessment Tasks

Progress and impact:

- By using Google Sites (P3-7) and Book Creator (N-P2) pupils created their own online profile. Pupils are responsible for updating their profiles; identifying strengths and targets, profiling Numeracy, Literacy, H&WB, Learning Across the Curriculum and Wider Achievement and they are able to self-evaluate and track their own progress and have ownership of their learning.
- Pupils are able to share their learning with their families
- Pupils have been developing their skills in using a variety of apps: Jamboard, Book Creator, Padlet, Google Slides in order to capture their learning in a variety of ways and share on their profile.
- Key Assessment Tasks have been shared on the Profile

Next steps:

- Build in Profile Reflection Time and daily/weekly
- Termly sharing of Profiles with families
- Build in High Level Assessment Tasks (Replacing KAT) once training underway from Education Scotland and Authority for HLA/Moderation next session into Profiles
- Digital Leaders – pupils in P6/7 provide 'training sessions' or Digital Training Day for younger pupils, staff and parents.

Very Good Progress has been made in this area, but we are aware that the new format of Assessment moving from Key Assessment Tasks to Higher Level Assessments will require staff training and moderation going forward.

Evaluation of Progress

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Very good
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 on our website <https://raasayprimary.com/> or by contacting the school office.