

STANDARDS AND QUALITY REPORT

2022/23



Raasay Primary School

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

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs Wilma Duncan
Head Teacher
Raasay Primary School

School Profile

Pròifil na Sgoile

Attendance 94.46	Average Class Size 5	Meeting PE Target Target Met
Pupil Numbers 5	Teacher Numbers 1.5	Pupil Teacher Ratio 5:1.5

We have had no exclusions this year.

Raasay Primary School is located in a rural, coastal setting serving the local community of Raasay on the Isle of Raasay

There are 5 children attending the school and we have no children in nursery. Our pupils range in age from P1 - 7 and are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Raasay Primary School and has a teaching commitment of 2.5 days per week and is supported by a Management Cover Teacher for 2.5 days.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English is good and in numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Very good progress

School vision, values and aims Lèirsinn, luachan agus amasan na sgoile

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 SHANARRI to support this and created our own SHANARRI. 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....
'...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

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:

Writing

Purpose:

This project was developed in response to the impact of Covid 19 and to start to develop new whole school approach to writing building on previous pedagogy.

Progress: what we've done

- ✓ Teaching staff undertook Stephen Graham training for writing
- ✓ Teachers delivered lessons based on the SG pedagogy
- ✓ Explicit teaching of writing and modelling of writing

- ✓ Development of SG writing wall as a writing resource for pupils

- ✓ Pupils have a role decision making within their writing

Impact:

- ✓ All pupils have increased confidence in their writing
- ✓ All pupils are becoming more independent with their writing
- ✓ Aspirational attitude of 'Can do' with writing
- ✓ Whole school approach is starting to become more embedded within classroom practice

- ✓ All pupils have created the support resources for the wall and use this effectively within their writing lessons.

- ✓ Increased motivation in all areas of writing.

- ✓ Good progress was made in this area – improved learner engagement and accelerated learner progress in writing – evidenced through pupil voice, tracking and progression pathways/benchmarking.

Next steps:

- Further embed SG writing pedagogy – continue to have it as a SIP in session 23/24
- Videos of the 22/23 training have been made available to the school for 23/24 and these recordings will be the basis for each termly focus for our writing lessons. Eg: Description and Information Report (Term 1)
- SG pedagogy will be reflected in the HC planning/progression documents termly.
- Further develop the Google Shared Drive resources which links with other schools undertaking SG training
- As some of the Training sessions this session were re-scheduled or cancelled, use of the videos to embed and revisit some areas in order to further develop classroom delivery.
- Develop consistent approach across the school and ASG - for broader consistency and attainment in writing/literacy
- Develop ASG SIP which has a focus on Writing and opportunity for moderation through twilight sessions/InSET and shared Google Drive
- Benchmarks will be used as the tool to guide assessment and moderation across the ASG and Authority.
- Adapting weekly timetable of writing – shorter sessions.

Purpose:

This project was developed to support Writing (Priority 1) in our school and based on the wider priority across the Authority.

Progress:

- ✓ The Education Scotland Training Project in conjunction with the Authority was discontinued due to staff absence and technical difficulties.
- ✓ Lessons focussing on specific area of writing
- ✓ Writing linking with curriculum/topical areas for meaningful context

- ✓ Teachers using HAQ in some areas

Impact:

- ✓ Schools signed up for the Collegiate assessment and moderation of writing activities across the ASG/Authority were impacted
- ✓ All HQAs undertaken were clearly linked to E's and O's
- ✓ All pupils showing motivation within writing due to links made to Pupil Council/ Pupil Voice, social subject areas, Eco and HWB
- ✓
- ✓ Further development required to for meaningful impact for all learners

Next steps:

- Develop ASG SIP for Moderation of Writing and hold INSET day focussing on Moderation of Writing for all practitioners within the ASG
- Agree ASG dates in June 2023 for INSET and Twilight moderation sessions across the ASG
- QAMSO support for High Level Assessments for all practitioners in ASG on INSET Day and throughout session.
- Agree tracking tool for CTs across the ASG.
- Termly tracking meetings within schools/ASG
- Evidence from moderations sessions collated and reviewed
- Google Shared Drive created to upload examples of writing from variety of genres
- Assessment Calendar created based on dates identified by HTs in ASG
- Termly Attainment Meetings
- Introduction to Moderation session for ASG to be led by Collaborative Lead INSET
- Literacy Officer input on familiarisation new literacy documentation for all teachers on INSET
- Link HQA to Benchmarks

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

N/A

Wider achievements

Coileanaidhean nas fharsainghe



Newton Room Pop Up Lab – a visit to learn all about aquaculture



Climavore workshop – learning about marine life and protecting our sea-life



Carbon Neutral Islands 3 day workshop – learning about alternative energy sources and forest school skills



Glasgow Science Centre – Bodyworks visit.



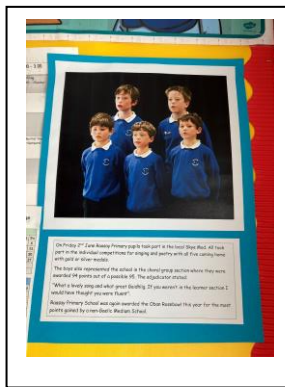
Pupils held a meeting with Young Islands Network. Sharing their research on Island Challenges.



Eco work – cleaning up our beaches after a storm.

Health and Wellbeing/Eco – coming first in Britain for having 100% of our pupils walking/cycling/scootering/go-karting to school to help reduce carbon emissions and being healthy

Charity work – We have a strong commitment to charity work. One of the charities we supported this session was the Disaster Emergency Committee to help people in Turkey and Syria after the earthquake. We worked with the community and Parent Council and raised money through a community lunch.



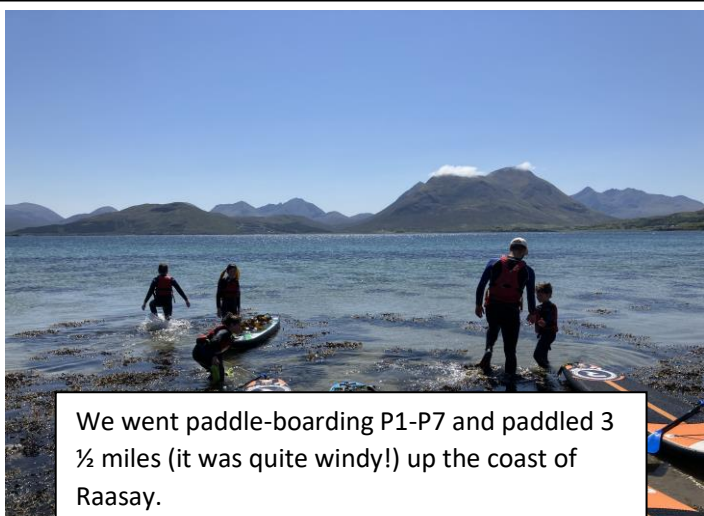
We took part in the local Gaelic Mod. We wrote a song and put a tune to it and sang it on stage. We do a lot of Gaelic in our English Medium School. The judges thought that we were a Gaelic Medium school as they thought our Gaelic was excellent 😊

We have a very active Pupil Council. Our P7 came up with the idea of creating bike trails in the forest. The Parent Council Chair and the pupils met with Forestry Land Scotland and presented their plan. It was approved.

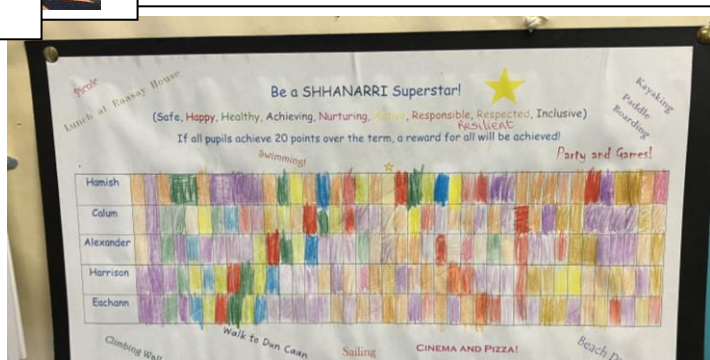
P6/7 wrote our MSP to arrange a meeting with her in the Scottish Parliament as part of Social Studies outcomes and to discuss important matters affecting people living on islands.



Princess Anne visited us in September – we sang our Gaelic Song 'Tobhta Fearnà' to her and played our music to her. We got a letter to tell us how much she enjoyed meeting us and hearing about our school and hobbies.



We went paddle-boarding P1-P7 and paddled 3 ½ miles (it was quite windy!) up the coast of Raasay.



Learning climbing skills at the 'Third Ridge' was great fun. We grew more confident with each session.

We created our own SHHANARRRI recognition board based on the aims and values of our school. We like it a lot and we get personal and whole class rewards based on this. We had a successful term and had a Rib Trip as a reward. 😊

Comments from learners, families, stakeholders and staff

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

Following a recent survey. All pupils reported that they enjoy coming to school. They feel safe in school and feel that they are all treated equally. "I feel safe because I know the people around me and they know me".

All children reported that behaviour in school is good and that all the children in their school are friendly. They detailed that their teachers help them academically and emotionally and that they like their teachers. All pupils said that their teachers make their lessons fun and that they learn a lot in class and that their work is just right – not too hard and not too easy. They enjoy receiving certificates and rewards which recognise their work in school and all pupils feel confident in demonstrating the Vision, Values and Aims of the school (which they created) through their own SHHANARRRI reward grid.

'I had the opportunity to be a leader within our paddle board group and I was able to the challenge and build on my skills from last year and the instructors said that I had been helpful. I felt successful as I used my skills to paddle 3 and ½ miles down the coast of Raasay! I felt that I was able to use my skills from last year's lessons effectively and I was quite confident.'

'We are lucky as our school is healthy because we have a lot of goodness in our food as it is from the walled Garden. My favourite are the carrots. I like seeing my friends in schools and love doing sums, swimming and paddleboarding. I think I am improving my skills in these and achieving in my numberwork. I am very responsible and get lots of responsibilities in school like the ACORN Afternoon Tea, Enterprise work and in the school play.'

'The teachers make us feel safe and learning makes me feel happy. I love the school lunches, PE and Gaelic. I enjoy my responsibilities doing composting and doing the 'helping hands' chart. I feel included at playtime.'

'We get lots of chances to be active and learn new skills. Like in Bikeability, Outdoor Imaginary Play, Climbing at the Third Ridge, Paddleboarding and swimming. We also learnt about how to keep our hearts healthy and I enjoyed learning about how to use a defib. I enjoyed the responsibilities for ACORN work as I have to help the Treasurer. Next year I might be the Treasurer! I like to make sure people are included as I like to feel included myself. I was making sure that no-one was left out when we had a visit from another school and that everyone got a turn on the swing.'

'I enjoy Composting/Eco-Work and particularly enjoyed Creating Bike Trails and holding meetings with Forestry Land Scotland and Parent Council. I loved the fact that I put an idea forward about creating bike trails to the HT and she then put it to the Parent Council. We then had a meeting as a pupil council with the PC Chair and then we worked together and met with Forestry Land Scotland. They agreed to my idea after I presented all the facts online to her on a virtual meet. We are now in the process of constructing them and they are good fun for all ages.'

'The Carbon Neutral Islands Project was good fun and very interesting. We built an imaginary ECO house and wrote a letter to our future selves for a time capsule. It was really good learning new skills like creating fire with flint and boiling water in a Kelly kettle. I am happy because I feel I am learning lots and there are lots of opportunities to be active and healthy like climbing and paddleboarding.'

'The only thing I wish we had was more children. I hope we use our SHHANARRRI board next year. I liked that it was our own board and we added things that we thought were important like being Happy and Resilient.'

'I love doing our Christmas Shows – everyone comes to watch it and it was written this year, by one of the pupils in our class. It was called 'Seumas and the Dragon'... I love dressing up.'



Parents reported about very positive transitions for pupils and the really supportive staff who encourage pupils to learn in the ways that they love. Parents have detailed that the school allows pupils to be themselves and appreciate the opportunities provided for joint projects such as the school play, planning enterprise activities and extracurricular activities. Parents have also highlighted that they see pupil confidence in subjects growing over time as well as learning progressing. They value how learning is made enjoyable and appreciate the wider opportunities offered within the curriculum eg: paddleboarding, rib trip, farm visit and the visit to the parliament in Edinburgh as part of their Social Studies topic on elections and democracy work and visiting Dynamic Earth and the Museum.

Parents' report a warm atmosphere in the school and value the strong connection between the parents, school, and the wider community. The nurturing environment is recognised and valued by all, and the garden opportunities are appreciated.

Given the small numbers, parents reported that their wish would be for more children and plans will be put in place to think creatively and collectively on how to build relationships with pupils in other schools in the ASG. This would be similar to what worked well this year for P7.



With help from our Parent Council held a 'Coronation Ceilidh' for our island community. We had 'Afternoon Tea' and had some prizes to raise money for our Edinburgh and Dunvegan Trip. We also celebrated our school cooks past and present and invited the family of Katie MacKay, who had been the school cook from 1967 until 1990 to unveil a bench in her memory. We get all our fruit and vegetables fresh from the Walled Garden which our school cook uses to make delicious lunches and it reduces our Carbon Footprint. We are very lucky to have our school community, island community, wider business community, and third sector organisations support the work of our school.



Here we all are with our Coronation Mugs on 'Katie's Bench' and in front of our Coronation Sea-themed Collage competition entry in which we won in the 'Schools with under 19 pupils' category. 😊

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	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Good	
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Providing there is continued consistency of staffing in our small setting.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Moderation of Writing - Stephen Graham Writing

Familiarisation of new Highland Literacy Documentation

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 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