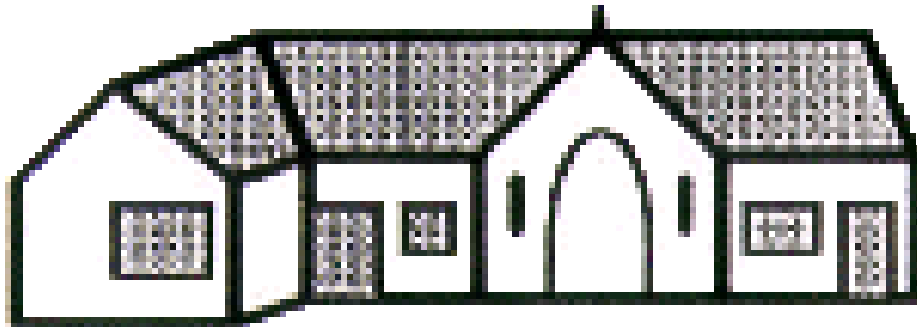


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



REAY PRIMARY SCHOOL

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

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%

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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.

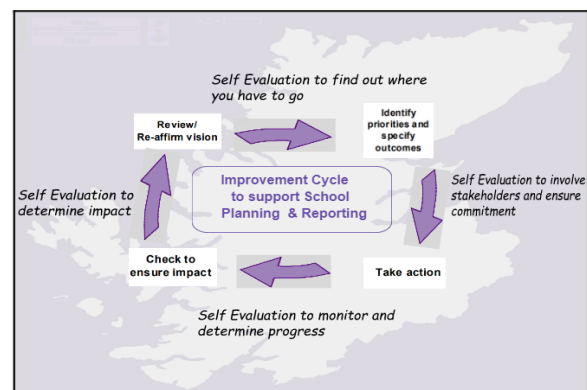
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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-àigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Fiona C MacLeod
Head Teacher
School – Reay Primary



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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 94.9%	Average Class Size 20.5	Meeting PE Target Target Met
Pupil Numbers 41	Teacher Numbers 2	Pupil Teacher Ratio 15

For schools with a roll exceeding 50

N3 XX%	N4 XX%	P1 c%	P2 14.6%	P3 19.5%	P4 12.2%	P5 12.2%	P6 12.2%	P7 19.5%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 80-90%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 0-10%	No ASN 90+%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%			

2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

We have had no exclusions this year.

For schools with a roll below 50 (in place the of detail above/please edit as you wish):

Reay Primary School is located in a rural, coastal setting serving the local community of Reay and its environs on the far north coast of Scotland.

There are 42 children attending the school from P1 - P7. P1 - 3 are taught together in a multi-stage class and P4-7 in a separate multi-stage class.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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The headteacher has overall leadership responsibility for Reay Primary School and Halkirk Primary School. The headteacher is supported by an Acting Principal Teacher. Staff and children from both schools work together regularly.

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 and 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. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

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Overall children are making the following progress:

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

We have had no exclusions this year.

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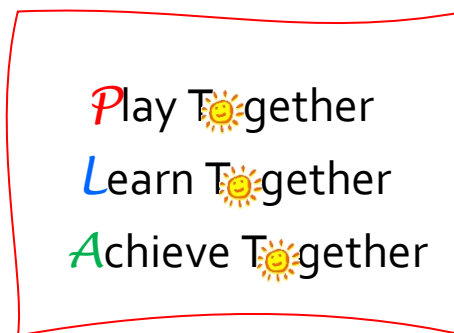
School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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.



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.



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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:

Add title

Purpose:

To improve pupil health and wellbeing making them ready for learning.

Progress:

- Teachers Explored Emotional Works Recovery Programme and used some parts of this resource in their teaching and learning
- SHANARII wheel was used to 'screen' pupils in order to identify need
- Leuven scale was used to identify pupil needs
- School tracker used to continue to monitor pupil involvement in activities
- Emotional check ins have been formally recorded
- Increased and ensure consistency in engagement with the Daily Mile
- Increased provision for outdoor structured games at request of pupils who go to Reay PS
- Working towards Bronze Rights Respecting School
- Citizenship groups re-established following lockdown
- Staff have become familiar with whole school approach to mental health and wellbeing and completed an evaluation
- Teachers attended CPD in Play Pedagogy
-

Impact:

- Provision for learners across the school had more structure – including in forward plans
- Individual and groups of pupils were identified and support implemented
- Individual and groups of pupils were identified and support implemented
- Staff were able to identify pupils who were not attending activities and so could target them to become involved
- There is a clear record of need and intervention of some pupils
- All pupils across take part in daily exercise
- Increased physical exercise for some pupils
- Achieved Bronze RRS
- Pupils have more of a voice in school life
- Staff and children are more aware of mental health and wellbeing in general (class lessons, assemblies, notices, notice boards etc)
- Provision for learners reflects play pedagogy

Next steps:

- Introduce HWB progressions to ensure consistency for all learners
- Develop provision for RSHP

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Purpose:

Embed DYW into the curriculum in order to develop pupils related skills and understanding.

Progress:

- Increased staff understanding of DYW through collegiate discussion and professional reading
- Curriculum is beginning to reflect provision for DYW, but this is ad hoc
- Pupils have engaged in offsite activities provided by Dounreay in partnership with UHI
- Andy McKechnie gave motivational input to staff and pupils about DYW
- Professionals have been into school to discuss their jobs and skills required

Impact:

- Identified gaps in resourcing for DYW activities and some of these gaps were provided for
- Some opportunities to develop skills are given, but this is adhoc
- Older pupils have been given opportunities to develop new skills in coding and other areas

Next steps:

- More work needs to be done on including DYW in forward planning and wider curriculum, in particular identifying skills that we are focussing on

[Type here]

Purpose:

To increase confidence in securing level.

Progress:

- Assessment folders refreshed to give more focus to reading
- Refreshed assessments for reading
- Individual reading targets established
- Teachers attended CPD focussed on moderation
- Open afternoon where part of it was a focus on expectations and sharing reading resources
- Embedded use of benchmarks

Impact:

- More evidence to underpin teacher assessments
- Assessments are more informative (use of data to track progress)
- Pupils are clearer about their next steps in learning
- Some teachers are using materials gathered at CPD event to inform their judgements
- Some families are more familiar with approaches and materials used to teach reading
- Assessments are more secure

Next steps:

- Identify a candidate to take on QAMSO role for the cluster

[Type here]

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funded an outdoor learning teacher for half a day each week. Pupils experience regular outdoor learning experiences and this has had a positive impact on their health and wellbeing.

Wider achievements

Coileanaidhean nas fharsainghe

Our Lego Challenge Team won a competition held Dounreay and UHI which included coding and DYW activities.

- Armistice Commemorations
- Whole School Christmas Show
- Whole School Burns Celebrations
- Rotary School Quiz
- First Lego Challenge (Overall Winner)
- Football Festival
- Netball Tournament
- Caithness Music Festival (Both classes winners of their group)
- Sports Day

Comments from learners, families, stakeholders and staff

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

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.

[Type here]

<p>Our Learning and Teaching</p>	<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
<p>Our School and Community</p>	<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. • The school dining hall has been nicely painted. 	<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 Show and Christmas Lights switch on and bulb planting. • School dining hall is nice and bright.
<p>Our Health and Wellbeing</p>	<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. 	<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.

[Type here]

	<ul style="list-style-type: none"> • 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"> • 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. 	<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

[Type here]

	<ul style="list-style-type: none"> • 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. 	
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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 	<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.

[Type here]

	<ul style="list-style-type: none"> • Bigger benches in the dining hall • Sit where we want • Less noisy 	
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

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	Choose an item.
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	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:

Choose an item.

We are confident in our capacity for continuous improvement

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Embedding provision in HWB and further development of curriculum (particularly for RSHP).
 - Further development of curriculum for DYW
 - Accelerating progress and achievement in writing
- [Type here]

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 [ADD LINK](#) or by contacting the school office

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