



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025



Raasay Primary School



We are a
**Reading
School**



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

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

*Wilma Duncan
Head Teacher
Raasay Primary School*

School Profile

Pròfil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 94.2%	Average Class Size 3	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 6	Teacher Numbers 1.5	Pupil Teacher Ratio 3.1

We have had no exclusions this year.

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

There are 3 children attending the school and 3 children in nursery. Our pupils range in age from P3-P5 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. The headteacher is supported by a Management Cover and CCR Teacher.

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. 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
Very good progress	Very good progress	Very good progress	Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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

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:

To have a continued focus from session 2023/24 over session 2024/25 for high quality writing experiences. Stephen Graham Block 2 – teacher and children using the Stephen Graham pedagogy building on the genres covered in Block 1 last session and to cover new genres further embedding pupils' writing knowledge understanding and confidence in writing. Provide opportunities for Emergent Writing within the ELC linking with topics and areas of interest in ELC.

Progress:

- ✓ Empowered leadership capabilities within the small staff with embedded structures in place to raise children's attainment and achievement securing children's progress in writing from ELC to P7.
- ✓ Teaching staff participated in Stephen Graham Writing training and impact was reviewed in CPD discussions.
- ✓ Planning of Learning, Teaching and Assessment in Writing is proportionate and manageable and clearly identifies what is being assessed. Opportunities for writing across IDL, Wider Achievement and Enterprise.
- ✓ Opportunities for emergency writing through development of staff training in Words Up, family engagement through wider achievement e.g. community link and the outdoors. Emergency writing development is evidenced through ELC Development Overviews, floor books and profiles. Liaised with other similar sized nursery settings to moderate floor books, sharing practice.
- ✓ HT/Teaching staff collaborate on the delivery of literacy across the multi-composite.
- ✓ All teaching staff use the Highland Literacy Progression Framework for Writing and have developed the use of Stephen Graham planning tools supported with use of Orkney documents.
- ✓ All practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching in Writing.

Impact:

- ✓ Empowered staff and developed leadership to improve overall capacity of the school.
- ✓ There is a very strong focus on improving the teaching and learning of Writing among the staff across the school. Staff demonstrate increased confidence in planning, teaching and assessment of Writing.
- ✓ There is evidence of clear and measurable impact of professional learning on outcomes for learners.
- ✓ All pupils have made very good progress in personal targets in Literacy.
- ✓ Range of strategies in use to support children to take responsibility for their own learning and progress.
- ✓ All pupils have made very good progress in Writing this session as evidenced through monitoring and tracking documentation, ongoing teacher judgement, ACEL and SOFA/SNSA assessment and floor books, profiles and development overviews in ELC.
- ✓ Planning of Learning, Teaching and Assessment in Writing is proportionate and manageable and clearly identifies what is being assessed. Opportunities for writing across IDL, Wider Achievement and Enterprise.
- ✓ All pupils and staff are able to use a variety of resources including digital technologies.
- ✓ The school's data demonstrates all our current learners are making very good progress in Writing.
- ✓ Very good progress is being made in this area.

Next steps:

- Continue to keep a focus on Literacy as a central feature of the school's priorities linking development of Reading for Pleasure to the developments to date in Writing.
- ELC and school staff, pupils and families to build on the work undertaken as part of the Scottish Book Trust Schools' Accreditation to further enhance Reading for Pleasure which will continue to positively impact on Writing outcomes. The school aims to work towards Silver Accreditation.
- In the ELC we will continue to use the updated Highland Literacy Programme and ELC Literacy Blog Resources.
- Create further planned opportunities through the small island ELC online group and meets.

School Priority:

Reading

Purpose:

The school was in year two of the Stephen Graham Writing training as it has proved to be both popular and effective amongst pupils and staff. When looking for a new approach for teaching Reading particularly in lower and middle stages, we were interested to see what Stephen Graham had to offer and to link this with the Scottish Book Trust Accreditation. Whilst our attainment for Reading was on a par, or above the Highland and Scottish average for our pupils, our school community wanted to increase motivation for Reading in the whole school setting from ELC through to P7 by providing increased opportunities for Reading for Pleasure, linking with book studies, IDL and assemblies which will result in continuous, positive impact on learners' attainment in Literacy across the setting.

Progress:

- ✓ Empowered leadership capabilities within the small staff with embedded structures in place to raise children's attainment and achievement securing children's progress in writing from ELC to P7.
- ✓ All practitioners engaged in professional learning with a focus on improving opportunities for Reading for Enjoyment for continued positive impact on learner's attainment across the setting.
- ✓ Staff training using the PM benchmarking to support high quality learning, teaching and assessment for Reading.
- ✓ School staff collaborated and started to develop the journey of creating a reading culture within the school.
- ✓ Head Teacher has worked closely with the Scottish Book Trust, staff and pupils, to develop an action plan for Core Accreditation.
- ✓ Pupils/staff in main school have been linking and collaborating with ELC to develop reading experiences for all our pupils across our very small school setting.
- ✓ There is a shared understanding and shared work between the school staff and ELC in

Impact:

- ✓ Empowered staff and developed leadership to improve overall capacity of the school through staff training, CPD opportunities and through PRD/ERD discussions.
- ✓ There is a strong focus on improving Reading for Enjoyment opportunities among staff across the school.
- ✓ There is evidence of clear and measurable impact of professional learning of outcomes for learners.
- ✓ Range of strategies in use to support children to take responsibility for their own reading journey and progress.
- ✓ The co-creation of the action plan between pupils, teachers and the Scottish Book Trust has provided a meaningful and personalised Reading environment and activities across the setting.

relation to developing a Reading culture within the setting.

- ✓ All practitioners are able to use data effectively to identify the needs of their learners and improve learning and teaching in Reading.
- ✓ RPS has created a Reading Action Group to develop an action plan and pupils have achieved their accreditation for Core.
- ✓ There is a cycle of school tracking meetings using data-driven dialogue.
- ✓ Final review analysis of Year One of our Reading journey undertaken to support next steps for next session.
- ✓ Planning of learning, teaching and assessment of Reading is proportionate and manageable and clearly identifies what is being assessed.
- ✓ The school's data demonstrates all our current learners are making very good progress.
- ✓ Very good progress was made in this area.

Next steps:

- ELC and School staff to continue to engage in Scottish Book Trust Reading Schools Accreditation (Silver) training and information sessions next session (2025/26).
- Create further planned opportunities for Reading for Enjoyment to include linking with another small island school.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

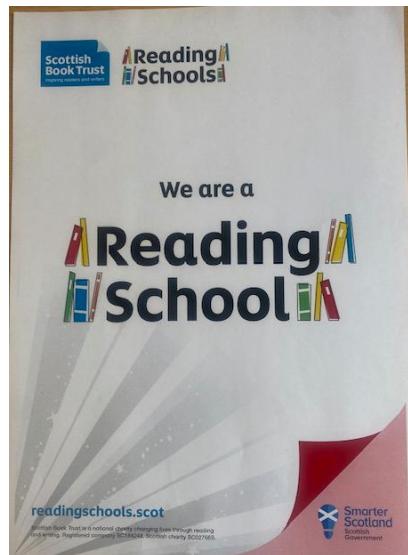
N/A

Wider achievements

Coileanaidhean nas fharsainge



UNCRC - this year the school was recognised as a Bronze Rights Committed UNCRC school through Rights Respecting Schools. We will be working towards Silver Rights Aware award next session.



Reading Schools - one of our school improvement priorities this year was working with the Scottish Book Trust to develop Reading for Enjoyment within our setting. In June 2025 we were awarded Core Accreditation, and we will be working towards achieving Silver Rights Aware award next session.



Big Walk and Wheel - pupils take part in this every year and for the last few years have won the National award for the top rated school - small schools category.



Mod - our pupils took part in the local Mod and all won individual gold and silver medals. Their successes meant that the school won the Oban Rose Bowl - for the English Medium School with the most points.



Learning video, camera and production skills from the BBC 'One Show' team



Older pupils as part of their Active Schools' Leadership training, developed their leadership skills and applied them in the context of teaching the Nursery pupils how to balance bike. They also taught them the skills of curling and golf.



Each year, the school takes part in the Blythswood Shoebox appeal. Pupils engage with the community to collect suitable items. They then complete the boxes, choosing appropriate items for the intended recipient. This year they completed 14 boxes.



This year, pupils enjoyed After School Weaving Club with Lillian and building on the skills developed in previous sessions.



For World Book Day, pupils come to school dressed as their favourite character and enjoy sharing their favourite stories/books. This fitted in this year with our 'Reading for Enjoyment' school focus.



Pupils collected and sold apples from the apple tree in our garden as part of our ACORNS Enterprise. This helps to fund some of the resources required for After Schools Clubs identified during Pupil Council Meetings



As part of their 'Space' topic - the boys had the opportunity to learn about 3D printing. Calum brought in his 3D printer and they were able to print a tool from a template which they had used to print in the Space Station.



Pupils, including Nursery, performed their version of 'The Elves and the Shoemaker' as their school Christmas Show. The boys learnt their lines, choreography, song and Gaelic and put on a flawless performance.



As part of their ACORNS Enterprise, pupils planned and hosted a 'Games Afternoon' which brought together Community members for a fun packed event.

Money raised was put towards School Fund for the library refurbishment which is part of the Scottish Book Trust Reading Schools award. Items purchased included comfy armchair, reading, lamp, globe and games.



Pupils enjoy regular visits from our 'Pets as Therapy' dog, Freya and her owner, Catherine. The boys enjoy choosing stories to read to Freya in the library



As part of their IDL about Paddle Steamers, the pupils had the opportunity to go on a 'Round Raasay' cruise on the Waverley. Pupils were able to use the skills of mapping and using compasses to plot their journey.



Pupils in Nursery and Primary had a visit from Lucky2bHere and they all learned the skills of CPR and using



Staff and pupils dressed up as their favourite characters for World Book Day and shared their favourite stories. This also formed a part of our



Nursery pupils undertook a 'People who Help us' topic and visited the local Fire Station, Nurse, Shop and Ferry Crew.



As part of their P.E. sessions, pupils in Primary have regular kayaking lessons. This is using our unique school context to develop key skills in a creative way due to our low numbers which makes some sporting activities more challenging.



Raasay Parent Council ran an Afternoon Tea fundraising event in conjunction with Raasay Primary School. This was well-attended by the whole community with live music and some delicious, donated baking.

Comments from learners, families, stakeholders and staff

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

All the children in Nursery and school report that they enjoy coming to Raasay Nursery and School. They all shared by way of their pupil surveys and during Learner Conversations that they are treated fairly and equally, and they feel safe in school.

“I am happy in class, and I like my class teachers because they help us learn...” “I like to learn, and we do fun activities...” “I like to come to school because I get to learn new things every day...” “I enjoy numeracy because it helps me count better...” “It is fun to learn, and my teachers are fun and understanding...”

All pupils report that they enjoy being part of School Groups; ACORNS Enterprise, Pupil/Eco Council and enjoyed developing their Action Plan this year as part of Reading Schools. All pupils report that they are happy in class and that teachers are understanding and supportive. Pupils like their teachers and report that they find them kind and fair and find lessons fun with all pupils reporting that they like to learn.

“This year has been amazing! I especially enjoyed our trip on the Waverley. I enjoy doing the Reading Schools because I get to try out new types of books and we have our own Action Plan. We have our own bookshelves, and we made our library cosy. I really enjoy reading to Nursery and to Freya, our school pet.”

“I love kayaking and learnt how to go faster, go sideways and get in and out of the kayak. Over five million people saw us on the One Show, and we learnt a new song to the tune ‘Calum’s Road! I was excited!”

All pupils continue to enjoy using the SHHANARRI reward chart. “I think our SHHANARRI chart is great because we can track our values and achievements over the terms and helps us to live by our school values. I am very proud that we are a Bronze Rights Committed School as we all have rights and responsibilities.”

“I am proud of my Gold Medal at the Mod. We all got either a gold or silver. We tried our best and it worked...!” “We won the Oban Rose Bowl again for the English Medium School with the most Gaelic points!”

“I love preparing and performing for our Christmas Shows. This year we did Elves and Shoemaker, and it was so fun because I got the lead part and that made me feel happy...!”

“Our Week of Work has been amazing. My favourite part was learning about all the trades and of course, driving the excavator, I got to move a lot of gravel and do sideways digging...!”

All staff detail that the collaborative working across the school is effective in taking forward improvements and that pupils are very engaged, and the setting is well led. Parents report positively about the school and continue to highlight that they appreciate the strong partnerships that exist between, pupils, parents, staff and the wider school community and island community.

All pupils report that they continue to enjoy eating the produce from the weekly veg box from the Walled Garden in their school meals.

The school benefits from huge support from the local island community not least by way of supporting our Annual School Fundraiser. This event is run in partnership with the Parent Council and brought in £3,283.90 for school funds. The pupil Enterprise events (ACORNS Enterprise) Apple Stall and Games Afternoon brought in £218.30 for the Pupil Council Fund and Charity Fundraising across our various events raised £194.03 for Charity. We have started to support our local community shop with fundraising for their new build project. The community shop has been a long-standing supporter of the school in a variety of ways over a number of years and we look to further embed the UNCRC through working towards our Silver Award and supporting UNICEF as our International Charity next year.

The island businesses (and businesses further afield) and individuals have supported the school to deliver many aspects of Wider Achievement throughout the year and through our Week of Work (Wow Week) providing the children with opportunities to identify and develop key skills and knowledge within a variety of employment experiences creating meaningful links within key curricular areas.

We use our unique island setting to develop opportunities for personal achievement eg: providing Kayaking lessons within P.E, developing the ethos and life of the school as a community eg: Eco work – beach cleans, charity work, ACORNS enterprise events, UNCRC, Reading Schools and supporting community events eg: ACORNS helping the Community Lunch Club to serve hot meals in the community hall. We harness personal development opportunities whenever possible.

In May 2025 we commenced our Junior Dukes programme – this is a home/school link project which encourages our pupils to identify, develop and reflect upon key skills across a range of experiences within their home and school life and will be an ongoing programme as part of Wider Achievement.

All parents report that their child enjoys learning at school and that their child's learning is progressing well. All parents detail that the school keeps them well informed about their child's progress, their child feels safe at school, is treated fairly at school and feel staff really know their children well as an individual and support them well.

Parents report that the school asks them for their views and all parents detail that the school is well-led and all parents report that they are very happy with the school and the provision.

“My child is very happy at school and I am very pleased with the school and staff. More children!”

“My child is now the oldest in the school and has been supported to rise to this challenge, taking on new responsibilities. He loves the diversity of his lessons – from maths to kayaking and creative or practical learning opportunities such as being school librarian or practising chanter. He also loves interacting with the wider community at things like lunch club.”

“There are a range of curricular opportunities, the kids are gaining skills which will stand them in good stead. Staff team – could not wish for better.”

Calum Gillies, 3D Printing Workshop

“It was a real delight getting a chance to work with the boys. They were incredibly enthusiastic and were quickly able to learn the processes. I think they will soon be more knowledgeable about it than me!”

Lucky 2 B Here CPR and Defib Training

“Over the sea to Raasay today. Fantastic effort from Raasay Primary.”

Police Liaison Visit

“PC Chalmers and I thoroughly enjoyed our visit to Raasay Primary. Positive community engagement is especially important in rural and island communities that may not have a regular Police presence.”

Community Lunch Volunteer Helpers ACORNS

“I love that the boys are so enthusiastic about every soup and pudding and give it a try! It's lovely to have all of you joining us as part of the community. The boys are always so helpful and chat politely to us while they take the orders.”

Morag Henrickson – Singer, Songwriter and Artist

“I had a marvellous time – all of it. Everything. I feel as if it was I who was given the enormous gift by all at Raasay Primary School. Thanks to you all.”

Games Afternoon “This was a fabulous afternoon and the boys were so engaged and knowledgeable in providing this event for members of the community. They organised it and led it and spoke very well. We very much enjoyed it”. I particularly enjoyed the ‘Sprouts’ race! Well done ACORNS” Ann Oliphant, Community Member.

Angus MacFee, Piping Tutor “Alexander, Harrison and Eachann are great to teach and I’m always looking forward to my next trip over to Raasay for their lessons. All three of them are good learners and have a good attitude and are always willing to keep on trying phrases, techniques and parts of tunes until they improve. They have all made good progress this year and I’m sure it will carry on if they continue the way they are going.”

Keiran Hennigan, TV Producer “We had the pleasure of working with Raasay Primary School for a segment for The One Show on BBC. The pupils were amazing to work with and they have a bright future ahead. We also gave them the chance to get hands-on experience with the camera equipment and they really enjoyed being creative with it – and were attentive and asking smart questions. A special shout-out goes to the staff of the school as well. We couldn’t have asked for a better experience.”

Lillian MacLeod, Raasay Weaver

“This past school session I was once again delighted to be invited back into Raasay Primary School to teach hand-weaving to the three pupils. The boys were attentive, polite and showed genuine interest in the work. They concentrated very well on what is a complex and at times fiddly process, and I saw considerable progress in the standard of weaving they produced. It is a pleasure to work with them, in the warm and welcoming environment of the school, and I hope sincerely that I will be able to return next season to help them to continue to explore the many possibilities that hand-weaving presents”

Team Otter, Broadford

“We delivered our presentation on ocean pollution with the boys then helped the school with a beach clean. Although it was a relatively ‘clean’ beach, we still managed to pick up loads of rubbish in about half – a good job well done. Although the weather wasn’t pleasant for us, we were delighted to get messages from people to say they have been inspired. Together, we can make a difference.”

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Priomhachasan airson planadh airson leasachadh

- *Reading for Enjoyment – continue linking with Scottish Book Trust for Reading Accreditation (Silver) – ELC and school.*
- *Continue to embed UNCRC Rights throughout the curriculum in the school. (Silver)*
- *Develop open ended materials and loose parts to support play to add depth and further develop opportunities to engage children's natural curiosity linking with ELC small schools' network.*

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 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.