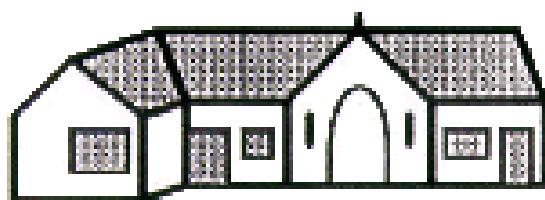




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

REAY PRIMARY SCHOOL



REAY PRIMARY SCHOOL



Play, Learn and Grow, Together

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

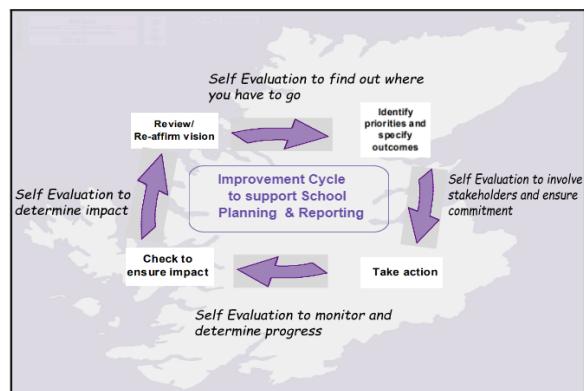
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Fiona C MacLeod
Head Teacher
Reay 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
92.3%

Average Class Size
18.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
37

Teacher Numbers
3

Pupil Teacher Ratio
14.2

Reay Primary School is located in a rural, coastal setting serving the local community of Reay area on the north coast of Caithness.

There are 36 children attending the school. There are two classes, P1 -3 and P4 -7. There is a separate nursery which is run by a Partner Centre.

The headteacher has overall leadership responsibility for Reay Primary School and Halkirk Primary School. The headteacher is supported by a Principal Teacher (0.6 at Halkirk Primary School and 0.4 at Reay). Staff and children from the cluster 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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and talking

Almost all

Numeracy

Most

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Reay Primary School

Vision

Working together to inspire learning and achievement for all
in a safe, caring and happy place

Values



Aims

At Reay, we strive to provide the highest quality learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire the wide range of skills and abilities relevant to growing, living and working in the contemporary world. We fully support the development of skills for life long learning and work. 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, safe and secure. We continue to develop our school, so all have a voice and a feel of belonging. 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.



Play, Learn and Grow, Together

Revised November 2024

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:

Accelerating Progress and Achievement in Writing

Purpose:

To make further impact on the progress of children in writing.

Progress:

Content:

1. Engage in CPD activities to develop approaches to writing – Stephen Graham Writing.
2. Engage in National Improving Writing Programme (cohort 4).
3. Make effective use of pupils progress meetings to ensure priority is on track – focus on progress and adaptations to provision in writing.
4. Moderation of writing outcomes across cluster and within ASG.
5. Gather views of learners with regard to developments in the teaching of writing and compare to previous year data.
6. Use tracking meetings to closely monitor the progress of pupils eligible for PEF.
7. Create a writing portfolio with good examples of writing from across the school year.
8. H.T and C.T made effective use of Pupil Progress meetings to insure priority is “on track”. (Discussed how teaching has been adapted).

Impact:

1. Staff from the cluster schools (Reay and Halkirk) engaged in CPD sessions which included online training and feedback sessions. This provided a greater understanding of the delivery of writing in a more structured way.
2. Due to staffing shortages, we were unable to engage with this programme.
3. During attainment meetings, writing was highlighted as a priority ensuring that pupils were on track.
4. Class teachers were provided with the opportunity to moderate writing which in turn gave them a greater understanding of attainment in writing.
5. Pupil Voice was heard and adaptions in learning and teaching were made.
6. PEF pupils were tracked closely and adaptions were put in place to ensure they progressed in their writing.
7. Through evaluation of the writing profile, good practice was observed used in next steps.
8. Pupil Progress Meetings provided the opportunity for discussing teaching and delivery and evaluation in writing to occur.

Overall Progress

Good progress was made in this area

Local and National Context

Highland Priorities

- Entitlement, Excellence & Equity
- Empowerment & Leadership

National Improvement Framework Priorities

- Closing the Attainment Gap
- Improvement in Attainment

Next steps:

Writing continued to be monitored in Reay Primary
2025/26.

School Priority:

To Develop a Consistent Approach to Teaching and Learning Across the School

Purpose:

Our Teaching and Learning will be consistent across the school

Progress:

1. As a whole staff, carry out self-evaluation for aspects of teaching and learning in order to help us identify 'where we are now' and 'where we would like to be'.
2. Develop an agreed Teaching and Learning framework for our school which takes into account stakeholder views..
3. Share framework with stakeholders and introduce into practice across the school.
4. Engage teaching staff in professional learning activities which develop practice in aspects of teaching and learning including planning, learning intentions, success criteria, explanations, instructions, questioning, feedback, pace, support, challenge and plenaries.
5. Teacher's PDR plans need to be completed and reviewed to evidence individual progress and commitment to this priority for improvement.
6. Carry out quality assurance activities to measure the implementation of agreed framework for teaching and learning.
7. Explore with learners how they are involved in shaping teaching and learning and how opportunities for this have increased.
8. Refresh appropriate aspects Curriculum Rationale which might be influenced by changes in approaches to teaching and learning.
9. Feedback successes and challenges to stakeholders and publish FINAL framework for teaching and learning.

Impact:

1. Staff were able to identify 'where we are now' and 'where we would like to be' and a plan of action was constructed.
2. A teaching and learning framework was agreed taking a number of stakeholders views into account. This ensured everyone was aware of the expectations.
3. This ensured everyone was aware of the expectations and put into practice across the school.
4. Staff were involved in a number of professional learning activities relating to teaching and learning. This allowed for consistency throughout the school.
5. Teachers' PDR plans completed and action plan in place for moving forward.
6. Quality assurance activities completed and framework in place.
7. Learners more involved in their teaching and learning giving them greater responsibility and personalisation.
8. Curriculum Rationale updated and available to the school community.
9. Final framework for teaching and learning produced and shared with stakeholders.

Overall Progress

Good progress was made in this area.

Local and National Context

Highland Priorities

- Entitlement, Excellence & Equity
- Employment & Leadership

National Improvement Framework Priorities

- Human rights and needs of every child
- Health and Wellbeing
- Closing the attainment gap
- Sustained, positive, school leaver destinations

Next Steps:

Monitor teaching and learning throughout the school during 2025/26.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Fund

An Outdoor Learning Teacher was funded through PEF for half a day each week to focus on Outdoor Learning.

All pupils have enjoyed and benefitted from weekly targeted outdoor sessions.

Wider achievements

Coileanaidhean nas fharsainge

Term 1

- Trim Trail in playground
- Kodaly
- Stephen Graham Writing Training
- Swimming – P5/6/7
- School Photographs – Tempest Photography
- Feis Rois – Addie Harper (P5/6/7)
- Harvest Assembly
- Reay Garden Club competition
- Matt Fides Martial Arts

Term 2

- Swimming (P5/6/7)
- Riding for the Disabled – AK
- Feis Rois – Music Sessions (P5/6/7)
- Hallowe'en Disco
- Armistice – whole school attendance at war memorial
- Bookbug Week – P1- 4
- Book Week Scotland
- Anti Bullying Week
- Highlife Highland Lunchtime activities – Running sessions
- Children in Need – Rights Respecting Schools
- World Children's Day – Rights Respecting Schools
- Road Safety Week – Junior Road Safety Officer
- St Andrew's Day
- Christmas Market
- Stay Safe, Strong & Free – Jo Guthrie
- Kodaly – Music Sessions (P1 - 4)
- Positive Footprints - DYW
- Graeme Paterson visit
- Assemblies – Graeme Paterson
Jerry Taylor
- Christmas Lunch
- Cinema Visit (Whole School)
- School Christmas Parties
- Christmas Village Lights
- Riding for the Disabled Christmas Show

Term 3

- Burns Supper and Ceilidh
- “Time to Talk” Day Mental Health and Wellbeing
- Children’s Mental Health Week
- Safer Internet Day
- STEM – Newton Room Visit – P5/6/7
- UNCRC video – Caithness Schools
- World Book Day
- Pancake Tuesday- Mardi Gras
- Lego League
- Kodaly Music Sessions – P1 - 4
- Red Nose Day
- Science Festival week
- World Water Day – Rights Respecting Schools
- Rotary Quiz
- Easter Service
- Easter Egg Hunt
- Assemblies
- Assemblies – Graeme Paterson
- P1 Health Checks
- Sport Scotland – Gold Award
- Reading Schools – Silver Award
- Visit from local author – Pauline Banks

Term 4

- Assemblies
- Dental Check Ups
- Football and netball practice
- Walk to School Week – Junior Road Safety Officers
- Nursery – P1 Transition
- Caithness Music Festival
- DYW Talk
- Stone Festival Caithness Talk and Storytelling – Whole School
- Principal Teacher meeting – Win Campbell and Laura Calder
- Sport Scotland Gold Award - Maree Todd
- Sports Day
- Inter Schools Football
- Inter Schools Netball
- Lego League Final - Harrogate
- Loch Insh – Residential Trip
- Moving Up Day
- P7 Thurso High School Transition Visits
- P7 School Nurses Talk
- Open Afternoon
- VE Day 80
- School Trip – Whole School
- Leavers' End of Year Assembly
- Surfing and Dunnet Beach

Comments from learners, families, stakeholders and staff

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

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 or Playground Leader 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 a Teacher, P.S.A, Playground Leader or at Couch Chat 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, Writing work and Gym. • Choice in reading book. • S.C and L.I for each lesson. • Targets. • HQAs • Good help from teacher. • Interesting books and good games. • Clevertouch Board and Chromebooks in the classroom. 	<ul style="list-style-type: none"> • Choice in what we learn sometimes. • 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"> • Improvements – picnic benches and planters. • Canopy • Trim Trail • We feel safe with, Fire Practice, Teachers, Class Charter, Safety Rules, CCTV and Children's Rights. • Community knows what is happening in our school through newsletters, Seesaw, newspaper, Facebook and posters. 	<ul style="list-style-type: none"> • New improvements should be games painted on playground and more playground toys. • We feel safe with Teachers protecting us, good behaviour, we work together and we have people to talk to. We have fences around the school. • Community knows what is happening in our school through Seesaw, Facebook, photos in paper and we take part in Community events like the Gala Fest.

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. • 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 speak to teacher if unhappy or worried. • Talk to friends if unhappy. • Talk to a member of staff if worried. • Couch Chat • We have two P.E sessions a week. • Daily Mile • Swimming lessons. • Outside break and lunch. • Outdoor social time. • Outdoor area. • Our Mental Health is looked after. • SHANARRI wheel. • Check-ins • Wellbeing topics • Mental Health Week • Circle Time • Mental Health Strategies 	<ul style="list-style-type: none"> • Certificates and medals shown to class. • Certificates handed out at Assembly • Healthy snacks from Cook. • Fruity Friday. • Talk to teacher if sad. • Talk to another adult if sad. • Fresh air at playtime and break. • P.E inside and outside. • Daily Mile. • Outdoor area. • Teacher asks us if we feel ok.
Our Successes and Achievements	<ul style="list-style-type: none"> • Our successes and achievements are celebrated and recognised in our Profiles and feedback in our jotters. • Celebrations at Assembly. • 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. 	<ul style="list-style-type: none"> • Profiles. • Fun 31. • Sharing Achievements in class. • Targets set with Teacher. • Lunchtime club • Youth Club • Clubs in Thurso

	<ul style="list-style-type: none">• 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 Alyn (Highlife Highland).• Youth Club in Reay.• Reay Golf Club.• Clubs in Thurso.• Music opportunities at school.	
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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	Choose an item.	Very good
QI 2.3 Learning, teaching and assessment	Choose an item.	Very good
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	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 Prìomhachasan airson planadh airson leasachadh

1. Outdoor learning provision
2. Play across the school

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