



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Raasay Primary School



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

We are pleased to present our Standards and Quality Report for Session 2023-24. 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs Wilma Duncan
Head Teacher
Raasay Primary School

School Profile

Pròifil 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
96.5

Average Class Size
4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
4

Teacher Numbers
1.5

Pupil Teacher Ratio
4:1.0

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

**Listening and
talking**

Numeracy

All

All

All

All

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 4 children attending the school and we have no children in nursery. Our pupils range in age from P2- P7 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 3 days per week and is supported by a Management Cover Teacher for 2 days a week and CCR cover.

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

Good progress

Good progress

Very good progress

Very good progress

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: 1

Highland Literacy – Familiarisation of new Documentation

Purpose:

Updated documentation for Literacy had been rolled out in Highland –new and current staff need time to familiarise/engage with this to best support literacy across the school for learners.

Progress:

Content:

- ✓ Leadership capabilities have been developed in new and existing small staff with embedded structures in place to improve learning, teaching, and assessment.
- ✓ All staff participated in Literacy Documentation familiarisation INSET at ASG level.
- ✓ All HT/teaching staff collaborate on delivery of literacy across the multi-composite.

- ✓ All teaching staff use the new planning and framework documents to enhance learners' experience, knowledge, and skills.

- ✓ All practitioners use data effectively to identify the needs of their learners and improve learning and teaching in Literacy.

Impact:

- ✓ Empowered staff and developed leadership to improve overall capacity of the school.
- ✓ There is a very strong focus on improving learning among staff across the school.
- ✓ There is evidence of clear and measurable impact of professional learning on outcomes for learners.
- ✓ All pupils have made good progress in personal targets in literacy.
- ✓ Range of strategies in use to support children to take responsibility for their own learning and progress.
- ✓ Clear and measurable impact of professional learning on outcomes for learners.
- ✓ All pupils have made very good progress in literacy this session as evidenced SOFA/SNSA
- ✓ Planning is proportionate and manageable and clearly identifies what needs to be learned and assessed.
- ✓ All pupils and staff use a variety of resources including digital technologies.
- ✓ The school's data demonstrates all our current learners are making very good progress.
- ✓ Good progress was made in this area.

Next steps:

- Continue to keep a focus on literacy as a central feature of the school's priorities using the HL Framework.
- ELC and School staff to engage in Stephen Graham Reading training and Pupils, Staff, and families to participate in the Scottish Book Trust Reading Schools Accreditation next session to enhance reading for enjoyment across the ELC and School

Writing

Purpose: Raising Attainment in Writing across the school and ASG

Progress:

- ✓ All staff (HT/CT) engaged in professional learning with a focus on improving attainment in writing.
- ✓ ASG Shared Drive with uploaded moderated pieces of writing to support shared understanding of achievement of a level.
- ✓ All staff (HT/CT) engaged in ASG Moderation of Writing INSET

- ✓ All practitioners use data effectively to identify the needs of their learners and improve learning and teaching in writing.

Impact:

- ✓ New and existing staff demonstrate increased confidence in planning, teaching, and assessment of writing.

- ✓ All pupils demonstrate increased confidence in writing.
- ✓ All pupils have made good progress in their writing, and this is demonstrated across a variety of writing genres.
- ✓ ACEL and SOFA/NSA assessments demonstrate all pupils making good or very progress from last session at an appropriate level.
- ✓ Good progress was made in this area.

Next steps:

- School Staff to engage in Stephen Graham Writing (Block 2) training next session building on the genres covered in Block 1
- Create further planned opportunities for moderation to include another small island school.
- Continue to further develop HLA in writing next session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

N/A

Wider achievements

Coileanaidhean nas fharsainghe



This session we were awarded the Gold Sport Scotland Award.



We have introduced Kayaking as part of our P.E in the next steps in of Sports Action Plan going forward. We are working towards accredited certificates in Kayaking.

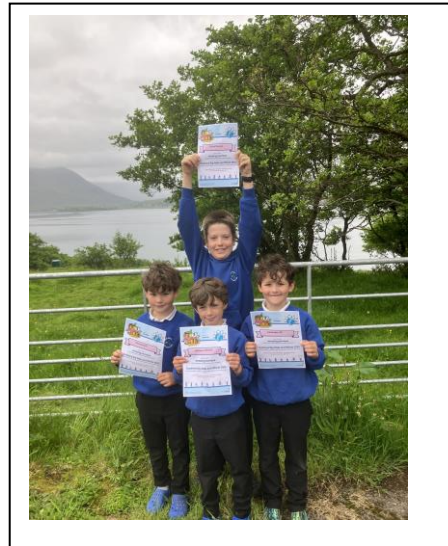


We have worked with our Janet Ullman SSAAR Education Officer Amphibian and Reptile Conservation – here we are researching the species and numbers of amphibians in our pond as part of Champhibians.



We were awarded with our 4th Green Flag this session. Here we are with our weekly veg box for the school kitchen and our new wormery.

School	Location	Daily Average
1 Raasay Primary School	Raasay, By Kyle	100.00%



We came first in the UK (second year in a row) for our Walk, Cycle, Scooter Fortnight.



Our ACORN Enterprises worked with the Parent Council to host an end of topic WW2 themed Afternoon Tea for the Community. We raised £250 to go towards Repower Ukraine to help the children and families of Ukraine who are experiencing war. The money will go towards providing solar panels to schools and hospitals.



We wrote and performed our own Christmas Show called Pirates of the Hebrides to a full Community Hall. The audience loved it and so did we. We sang Gaelic and English songs, danced had lots of audience participation. It was so much fun!



We all went on an overnight Residential to Whitewave earlier in the year as a SHHANARRRI Award. We learnt about crating, bushcraft and archery and how to work as a team.



Here we are in the Choir section of the Mod singing 'Far am bith mi fhin...' to a full audience in the Gaelic School for the Mod. We won the Gaelic Cup for the most points in a Choir. We have also held on to the Oban Rose Bowl, 6- years running for the English Medium School with the most points at the Mod. We all won medals at the Mod for our individual songs and poems too. Three Golds and a Silver 😊



Outside the museum in Alness in front of a WW2 mine!

At the end of our WW2 Topic we went on a Curriculum Residential overnight to Inverness and Alness. We visited the WW2 Bunker in Inverness – he we are above ground in front of a real tank! We stayed in Alness overnight and then went to the local museum where there was lots of artefacts and information from WW2 times in Alness.



We enjoy After School Clubs, and we are lucky to have a local weaver come to teach us weaving. Here is our P7 on his final weaving day of Primary School with his finished scart and new weave on the loom to take home. In one of our Pupil Council Meetings, we decided we'd like to run some Afterschool Clubs of our own. With each of us taking on the lead role in 'teaching' our friends something new. Our first Club was Modelling Club – making tanks.



Comments from learners, families, stakeholders and staff

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

All children reported that they enjoy coming to school and that they feel very safe in Raasay Primary School. They all shared in their surveys that they are treated fairly and that they are encouraged to do the best they can all the time and are happy with the quality of the teaching in their school. They like their teachers and find them kind and fair. They find lessons fun and all reported that they learn a lot in class.

All pupils enjoy learning at school *'all of the time'* and enjoy the reward chart because *'if we work hard and show that we are being SHHANARRRI through our classwork and our teamwork we get to go on cool trips like the Outdoor Residential to White Wave or Trampolining which are really fun!'*

All parents report that their children enjoy being at Raasay Primary – they all report that their children feel safe, confident to be themselves, treated as an individual and all reported that staff treat their child fairly and with respect. Parents appreciate and recognise how the school encourages all pupils to be healthy and take regular exercise. They value the continued focus on Health and Well-being Opportunities within the school over the years and now the opportunity to have kayaking as part of the P.E curriculum this last session.

'My son loves Science, Model Making, playing with his friends, swimming, kayaking and he also likes being Treasurer in the Pupil Council.'

'My child is given freedom and responsibility to grow into himself at Raasay Primary School and he gets the opportunity to be creative and try new sports activities. More of the same please... and more friends.'

All parents detailed they receive helpful, regular feedback about how their child is learning and developing through informal feedback, reports and open days and all report that they are happy with the quality of teaching in the school and how the school is led and managed.

'There are many opportunities in Raasay Primary for children to have an active role in the ethos and life of the school: through charity, enterprise, serving at the monthly community lunches, Eco work and after-school clubs.'
'My child enjoys Numeracy and Maths and writing stories. He is treated fairly and with respect.'

'I can't believe we won the Oban Rose Bowl again for English Medium School with the most Gaelic points! We also won the cup for our Fam am Bith mi Fhin choir song – I felt proud to have won a gold for my solo singing!'

'My son has had the opportunity through the school to take part in activities beyond the classroom and time-tabled day. Staff help him to understand how he is progressing with his schoolwork, and he enjoys the reward chart because he can get a personal award for his own progress and a whole class award for teamwork!'

'My son loves his maths, reading homework, kayaking, swimming, and the tadpoles!'

'It was good to go to another class with pupils my age this year again. I do my normal literacy and numeracy work in the class and then join in P.E, swimming, and music with them. It's good as I can link up and make new friends.'

'I loved going on the Residential – we had to work as a team doing the crating. Crating was my favourite and I got high up!'

'Having kayaking as part of P.E has been brilliant. I loved that we fund-raised for the buoyancy aids at our Afternoon Tea, and we got matching helmets. I have felt more and more confident and have been building on my skills and not even realised as it is such good fun!'

'It's brilliant that we got the Gold Sport Award this year – we have had so many chances to be active and learn new skills over the years and we made a video to send with our application and we won Gold!'

'I enjoyed practicing for the Christmas Show this year. I loved being a pirate and performing.'

'I've loved being in all the Christmas Shows but this year and last year were my favourite. I loved the being a Pirate and I enjoyed practising and rehearsing. It was an amazing night!'

'We are so lucky because we have been growing lots of amazing things in our polytunnel again this year and it felt good just to eat the lettuce there and then! I love the veg box from the Walled Garden.'

'I enjoyed looking for newts when we were pond dipping. We now have a wormery and I love watching the tadpoles in the classroom. I like that we have our 4th Green Flag because we do lots of Eco work and we now have two flags on the flagpole!'

All staff report that they find it rewarding to be member of staff at Raasay Primary; all feel valued as part of the school community. All staff detail that collaborative working across the school is effective in taking forward improvement and that all children are very engaged in their learning and that the school is well led. Parents reported very positive transition opportunities and pupils, parents and staff report a supportive, nurturing atmosphere with strong partnerships between pupils, parents, staff, and wider island community.

After School Club – Weaving

"Over the last few years, it has been my privilege and very great pleasure to work with the pupils of Raasay Primary School, teaching them the basics of hand-weaving. It is so important to pass on an understanding and love of ancient crafts and the pupils have shown genuine interest in the skills of weaving. They have been consistently polite, hard-working and keen to learn, and have impressed very much by what they have produced."

Chanter and whistle

"It is a pleasure to teach all four boys at the school, they're all very polite and diligent in lessons. They take constructive feedback well and they are always trying to better themselves as musicians each week."

Young Islanders Network and Carbon Neutral Islands

"I have been working with the HT and the pupils in Raasay Primary school for over a year and we have been working together to have the pupils' voices heard by decision makers through the Young Islanders Network. Mrs Duncan and the children have been thoroughly engaging and are amongst the best in the islands at presenting their views creatively and clearly. We have been lucky enough to have online presentations of their views on the Ferries and a letter by the pupils and supported by the parent council which has been shared with Transport Scotland and the Ferry Communities Board.

"We have also had a lovely island icon challenge presentation this year which the school participated in and presented online and will have the opportunity to share with pupils in other islands. This continued the work from last year when the school welcomed our colleague Stewart for 2 days of STEM activities centred around their island. Looking at the Carbon Neutral Islands with local guest Tom from Community energy Scotland, and they built their own eco house model from recycled materials. . We are thankful for the engagement and participation of the pupils in Raasay and the staff, they really are exemplary and a great asset to their community!"

Re-power Ukraine

"It's really moving to hear that the community on your island got together to show such solidarity with the people of Ukraine. Thank you for your generous action. It would be great indeed for the children to meet online with the Repower Ukraine team!"

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.	Good
QI 2.3 Learning, teaching and assessment	Choose an item.	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

- Reading - Stephen Graham Reading linking with Scottish Book Trust Reading Accreditation.
- Writing – Stephen Graham Writing (Block 2)

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 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.