

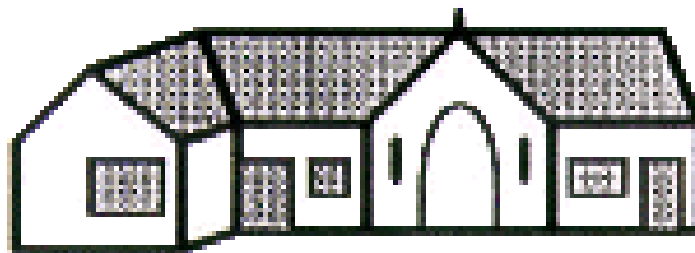


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

## REAY PRIMARY SCHOOL



**REAY 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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Fiona C MacLeod  
Head Teacher  
Reay Primary School

## School Profile

### Pròifil na Sgoile

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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**  
**93.4%**

**Average Class Size**  
**18**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**36**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**12.9**

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.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Very good progress

**Listening and  
talking**

Very good progress

**Numeracy**

Very good progress

We have had no exclusions this year.

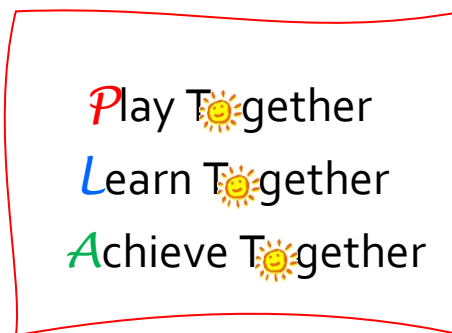
## School vision, values and aims

### 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.



## 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. Teachers reviewed their teaching of writing at a cluster staff meeting.
2. A consistent approach to writing was agreed.
3. Views about teaching and learning in writing was gathered from the pupils.
4. Views about teaching and learning in writing was gathered from the families.
5. Views were collated and reviewed and an Action Plan put in place.
6. Stephen Graham training was considered.
7. Staff engaged in CPD activities to develop approaches to writing.
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).
9. Teachers refreshed familiarity with HLP writing.
10. Teachers participated in moderation of writing outcomes across the cluster.
11. Teachers participated in planning outcomes across the cluster.

#### Impact:

1. Staff from the cluster schools (Halkirk and Reay) were able to evaluate their teaching with a ‘stage partner’ and this provided a greater understanding of the delivery of writing.
2. A consistent approach to writing made it more equitable across the school cluster.
3. Pupils voice was heard.
4. Families voice was heard.
5. An Action Plan provided a clear plan for improvement.
6. Staff more familiar with Stephen Graham training and keen to participate in session 24/25.
7. Staff engaged in meaningful CPD writing and implemented in their classroom.
8. Pupil Progress Meetings provided the opportunity for discussing teaching and delivery and evaluation in writing to occur.
9. Teachers more confident in teaching writing.
10. Teachers more confident in moderation of writing.
11. Teachers more confident in planning outcomes.

## **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 as a priority on Halkirk Primary Schools Improvement Plan, 2024/25.



## Progress:

### Content:

12. Teachers reviewed their teaching of writing at a cluster staff meeting.
13. A consistent approach to writing was agreed.
14. Views about teaching and learning in writing was gathered from the pupils.
15. Views about teaching and learning in writing was gathered from the families.
16. Views were collated and reviewed and an Action Plan put in place.
17. Stephen Graham training was considered.
18. Staff engaged in CPD activities to develop approaches to writing.
19. H.T and C.T made effective use of Pupil Progress meetings to insure priority is “on track”. (Discussed how teaching has been adapted).
20. Teachers refreshed familiarity with HLP writing.
21. Teachers participated in moderation of writing outcomes across the cluster.
22. Teachers participated in planning outcomes across the cluster.

## Impact:

23. Staff from the cluster schools (Halkirk and Reay) were able to evaluate their teaching with a ‘stage partner’ and this provided a greater understanding of the delivery of writing.
24. A consistent approach to writing made it more equitable across the school cluster.
25. Pupils voice was heard.
26. Families voice was heard.
27. An Action Plan provided a clear plan for improvement.
28. Staff more familiar with Stephen Graham training and keen to participate in session 24/25.
29. Staff engaged in meaningful CPD writing and implemented in their classroom.
30. Pupil Progress Meetings provided the opportunity for discussing teaching and delivery and evaluation in writing to occur.
31. Teachers more confident in teaching writing.
32. Teachers more confident in moderation of writing.
33. Teachers more confident in planning outcomes.

## 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 as a priority on Halkirk Primary Schools Improvement Plan, 2024/25.

**Purpose:**

Our provision for HWB will be more focussed and targeted to meet pupil needs that they have identified.

**Progress:**

1. Teachers reviewed their teaching of Health and Wellbeing at a cluster staff meeting.
2. A consistent approach to H & WB was agreed.
3. Staff gained knowledge in the Glasgow Motivation and Well Being Profile.
4. Staff gained knowledge and understanding in using the Highland Wellbeing Profile. (led by CLO – Simon Scott).
5. Pupils participated in HMW Profile.
6. Teachers engaged in CPD to upskill themselves in Health & Well Being.
7. Staff Meeting took place to engage with Highland HWB Progressions.
8. Rights Respecting School Status implemented throughout the year (UNCRC & Pupil Voice links made). Towards Gold.
9. Staff reviewed and evaluated Diversity and Equalities resources across the curriculum. It was identified that these were limited.
10. Diversity and Equalities resources were purchased.
11. Inspirational speaker – Paul Sturgess
12. Staff reviewed and evaluated DYW within the curriculum.

**Impact:**

1. Staff from the cluster school (Halkirk and Reay ) were able to evaluate their teaching with a 'stage partner' and this provided a greater understanding of the delivery of H & WB.
2. A consistent approach to H& WB made it more equitable across the school cluster.
3. Staff became more aware of the Glasgow M & WB profile and were enthused to learn about the Highland version.
4. Staff were able to use their knowledge of the Highland Wellbeing Profile and implement it within their classroom setting.
5. Pupils become more aware of their health and wellbeing targets. Staff were able to identify areas of concern.
6. C.P.D
7. Highland HWB Progressions now used in planning across the cluster.
8. R.R.S is embedded within the School Community.
9. Staff became more aware of the importance of raising the profile of Diversity and Equalities across the curriculum.
10. Staff endeavour to use D & E resources.
11. The whole school community was inspired by Paul Sturgess and he refreshed peoples views on diversity and equalities.
12. Staff planned next steps.

## **Overall Progress**

Good progress was made in this area.

## **Local and National Context**

### **Highland Priorities**

- Entitlement, Excellence & Equity
- Employment & Leadership
- Relationships
- Opportunity

### **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:**

Continued robust provision for health and wellbeing.



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

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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 fharsainghe

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### Term 1

- Trim Trail in playground
- Bible Exhibition in Wick (P4/5 7 P6/7 classes)
- Karen Munro's Retiral – Children's involvement
- Pupil Voice – Input for ideas for a playpark in Halkirk. (Halkirk Village Council)
- School Photographs – Tempest Photography

### Term 2

- Swimming (P4/5)
- Riding for the Disabled Association – MM
- Scripture Union
- Feis Rois – Music Sessions (P4/5)
- Thurso High School Student - HF
- UHI Student – KB
- Hallowe'en Disco
- Community Link – Caithness Family History Society
- Armistice – whole school attendance at war memorial
- Bookbug Week – P1/2 & P2/3
- Book Week Scotland
- Anti Bullying Week
- STEM – “Spot the Dog” robot, Dounreay
- Highlife Highland Lunchtime activities – 4 week block
- Children in Need – Rights Respecting Schools
- World Children's Day – Rights Respecting Schools
- Road Safety Week – Junior Road Safety Officer
- Open Afternoon
- Marvin Andrews (ex Rangers) with Alyn Gunn (Highlife Highland). Inspirational speaker
- Viking Activities – Paul Castle (Highlife Highland) P4/5
- St Andrew's Day – Kidlit
- Christmas Market and Entertainment
- Book Fair
- Kodaly – Music Sessions (P1/2)
- Feis Rois – Music Sessions (P4/5)
- Assemblies – Graeme Paterson  
Jerry Taylor
- Christmas Lunch
- Cinema Visit (Whole School)
- Riding for the Disabled Christmas Show
- School Christmas Parties

### Term 3

- Burns Supper and Ceilidh
- “Time to Talk” Day Mental Health and Wellbeing
- Children’s Mental Health Week
- Safer Internet Day
- STEM – “Lend a Lab” – P1/2 and P2/3
- STEM – Newton Room Visit – P6/7
- Press & Journal Newspaper Tokens
- UNCRC video – Caithness Schools
- World Book Day
- Kodaly Music Sessions – P1/2
- Euroquiz Highland Heats - P6
- Red Nose Day
- Science Festival week
- World Water Day – Rights Respecting Schools
- Rotary Quiz
- Open Afternoon

### Term 4

- HLH – Lunchtime, P6/7, P4/5, P2/3 and P1/2
- Dental Check Ups
- Football and netball practice
- Reading Schools
- Paul Sturgess visit – Inspirational Speaker, Diversity and Equality
- Walk to School Week – Junior Road Safety Officers
- Nursery – P1 Transition
- Caithness Music Festival
- DYW Area
- Industrial Caithness Talk, Art Competition and Storytelling – P4/5 and P6/7
- Empathy Day – Library Committee and Health & Wellbeing committees
- Principal Teacher meeting – Win Campbell and Laura Calder
- Sports Day
- LAC – Visit. Shó and the Demons of the Deep – P4/5 and P6/7
- Inter Schools Football
- Inter Schools Netball
- Leavers’ End of Year Assembly
- Loch Insh – Residential Trip
- Orca Watch
- Book Festival – Local
- Halkirk Galafest – Halkirk Village Council
- P7 Photos – Tempest Photography
- Soccer Aid Day
- Euroquiz Final – McEwan Hall, Edinburgh
- P7 Thurso High School Transition Visits
- School Trip – P1/2 Forse of Nature, Latheron
- School Trip – P2/3 Scrabster – Lifeboat and harbour visit and Scrabster Hall for games
- School Trip – P6/7 Dunrobin Castle and Timespan
- School Trip – P4/5 Forsinard RSPB Centre

## 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
<b>Our Relationships</b>	<ul style="list-style-type: none"> <li>• Pupils get on really well with each other.</li> <li>• Pupils get on very well with adults in our school.</li> <li>• Can go to adult if we have a problem.</li> <li>• Can speak to our parents, P.S.A or other trusted adult if we have a problem.</li> <li>• We get the opportunity to have a say in our school.</li> <li>• Adults listen to us.</li> <li>• Everyone is treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils get on with each other.</li> <li>• Pupils get on well with the adults.</li> <li>• Can go to Joanne (Dinner Lady) and Mrs Hamilton (P.S.A.) if we have a problem.</li> <li>• We get to choose things.</li> <li>• Adults listen to us.</li> <li>• There are no favourites.</li> </ul>
<b>Our Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Personal choice in Topic work.</li> <li>• Mild, spicy, hot challenges.</li> <li>• Choice in reading book.</li> <li>• S.C and L.I for each lesson.</li> <li>• Targets.</li> <li>• KATs.</li> <li>• Learning Pit</li> <li>• Good help from teacher.</li> <li>• Interesting books and good games.</li> <li>• Colourful classroom</li> <li>• Painted school.</li> <li>• Clevertouch Board and Chromebooks in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Choice in what we learn sometimes.</li> <li>• Two stars and a wish.</li> <li>• Targets.</li> <li>• Teachers help us when we are stuck.</li> <li>• Good Toys.</li> <li>• Nice classroom with pictures.</li> <li>• iPads</li> </ul>
<b>Our School and Community</b>	<ul style="list-style-type: none"> <li>• New improvements should include new goalposts and nets, Viking ship painted, a bigger slide and more flowers.</li> <li>• We feel safe with, Fire Practice, Teachers, Class Charter, Safety Rules and Children's Rights.</li> </ul>	<ul style="list-style-type: none"> <li>• New improvements should be new goals at the front and the Viking boat fixed.</li> <li>• We feel safe with Teachers protecting us, good behaviour, we work together and we have people to talk to..</li> </ul>



	<ul style="list-style-type: none"> <li>• Community knows what is happening in our school through newsletters, Seesaw, newspaper and posters.</li> <li>• The school dining hall has been nicely painted.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• School dining hall is nice and bright.</li> </ul>
<b>Our Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Achievements and successes shared and celebrated in front of the class.</li> <li>• Achievements from clubs put in our Profiles.</li> <li>• Certificates and newspaper cuttings on the "In the Spotlight" wall.</li> <li>• Access to water all day.</li> <li>• Healthy options for our break and lunch.</li> <li>• Encouraged to bring healthy food to school.</li> <li>• Lessons about keeping our bodies healthy.</li> <li>• Fruity Friday.</li> <li>• SNAG.</li> <li>• Health and Wellbeing topics.</li> <li>• Opportunity to speak to someone about our feelings.</li> <li>• Note or gmail to teacher if unhappy or worried.</li> <li>• Mrs Calder makes us feel better.</li> <li>• Talk to friends if unhappy.</li> <li>• Talk to a member of staff if worried.</li> <li>• We have two P.E sessions a week.</li> <li>• Daily Mile</li> <li>• Swimming lessons.</li> <li>• Loose Parts.</li> <li>• Outside break and lunch.</li> <li>• Outdoor social time.</li> <li>• Outdoor classroom.</li> <li>• Our Mental Health is looked after.</li> <li>• SHANARRI wheel.</li> <li>• Growth Mindset</li> <li>• Check-ins</li> <li>• Positive affirmations</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates and medals shown to class.</li> <li>• Certificates handed out at Assembly (Garden Show).</li> <li>• Healthy snacks from Cook.</li> <li>• Fruity Friday.</li> <li>• Talk to teacher if sad.</li> <li>• Talk to another adult if sad.</li> <li>• Fresh air at playtime and break.</li> <li>• Playing on Loose Parts.</li> <li>• P.E inside and outside.</li> <li>• Daily Mile.</li> <li>• Outdoor classroom.</li> <li>• Teacher asks us if we feel ok.</li> </ul>

	• Wellbeing topics	
<b>Our Successes and Achievements</b>	<ul style="list-style-type: none"> <li>• Our successes and achievements are celebrated and recognised in our Profiles and feedback in our jotters.</li> <li>• Special Person at Assembly.</li> <li>• "In the Spotlight".</li> <li>• Celebrations at Assembly.</li> <li>• Golden Time Reward</li> <li>• Sharing achievements with class.</li> <li>• Certificates, cups and medals awarded at special times of the year.</li> <li>• We share our skills as Digital Leaders.</li> <li>• We have P7 buddies.</li> <li>• Playground Leaders.</li> <li>• Classroom responsibilities.</li> <li>• Pupil Voice groups.</li> <li>• Learning conversations with Teacher.</li> <li>• Targets set and agreed with Class Teacher.</li> <li>• Targets and next steps in Profiles.</li> <li>• Opportunity to participate in Lunchtime Sports Clubs with Jay (Highlife Highland).</li> <li>• Multi-sports club after school.</li> <li>• Youth Club in Reay.</li> <li>• Badminton club in Reay.</li> <li>• Golf Club in Reay.</li> <li>• Clubs in Thurso.</li> <li>• Music opportunities at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Special Person Assembly.</li> <li>• Profiles.</li> <li>• "In the Spotlight".</li> <li>• Golden Time.</li> <li>• Sharing Achievements in class.</li> <li>• Targets set with Teacher.</li> <li>• Lunchtime club</li> <li>• Golf Club in Reay.</li> <li>• Young Stars in Reay</li> </ul>

### 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
<b>Our Relationships</b>	No changes required.	<ul style="list-style-type: none"> <li>• More pupils in the school</li> <li>• Feelings Box</li> </ul>
<b>Our Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• More gymnastics equipment</li> <li>• More pens and pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to tell us all the answers</li> </ul>

	<ul style="list-style-type: none"> <li>• More Chromebooks.</li> <li>• More iPads</li> <li>• More farm toys</li> <li>• More outdoor equipment</li> <li>• A penalty mark for football</li> <li>• A goalie box</li> </ul>	<ul style="list-style-type: none"> <li>• More colours outside the school</li> <li>• More outside toys</li> <li>• Goals</li> </ul>
<b>Our School and Community</b>	<ul style="list-style-type: none"> <li>• New footballs</li> <li>• Paint the goals</li> <li>• New nets</li> <li>• More Loose Parts</li> <li>• More Netballs</li> <li>• Bigger slide</li> <li>• More flowers</li> <li>• Classroom painted</li> <li>• Music playing at lunchtime</li> <li>• Bigger benches in the dining hall</li> <li>• Sit where we want</li> <li>• Less noisy</li> </ul>	<ul style="list-style-type: none"> <li>• New goals in front playground</li> <li>• Viking boat fixed</li> <li>• Normal tables and chairs in the dining hall</li> <li>• Plant sunflowers and pink roses in the village.</li> </ul>
<b>Our Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• More P.E equipment</li> <li>• Jog around the village</li> </ul>	<ul style="list-style-type: none"> <li>• More options for snacks</li> <li>• Swimming lessons</li> </ul>
<b>Our Successes and Achievements</b>	<ul style="list-style-type: none"> <li>• Star of the Week Award Prize e.g. Litter picking, good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Best Table Award</li> </ul>

## 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:

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

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Reay Primary's 2024/25 improvement priorities are

### Improvement Priority 1

To develop a consistent approach to teaching and learning across the school

### Improvement Priority 2

Accelerate progress and achievement in writing.

## Planning ahead

### A' planadh air adhart

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