

Standards and Quality Report

2021/22



Eigg Primary School and Nursery

Isle of Eigg

PH42 4RL

01687 482424



Muck Primary School and Nursery

Isle of Muck

PH41 2RP

01687 462367

Rum Primary School

Isle of Rum

PH43 4RR

01687 462034



This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our Cluster

Eigg, Muck and Rum Primary Schools are non-denominational schools situated on neighbouring remote islands off the west coast of the Highlands. Eigg and Muck Primary Schools have nurseries attached. Muck Primary has two children in the primary school and three in the nursery. Eigg has six in the primary school and three in the nursery. Rum has four children in the primary school.

The outdoors plays a large part in the learning of children at all stages, and the island is like an extension of the classroom/nursery. The children enjoy experiences within curriculum areas and crosscutting themes using the outdoor classroom and forest school. This promotes and enhances the CfE principles – what the children experience in school is relevant to their current and future lives. Skills for learning, life and work are developed coherently taking into account the unique context. The schools and nurseries enjoy excellent links with the community and local businesses. The small island community is treated as an extension of the school family and when circumstances allow are invited to watch performances. There is a high level of engagement through the Parent Council on Eigg and Muck, and every family is usually represented at meetings. The schools works with the Mallaig 3-18 Cluster primary schools.

Our Schools' Values and Aims

Our Vision

At Eigg, Muck and Rum Primary Schools we are committed to ensuring that every child is able to develop the skills, attributes and knowledge that they will need to succeed in life, learning and work.

We challenge every learner to reach their full potential by –

- **building** positive relationships and creating a learning environment where every learner is safe, healthy, achieving, nurtured, active, responsible, respected and included.
- **providing** high quality learning and teaching experiences which foster curiosity, creativity and a desire to learn.
- **equipping** children with skills for learning, life and work, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.
- **creating** a child led curriculum that is balanced, engaging and relevant.



Creative
Active
Resilient
Respectful



Creativity
Curiosity
Resilience
Respect



Caring
Active
Positive
Respectful
Achieving
Teamwork

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Recovery from Covid-19 School Closures: Health and Wellbeing

Primary focus: Teacher and practitioner professionalism

Year of Project: 2

Purpose:

- to ensure that all of the children have an understanding of HWB INDICATORS and can talk about each indicator.
- to develop the use of digital skills learnt over Lockdown to ensure:
 - opportunities for peer work across Cluster, Small Isles and ASG,
 - cohesive assessment and moderation across the cluster.
- to embed the school values, Rights of the Child and SDG into our School Community.

Progress and impact

Ensure that all of the children have an understanding of HWB INDICATORS and can talk about each indicator:

- Wellbeing webs and focused 1:1 chat at least termly. More focus on HWB INDICATORS across the cluster (esp. primary).
- Children in Rum have had discreet lessons on all the individual wellbeing indicators.
- HT has planned learning and lessons around a different wellbeing indicator for each term. These were used in term four.
- In the nurseries the language of HWB indicators is used to start to make links between words and concept.
- Activities are designed for successful social interactions.
- EYPs model what to do and use role play to work through scenarios.

As a result:

- Children understand that their wellbeing is a priority.
- There is evidence in Pathway Folders on how the HWB indicators are met. HWB indicators are achieved for all children and children are supported to make progress in HWB communication. Positive behaviour is supported and encouraged through established positive, caring relationships.
- The UNCRC and GIRFEC are reflected in our HWB indicators.
- More focus on emotional self-regulation

Develop the use of digital skills learnt over Lockdown to ensure:

- ***opportunities for peer work across Cluster, Small Isles and ASG,***
- ***cohesive assessment and moderation across the cluster.***

- Regular use of digital skills learnt over Lockdown have been developed and are implemented regularly through peer work across Small Isles Cluster. We have also used these to help us develop assessment and moderation across the cluster.
- We continue to provide various opportunities for children to work together online across the cluster and have improved in the utilisation of innovative and creative resources and teaching practices from where we were last year. The provision of these opportunities has improved on last year, as has the scope of subjects the children are learning through this means.
- We also provide more age and stage specific group online activities as opposed to full school activities.
- Rum: continue to provide online learning days to cover any occasions where it's not possible to have a teacher in the school due to travelling.

- Use of voice to text to overcome literacy barriers.
- The nursery uses digital technology to enhance learning e.g. phonics and letter formation

As a result:

- Stronger relationships with the children and across the cluster – more trusting, more engaged and more involved.
- Use of technology to work across the cluster has become embedded. Gaelic, Treoir, assemblies, maths, online observations of each other, sharing work, emailing LT examples of work, moderation.
- Online Maths, Gaelic, Treoir and Cluster Assembly sessions have been successful in developing confidence and independence in learners. Children have been provided with high quality learning experiences with subject specialists in Gaelic, Music and Treoir.
- Potential barriers to learning have been reduced, particularly in HWB, Literacy, Numeracy and Gaelic and all children are supported to make progress in these subject areas in a more holistic and individualised way. More inclusive learning environment e.g. voice to text in literacy
- Data from assessments is recorded digitally and opportunities to interrogate data and identify gaps in Numeracy with the cluster has helped inform planning and close attainment gaps.
- We are moving forward with the development of embedding Key Assessments Tasks into planning and moderating assessments.

Embed the school values, Rights of the Child and SDG into our School Community:

- Rum: through consultation involving the whole school community, we have created new school values. We have had posters made which are on display in every area of the school.
- We have achieved the Rights respecting school bronze award and are now working towards our silver, staff have undertaken further CPD training in this area to support the school's achievement of the second stage of this award.
- Clear links are being made within aspects of learning at the planning stage and discreet lessons and learning opportunities have been centred around the SDGs.
- Linking SDGs more explicitly to all curriculum areas
- Linking children's rights more explicitly across the curriculum where it makes sense.
- Talking about the rights – five statements on butterflies

As a result:

- The embedding of school values, Rights of the Child and SDG into our School Community and curriculum has helped create an inclusive and equitable ethos where diversity is celebrated and valued.
- Rum: The children are able to talk about the school values, refer to them in learning discussions and, as they had a significant input into creating them, feel that they are their values. It's been an important step in creating a more definite, definable identity for the school and, by extension, for the pupils and staff.
- Eigg/Muck: Have decided that we need to revisit values next session.
- Awareness of their rights as children and the rights of all human beings and can talk about some of the SDGs.

SUMMARY

Very good progress has been made in this area. Both staff and learners confidently work across the schools using digital technology. It has enabled the learners to establish a wider group of friends and given staff opportunities to work collegiately. It has enabled us to utilise individual strengths (e.g. Gaelic), and to share good practice. It is important to continue this

and extend further. Discussions around the HWB indicators are much more focused and both staff and learners have a greater understanding of HWB INDICATORS. The SDGs and UNCRC articles are much more apparent throughout the planning stage and learners are becoming more aware of them. They are not embedded yet and we will continue to work on this in next session's SIP, with a greater focus on student voice. Rum has redeveloped its school values and started to embed them into school life. Eigg and Muck have decided that they wish to revisit theirs next session and the pupils and staff have changed significantly since they were developed.

Improvement Project 2: Teaching and Assessment: Continuous Profiling and Reporting

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose:

- to improve /change how we communicate with parents throughout the year.
- to have a clearer understanding of where individuals are within a level so that we can identify next steps and to ensure pupils have a clear understanding of their own learning pathways.

Progress and impact

Improve /change how we communicate with parents throughout the year:

- Reflection and Snapshot Jotters have been implemented. With the implementation of Reflection and Snapshot Jotters we have improved how we communicate with parents throughout the year.
- are always available for conversations with parents.
- Activities at school and nursery are communicated with parents, often on a daily basis, and via both the website and weekly newsletters (this has been difficult on Rum due to staffing problems).
- Nursery uses Learning Journals – photos of work goes and it links to curriculum areas and pathways
- Work is often Photocopied and sent home.

As a result:

- There is more sharing with family throughout the year rather than relying on report at the end of the year.
- With improved parental communication and engagement, parents and carers are regularly included in what the children are doing in school.

Have a clearer understanding of where individuals are within a level so that we can identify next steps and ensure pupils have a clear understanding of their own learning pathways.

- KATs are being planned and used altogether this is still a work in progress as each school is very different.
- Regular curriculum planning and collegiate opportunities across the cluster have helped inform and develop next steps. These opportunities have ensured that the curriculum offers challenge and enjoyment, breadth, relevance, coherence, progression, personalisation and choice.
- Feedback is sometimes tailored to include explicit next steps for the children and is normally delivered immediately, where this is possible.
- In some cases, Pathway Folders have led to regular learning conversations are taking place to ensure pupils have a clear understanding of their own learning pathways.
- Children are supported to follow their own interests and ideas.
- More focus on LI and SC, and recently children are having some input into their creation (in some schools).

As a result:

- More thoughtful planning process involving the KATs from the start
- Children have a better understanding of the purpose of learning and their stage on the journey. They are more engaged in the learning process.

- 'I am much more confident with the CfE due to the focus on the KATS/planning/next steps, so I understand where the children are and the appropriate next steps.' (teacher comment).
- In some cases, pupils have a clearer understanding of where they are and where their learning journey is going to lead them.
- Use of Early Years Development overviews and 'bumps to bairns' website
- Use of the learning journals pathways to review learning and plan next steps.

SUMMARY

Some progress has been made in this area. Snapshot Jotters and Reflection jotters have been introduced. More in depth work needs to be done on the reflection jotters. Pathway Folders are in all classes but are being used more successfully with learners in some areas than others. More focus will be put on this next session's SIP. KATs have been introduced and are being discussed at the planning stage. This area will continue next sessions SIP.

Improvement Project 3: Recovery from Covid-19 School Closures: Attainment in Numeracy and Literacy

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose:

- **to improve attainment in numeracy and literacy by:**
 - **Recording, tracking and monitoring digitally, and interrogating the data we gather to inform next steps for groups and individuals.**

Progress and impact

Recording, tracking and monitoring digitally, and interrogating the data we gather to inform next steps for groups and individuals:

- Discussions on how we can improve the timing of numeracy diagnostic tests and implementing next steps based on the information they provide us, to makes more gains on the improvements these actions have already borne. Diagnostic tests done throughout the year and these are laid out in the annual calendar.
- There is more of a focus on basic facts and a 'spiral' curriculum in numeracy ensuring constant practice of basic facts alongside discrete topics.
- Tracking and recording embedded; using data to identify gaps and plan for support and improvement.
- KATs being used in literacy/numeracy.
- Teacher observations e.g. maths/phonics, sharing best practice.
- Embedded use of emerging literacy assessments where necessary to support early level learners.
- We continue to use the small isles digital tracker to record and monitor pupil progress, and this information (relating to all three schools in the cluster) is accessible to all Small Isles teachers.
- Wraparound spelling has been introduced.
- Learning journals – generates data about what you have covered and allow EYPs to identify gaps

As a results:

- 'Collegiate opportunities to focus on HN Progressions and Basic facts was particularly helpful in planning next steps and ensuring individual support plans and targets are in

place. This has helped support learners in becoming more confident and successful in their learning, which has improved attainment for all'.

- Cohesive assessment and moderation across the cluster.
- We track and monitor children's progress over time. All children are supported to make progress in early language, mathematics, health and wellbeing and communication.
- Potential barriers to learning have been reduced through the interrogation of data.
- We have raised attainment in numeracy and literacy for all our learners.
- We have a shared understanding of progress and collegiate working has informed planning and improved attainment for all.

SUMMARY

Good progress has been made in this area, particularly in numeracy. There is now a robust tracking system in place and opportunities to interrogate the data are built into the WTA, this is helping us to identify next steps for learners and raise attainment. There has been a focus on numeracy this session. This will be maintained next session, whilst more emphasis will be placed on literacy.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Satisfactory
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Satisfactory

Our overall evaluation of our cluster's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

Eigg Primary School: <https://eiggprimary.com/>

Muck Primary School: <https://muckprimaryschool.wordpress.com/>

Rum Primary School: <https://isleofrumprimary.wordpress.com/>

