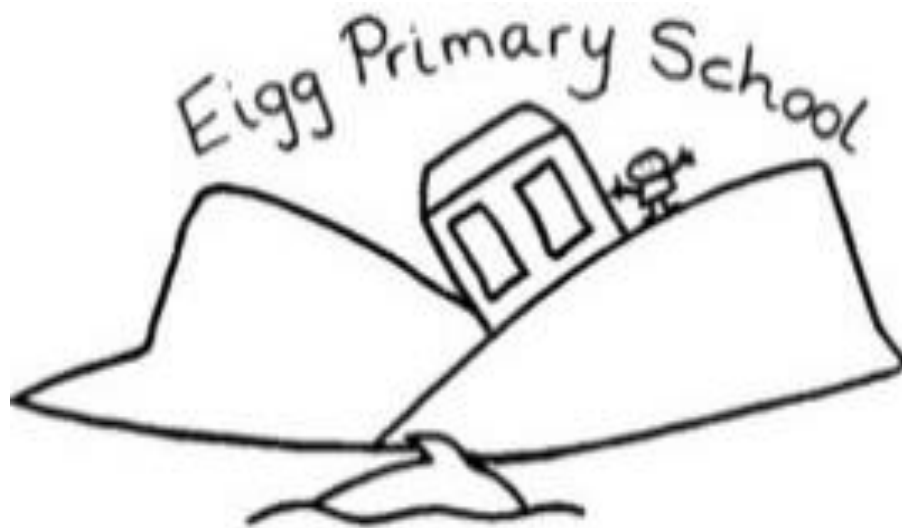


STANDARDS AND QUALITY REPORT

2022/23



Eigg Primary School and ELC
HIGHLAND COUNCIL | ISLE OF EIGG, PH42 4RL

Introduction: Local and National Context

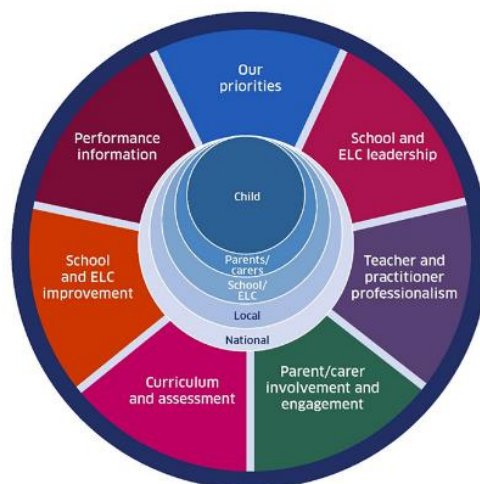
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Creative

Active

Respectful

Resilient

We are pleased to present our Standards and Quality Report for Session 2022-23. 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

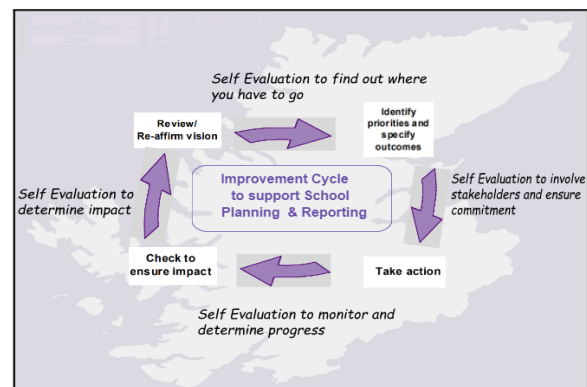
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Louise Taylor
Head Teacher
Eigg Primary School and ELC

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
95.58%

Average Class Size
7

Meeting PE Target
Target Met

Pupil Numbers
7

Teacher Numbers
1 FTE

Pupil Teacher Ratio
7:1

Eigg Primary is located on a remote island setting serving the local community of Eigg on the Isle of Eigg.

There are 7 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 7 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 Eigg Primary School and Muck Primary School and has had a two day teacher commitment at Eigg Primary since October. The headteacher is supported by a principal teacher. Staff and children from both 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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Ethos of the School

At Eigg Primary School and Nursery we all work together to create a place of learning and fun, on an island of nature and adventure!

Aims

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.

Creative

Active

Respectful

Resilient

- 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.

Values

The whole school community worked together to find four values that they felt all members of the Eigg Primary and Nursery community should aspire to be:

- Creative
- Active
- Respectful
- Resilient

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. Our Health and Wellbeing

Purpose:

To improve the Health and Wellbeing curriculum within the cluster so that school values, Rights of the Child and SDG are at its core.

NIF – Placing the human rights and needs of every child and young person at the centre of education.

NID – Teacher and practitioner professionalism.

HCKP – We will maximise Health and Wellbeing for all children and young people to give them the best possible start in life.

Progress:

- The HWB curriculum has been reorganised under the HWB indicators (SHANARRI – safe, healthy, active, nurtured, achieving, responsible, respected and included) and include UNCRC articles, SDGs and RSHP.
- All Primary children and most nursery children have a better understanding of SHANARRI.
- Both schools are ready to be assessed for RRS Silver next term.
- Extended P7 transition.
- Small Isles Week (P4-P7) and Mini Small Isles (P1-P3)
- Began to improve pupil voice.
- Have not revisited the values.
- Began to reorganise the outdoor space – new Mud Kitchen area, Forest School area and flat area.
- New Forest School resources have been purchased and resources for playtimes.

Impact:

- ✓ Positive impact in classroom through more thoughtful interactions, taking care of each other, increased empathy.
- ✓ Opportunities for collegiate working - discussions in staff meetings, google forms, professional reading have enabled staff to share ideas/progress.
- ✓ Nearly all children can work through any problems that may arise.
- ✓ Increased links between cluster (primary and ELC) and children more comfortable with wider groups of peers.
- ✓ Mini Small Isles week allowed younger children to form friendships over a longer period. It was the first time that some of them had been away from parents.
- ✓ Small Isles week allowed P4-P7 pupils from all three island schools and Inverie to meet and new friendships were formed.
- ✓ All these trips are part of a larger transition helping pupils to form larger friendship groups and

Creative

Active

Respectful

Resilient

- Links between ELC and classroom ensure smooth transitions.

developing the skills needed for moving to the High School.

- ✓ P7 transitions across the session has ensured that P7s are looking forward to High School and know who to speak to if they have any questions/concerns.
- ✓ Better use of the outdoor space has increased creativity opportunities.
- ✓ Transitions from nursery to P1 and P7 to Mallaig are ongoing and children are confident in moving on.
- ✓ Good progress has been made in this area.

Next steps:

- Revisit school values with the school community.
- Pupil Council to be held regularly throughout the session.
- Increase HWB curriculum to other areas of school life e.g., Healthy Eating and Positive Relationships Policies.

School Priority:

2. Our Learning and Teaching: Continuous Profiling and Reporting

Purpose:

The purpose was to ensure that staff have a clearer understanding of where learners are within a level, next steps and any areas that need support. To increase learners' role in their own learning journey.

NIF – Improvement in attainment

NID - Curriculum and assessment

HCKP – We will ensure the highest quality of learning and teaching for every learner.

Progress:

Content:

- Annual planning for all curriculum areas is in place across the cluster.
- Three-year planning cycle for Social Studies, Technology, Science, R.M.E and Expressive Arts.
- Termly overviews for Literacy, Numeracy and HWB are in place.
- Medium term planning format agreed and used.
- Progressions from Early to Second for all curriculum areas (except aspects of technology and physical education) are in place for use by staff and learners.
- Continued with Snapshot Jotters.
- Introduced the language of Bloom's and HOT.
- Promoting Growth Mindset within schools/nurseries.
- Floor books are used in nursery to share and revisit learning.
- Learning in ELC is shared through online learning journals, floorbooks and talking to the parents at the end of the day.

Impact:

- ✓ Teachers and practitioners have a clear understanding of where the children are and next steps.
- ✓ Both schools are working with the same curriculum progressions, ensuring shared understanding of Es and Os and benchmarks.
- ✓ Nearly all children can discuss their targets with a teacher.
- ✓ Improved results in numeracy and literacy.
- ✓ Teachers have a better understanding what improvements need to be made.
- ✓ Learning is shared with parents.
- ✓ Nursery children are increasingly able to talk about what they are learning.
- ✓ Satisfactory progress has been made in this area.

Next steps:

- Use of progressions with pupils needs to be embedded.

Creative

Active

Respectful

Resilient

- Effective weekly reflection of learning needs to be shared with parents.
- Increased family engagement sessions in school/nursery.

School Priority:

3. Our Learning and Teaching: Focus on Raising Attainment in Literacy and Numeracy

Purpose:

To maintain improvements in numeracy and to raise attainment in literacy.

NIF – Improvement in attainment, particularly in literacy and numeracy.

NID – Curriculum and assessment.

HCKP – We will raise attainment and achievements for all, especially for those children from disadvantaged circumstances including rural deprivation.

Progress:

Content:

- Annual planning for all curriculum areas is in place across the cluster.
- Progressions from Early to Second all aspects of literacy and numeracy are in place.
- Medium term planning format agreed and used.
- Phonics programme has been reviewed and organised according to Dandelion Readers and HC phonics schemes. Diagnostic tests are available for use.
- Reciprocal teaching and Bloom’s Taxonomy have been used as to teach comprehension skills.
- Time from the WTA has been used to discuss progress.
- Ed Shed has been bought into help with spelling for younger learners to are working at beyond expected levels.
- Ed Shed has been used to make targeted spelling lists for learners.
- P7 transition opportunities to work with other learners from the ASG.
- Resources and core provision within nursery has been reviewed and improved.

Impact:

- ✓ All most all children are attaining expected levels.
- ✓ Assessment shows improvement across all curriculum areas.
- ✓ Targeted support has helped raise confidence and attainment for individual learners.
- ✓ Clearer focus on individual needs within phonics/spelling.
- ✓ Primary children are familiar with higher order thinking skills.
- ✓ Nursery children have more choice of resources and activities within the ELC.
- ✓ Good progress has been made in this area.

Next steps:

- Focus on improving reading comprehension in the next session.
- Continued focus on tightening up phonics and spelling provision, and the use of ED Shed across primary stages.
- Learner observations and recording in ELC.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The school is not in receipt of Pupil Equity Funding.

Creative

Active

Respectful

Resilient

Wider achievements

Coileanaidhean nas fharsainghe

- Worked with the forestry to plant new trees.
- All children took part in the pantomime for the whole community.
- Worked with Anna Wilson to produce an 'Eigg Hoard' exhibition about objects found in a beach clean. The children had to imagine what people 500 years in the future would think that they had been used for.
- The children entered the 'If you were an engineer what would you do?' competition where they had to design an invention to solve a problem that they had identified. All children were shortlisted to the final round and one child won their age group.
- Nethybridge visit
- P7 transition visits throughout the session.
- Outward Bound trip for P6/7 organised by Highlife Highland.
- Small Isles Week/Mini Small Isles Week
- Visit from Hebridean Whale and Dolphins Trust
- Beach cleans (school and community)
- Highlife Highland school's co-ordinator visits
- The school is ready to be assessed for its Silver Rights Respecting Schools Award in term 1 23/24.

Comments from learners, families, stakeholders and staff

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

The way we set learning targets is still a work in progress, but progress is being made in this area. The children are much more aware and engaged in their next steps, and crucially much more open to listening to and acting on feedback.

I think having high expectations of the children, building positive relationships, putting the children at the centre of planning and differentiating are some of the things we do well, on the Small Isles. In part because having such small classes allows for extra individual focus.

I think that this is one area that we do really well here (personalised support) - I am proud of how well we know and support the children.

I feel this is one of the areas we perform best in (personalised support), across our schools. Continuation of what we are doing and increased consistency across our cluster will help to promote this empowerment as a habit for our pupils, and an increased familiarity of process established through habit will further empower our children to engage naturally in directing their learning experiences.

We need to have more time discussing learning pathways with the children, but the initial phase has been to develop and embed these pathways.

I think we have recovered well after the Covid lockdowns - all learners are working within or above their expected level. There are still areas for improvement, particularly around the quality of learners' wider achievement. I would like more focus on building their skills as global citizens and to continue to work with them on understanding the importance of a good quality education. This starts with them taking more active responsibility for their next steps (and understanding why this is important!).

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	SECONDARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	Choose an item.

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. Our Health and Wellbeing: Embedding the cluster HWB Curriculum at all levels and extending to all areas of school life.
2. Our learning and teaching: Continuous Profiling and Reporting
3. Our learning and teaching: Focus on Raising Attainment in Literacy.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://eiggprimary.com/> or by contacting the school office