

# STANDARDS AND QUALITY REPORT

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2022/23



**Rum Primary School**  
HIGHLAND COUNCIL | ISLE OF RUM PH43 4RR

# Introduction: Local and National Context

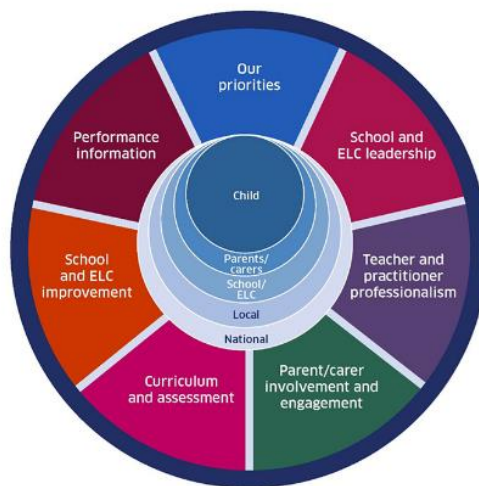
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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

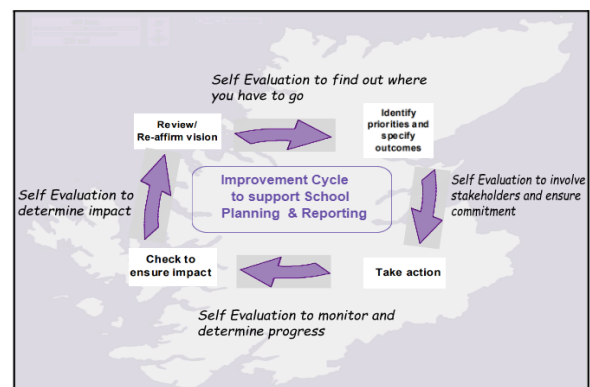
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Liz Doyle  
Head Teacher  
Rum 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.

Rum Primary School is in a small isles setting serving the local community on the Isle of Rum.

There are 5 children attending the school and 2 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 Rum Primary School and has a class commitment of 2.5 days a week.

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
Very good progress	Very good progress	Very good progress	Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Our values are **CURIOSITY, CREATIVITY, RESPECT, RESILIENCE**

Our aims are to:

- Ensure our pupils to leave school with the *knowledge* they need to **understand and value the world around them**
- Ensure our pupils have an understanding of their environment and **their role as guardians in sustaining it**
- Ensure our pupils leave school with the *skills* they need to **continue to learn and contribute to society**
- Ensure our pupils leave school with **attributes which reflect our school values**
- Ensure our students leave school with skills, knowledge and understanding **which open the doors they need them to, and which reflects their very best**
- Ensure our students **love learning for the sake of learning, viewing it as interesting, exciting and empowering**

**To enable this, we need to ensure our school values are embedded in everything we do.**

*Curiosity, Creativity, Resilience, Respect*

## 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: **Recovery from Covid-19 School Closures: Health and Wellbeing**

#### **Purpose:**

To support recovery of health and wellbeing after the challenges of school closures during the Covid-19 pandemic.

#### **Progress:**

- Relationships in the classroom are positive - values are 'working values.' Consistency of approach supported by Positive Relationships Policy.
- Children are fully engaged in learning activities, can articulate their learning and interact well with visiting adults and each other. They have had many opportunities linked to DYW, the arts and outdoor education. These experiences have enriched the learning and set it within real life contexts.
- Excellent community links have supported us to increase opportunities for learners.
- Wellbeing tracking - wellbeing webs completed termly.
- There is a very strong focus on developing emotional understanding of self and others linked to school values.
- Funding bids to support pupil participation have been successful e.g. grants from Nature Scot, MOWI, and the National lottery to support our outdoor learning provision and school playground.
- SHANARRI planning focus in nursery.

#### **Impact:**

- Capacity for learning and independence has increased since August 2022 - learners are now eager and active and demonstrate greater resilience when faced with challenges.
- Relationships and learning behaviours have improved considerably.
- The children volunteering to support their community has developed an understanding of responsibility and a feeling that they have agency and choice in their environment. Linked to school values and sustainability goals.
- Wellbeing has improved significantly; this has strongly supported improved attainment across all curricular areas.
- Attendance has improved.
- Very good progress has been made in this area as highlighted by recent HMIE inspection.

#### **Next steps:**

- Continue to develop opportunities for participation in a broad variety of experiences.
- Continued focus on wellbeing, school to be involved in the new roll-out of Highland health and wellbeing progression and in using the Glasgow Motivation and Wellbeing Profile to enable the learners to be able to more fully articulate feeling and emotions.
- Support development of parent council, funding etc.
- Continue to look at funding opportunities to develop opportunities for all learners to widen life experiences
- Continue to develop outdoor learning provision on Rum for Rum children and for other schools
- Use funding to improve school playground.



## School Priority: Teaching and Assessment: Continuous Profiling and Reporting

### Purpose:

Due to impact of Covid and staffing instability consistency in teaching and learning needed to be achieved to support learning and attainment. This progress also needed to be shared with parents as partners in childrens learning.

### Progress:

- Self-evaluation is a regular feature of meetings with all staff using QIs to reflect on teaching practice.
- Termly observations have been recently re-established which link to staff professional development and improvement planning.
- Weekly collegiate whole school meetings support consistent approaches and expectations in quality of teaching.
- HT provides in class support and catch-up groups.
- A teaching and learning policy which links teaching and learning to school values has been developed.
- Learning journals are used across school and nursery to inform parents of learning.
- Regularly updated website and newsletters are now in place.
- Highland progression frameworks and CfE benchmarks are used by staff to inform planning to monitor and address gaps in learning.

### Impact:

- Observations show good quality teaching linked to our school improvement priorities and targeted areas for development.
- More focussed planning and tracking has enabled the children to have better quality individualised learning experiences leading to improvements in attainment.
- Parents report that learning journals and other communication is informative, timely and helpful to support children learning.
- There is a shared language for teaching and learning linked to school values which enables consistency and high expectation.
- Teaching and learning across the school is very good as evidenced by recent HMIE inspection.

### Next steps:

- Continue to link with Aberdeenshire (Lumsden) for shared collegiate and learning activities.
- Re-establish peer observation visits
- Use of termly SOFA assessments to begin this term for pupils not undertaking NSA.
- Teachers and HT to undertake collective analysis of NSA and ACEL data.

## School Priority: Attainment in Numeracy and Literacy

### Purpose:

To close attainment gap identified through assessment early in the session which, highlighted significant gaps in children learning in literacy and numeracy.

### Progress:

- As a staff team it was decided that a systematic approach was needed to ensure that these learning gaps were closed. Systematic approaches to the delivery of literacy and numeracy were established.
- Regular reading linked to phonic knowledge books sent home for reinforcement.
- Spelling programme implemented.
- Writing scheme-Big Writing adventures implemented.

### Impact:

- Assessments show improvements in closing gaps. Systematic and consistent approaches have improved attainment.
- Reading has significantly improved across the school.
- Numeracy attainment has improved significantly for all children.
- Children are able to articulate these improvements and have a sense of ownership and pride in the school and in their work. Are able to link it to school values and what good

- New maths programme White Rose Maths implemented.
- Words up implemented in nursery.
- teaching and learning looks like at Rum primary.
- There has been significant positive improvement in attainment in literacy and numeracy as highlighted in recent HMIE inspection

#### Next steps:

- Continue to build on successes of this session.
- Focus on high attainment as outlined in teaching and learning policy.
- Develop reading comprehension and reading comprehension strategies.
- Develop moderation and links with other schools.
- Develop assessment and moderation calendar

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The school is not in receipt of Pupil Equity Funding.

## Wider achievements

### Coileanaidhean nas fharsainghe

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- We have taken part in the **climate change project** linked to sustainability goals
- Curricular Areas - **outdoor learning**, we IDL have developed an outdoor learning rationale and curriculum linked to curriculum rationale. This has been supported by working with Nature Scot and HWDT (Hebridean and whale) To provide health and wellbeing and educational opportunities for the children.
- **Creative arts** given prominence. musicians visited; artists developed murals etc. This linked to the school value of creativity and DYW
- **Camping trips** planned with other small isles
- **Termly transition trips** for P7.
- Involvement in **dark skies reserve** - Rum application. We supported this application, by developing a series of lessons on dark skies and sending proof they were completed.
- We have received support and lesson guidance from **Yorkshire Bushcraft** to receive a free trial of their new bushcraft award.
- **Developed an outdoor learning programme for other schools**, supported by senior pupils

## Comments from learners, families, stakeholders and staff

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

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Families and children's views are regularly looked for and help inform our planning and next steps. Children and families' views were collated as part of developing our curriculum rationale and teaching and learning policy and through surveys and discussion.

All children report feeling safe and that they have someone to talk too if they need too, all children report feeling challenged and supported in their learning.

Parents report that they feel the school provides a solid foundation for their children and particularly value outdoor learning and additional experiences offered in school and nursery.

*Curiosity, Creativity, Resilience, Respect*

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Continue to develop outdoor learning and opportunities linked to creative arts and link to Developing the Young Workforce (DYW).
- Staff to receive training in outdoor learning.
- Continue to embed new programmes of work, Big Writing Adventure and White Rose maths to continue to improve attainment in literacy and numeracy.
- Develop reading comprehension strategies.
- Continue to support and develop health and wellbeing.
- Increase moderation with other schools.

## Planning ahead

### A' planadh air adhart

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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://isleofrumprimary.wordpress.com/> or by contacting the school office.