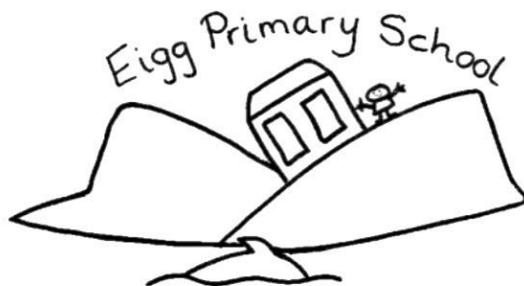




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Eigg Primary School and Nursery Bun-sgoil agus Sgoil-Àraich Eige



Creative, Active, Respectful, Resilient

Introduction: Local and National Context

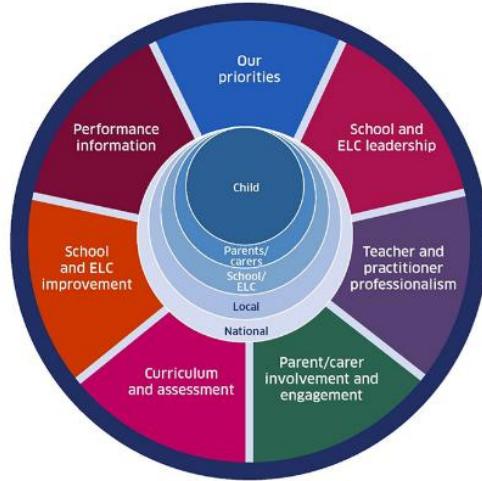
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

Kieran MacInnes
Head Teacher / Ceannard
Eigg Primary School / Bun-sgoil Eige

School Profile

Pròfil 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 93%	Average Class Size 10	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 10 (+1 nursery)	Teacher Numbers 1.1 FTE	Pupil Teacher Ratio 10 to 1

Eigg Primary School is located in a rural island setting, serving the local community of the Isle of Eigg. Our island is classed as very remote by the Scottish Government.

There are 10 children attending the school and 1 child in nursery, ranging from N5 – P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3, 4 and some 5-year-olds.

Eigg Primary School prides itself as a setting where the rights of all learners are respected and guaranteed.

The headteacher has overall leadership responsibility for Eigg Primary School and Muck Primary School. The headteacher is supported by a principal teacher based on the Isle of Muck. Staff and children from both schools work together regularly.

We have had no exclusions this year.

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 is good and attainment in numeracy and mathematics is satisfactory. Children generally 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 good progress towards meeting their individual targets. Our school is providing significant targeted support to learners, to ensure that they can achieve their potential.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Very good progress	Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Eigg Primary and Nursery values are:
**creative active
respectful resilient**



Our Vision

Thriving, nurtured, and exploring our world in our island of nature and adventure.



Our aim for every learner to:

Live our values of **creative, active, respectful and resilient** as a foundation for future success.

Lead and love their own learning and be enriched and empowered by their knowledge and understanding. Education should be an adventure; we can't wait to see where it takes us.

Support and nurture one another, we are one team and can achieve amazing things together.

Gain the skills for learning, life, and work that they need to thrive in our island and beyond.

Enjoy learning in this special place, appreciate nature and our environment, sustain it, protect it and learn from it.

Explore the world outside of our island and to share our island experience with the world.

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:

Raise and Sustain Attainment and Achievement in Literacy

Purpose:

A shared approach to the teaching and assessment of literacy was not yet in place in our Cluster. Our tracking and assessment data showed that there is capacity to improve attainment and achievement for learners in literacy.

Progress:

- ✓ We continue to see a positive effect on attainment in literacy.
- ✓ Moderation of writing is now embedded.
- ✓ Consistent procedures for the planning, teaching and assessment of literacy are in place.

Impact:

- ✓ All learners are being supported to achieve at the highest possible level. Barriers to learning are systematically addressed.
- ✓ Staff judgements can be made with increased confidence, supported by a significant body of evidence, which allows for better targeted support.

- ✓ Family learning sessions are now an established part of school life.
- ✓ Staff have undertaken high quality intervention support training.

Good progress was made in this area, and we anticipate that this will continue to remain a priority for continuous improvement

Next steps:

Expand opportunities for the moderation of all areas of literacy, using the Highland Council writing rubrics.

Develop our culture of reading for enjoyment.

Continue to embed the Talk for Writing methodology in our practice.

Establish a consistent way to share next steps in writing across the cluster.

School Priority:

Raise and Sustain Attainment and Achievement in Numeracy

Purpose:

A shared approach to the teaching and assessment of numeracy was not yet in place in our Cluster. Our tracking and assessment data showed that there was capacity to improve attainment and achievement for learners in numeracy.

Progress:

- ✓ We are continuing to see a positive impact on attainment in numeracy.
- ✓ Learners now experience a consistent scheme of learning, underpinned by Highland Numeracy Materials.
- ✓ New assessment systems and materials are informing teacher judgement and learner support.

Impact:

- ✓ All learners are being supported to achieve at the highest possible level. Barriers to learning are systematically addressed.
- ✓ Learners have access to high quality resources which are used consistently by skilled staff, supporting their understanding.
- ✓ Staff judgements can be made with increased confidence, supported by a significant body of evidence, which allows for better targeted support.
- ✓ Good progress was made in this area, and we anticipate that this will continue to remain a priority for continuous improvement.

Next steps:

Embed new assessment procedures and curricular progressions to support learning and teaching.

Explore further approaches to supporting fluency in numeracy.

Embed and consolidate White Rose Materials in our multi-composite classroom.

School Priority:

Ensuring the Highest Possible Standard of Health and Wellbeing

Purpose:

Pupil, parent and staff self-evaluation identified ensuring the high levels of health and wellbeing as a key priority for improvement. Our learners had identified physical education and outdoor learning as being areas they wish to develop. Our staff had identified areas of the curriculum that, without intervention, might not fully be accessed by island children. Our Health and Wellbeing priorities for this session are key to making sure we respect and promote the rights of the child and to ensure that we are getting it right for all.

Progress:

Content:

- ✓ Pupils have experienced high quality regular PE lessons, including specialist input and a successful swimming block.
- ✓ Children have had multiple opportunities to socialise and learn in larger groups, including residential visits.
- ✓ Wellbeing and learning have been advanced through high quality outdoor learning.
- ✓ Children are supported to develop their understand of wellbeing and to have the highest possible levels of mental, social, emotional, and physical wellbeing.
- ✓ Children receive highly personalised support, underpinned by strong and trusting relationships.

Impact:

- ✓ Attainment in PE is good and children have experienced a variety of ways to keep fit and active. Children have been able to experience appropriate team games and activities.
- ✓ Friendships across our islands are being made and sustained. Our children are learning valuable social skills. Transitions are a multi-year process.
- ✓ Rich outdoor learning benefits all learners. This has been recognised with the school regaining Eco-school status.
- ✓ All learners are supported to achieve at the highest possible level in an inclusive and supportive environment.
- ✓ Good progress was made in this area, and we anticipate that this will continue to remain a priority for continuous improvement.

Next steps:

To link understanding of Health and Wellbeing to our exploration of our rights.

To expand and consolidate our use of the Zones of Regulation

To further enhance outdoor learning provision

School Priority:

Improve Continuous Reporting Approaches

Purpose:

Families and children responded positively to new learner profiles on Seesaw, which needed to be developed and embedded in both Primary and ELC. An initial profiling audit had identified areas for development – including supporting learners to track skills progression and summarise and evaluate their learning.

Progress:

Content:

- ✓ Children have great ownership of their learner profiles and can access these with more independence.
- ✓ High quality feedback is increasingly evident.
- ✓ Continuous reporting ensures that families have a clear understanding of what the pupils are learning, where they are with their learning, what support is needed and what their next steps are.

Impact:

- ✓ Children have an active role in creating targets and evaluating progress against them.
- ✓ Wider Achievement and family learning is encouraged and celebrated through our Join in Award Scotland booklets.
- ✓ High Quality Assessment Tasks enrich learner profiles and contain high quality feedback and next steps.
- ✓ Families are highly engaged with children's profiles.
- ✓ Good progress has been made in this area.

Next steps:

Undertake practitioner enquiry to explore new models of sharing high quality feedback.

Increase learner independence, with upper school children taking full ownership over their profiles.

School Priority:

To Develop our Curriculum

Creative, Active, Respectful, Resilient

Purpose:

Children, parents, community members and school and nursery staff had worked together to create a new curriculum rationale that reflects our newly created visions, values and aims. Planning, assessment, and moderation procedures to support this were not yet fully embedded.

Progress:

- ✓ A high-quality tailored curriculum supports excellence and equity for all.
- ✓ Our unique curriculum rationale is reflected in high quality classroom practice.
- ✓ Planning, assessment and moderation procedures underpin our curriculum and ensure a consistently high-quality experience for learners.

Impact:

- ✓ Our Curriculum Rationale, complemented by new planning and assessment procedures support high quality and varied practice – which reflects our unique setting.
- ✓ Practitioner enquiry has allowed a classroom “carousel” practice model to develop that supports learning and teaching.
- ✓ Systems of moderation and now in place to support consistent good practice.
- ✓ Good progress has been made in this area.

Next steps:

To embed recently created curricular documents to support numeracy and Gaelic

To further integrate children’s rights and learning for sustainability into our curriculum and practice

To engage in high quality moderation with a greater number of settings, to help us evaluate our approaches.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our school is not in receipt of PEF funding. However, our school has benefitted from PEF funding allocated to our neighbouring cluster school – Muck Primary School. This has supported the purchase of resources to support learning through play across our school cluster and to provide opportunities for Eigg Primary and Nursery pupils to enjoy team games and extra-curricular activities with other Small Isles children.

Wider achievements

Coileanaidhean nas fharsainge

- Our learners have enacted their Eco-plan and successfully achieved Eco-school status.
- All of our children are on course to achieve White Level in their Join-in Award Scheme.
- Our P7 learners achieved a Highlife Highland Junior Leader award with over 15 hours of leadership activities evidenced.
- All children took part in a well-regarded and well attended community Christmas show – utilising their dance and drama skills.
- Children have developed their music skills through partnership with the Youth Music Initiative, Fèisean nan Gàidheal and Kodaly Music.
- Children have developed their engineering and science skills with the Newton Room.
- Children have raised money for worthwhile causes, including a craft sale to raise money for Save the Children and the community playground fund.
- Children have undertaken community data handling projects – by finding out what everyone on the island prefers to eat for Christmas dinner.
- Children have maintained and developed their trees at the community orchard.
- Children have benefitted from our partnership with the Scottish Wildlife Trust.

- Children practised their Gaelic at a community Gaelic café and have shared videos of their learning with our island.
- Children learned about local marine life with the Hebridean Whale and Dolphin trust and enjoyed a cetacean spotting visit at sea.
- Our partnership with the Eigg Bothy Project has resulted in a series of artists sharing their skills and life experiences with children. This year children created a podcast for the first time, to showcase and summarise their learning.
- Children welcomed members of the Eigg community trust to their Pupil Council sessions, and agreed joint areas for improvements.
- Children have made consistent progress with Taewkondo through on-line sessions with Highlife Highland – and one in-person session with Muck Primary School.
- Children have enjoyed staff and child-led after-school clubs, including Run Club, Film Club, Art Club, Sowing Club and Craft Club.
- Children will attend a joint-residential visit to Mallaig to develop their swimming skills. They will also visit Inverie Primary, to build friendships and enhance the transition experience.
- Children have planned, maintained and developed their polytunnel and vegetable plot. They gathered seaweed as fertiliser at an after-school family learning session.
- Small Isles Week will bring children from Eigg, Muck, Rum and Canna together on the islands of Rum and Canna. Children will develop their team games skills in a larger group and will develop social bonds and ties. Children will experience a shared Small Isles Sports Day. Children will learn in partnership with Nature Scot and the National Trust for Scotland.
- All Primary Learners have visited Mallaig Hostel to experience hostel living and see their secondary age friends.
- We have continued our well-established partnership with Eigg Tree Nursery.
- Children enjoyed a yoga session with a regular volunteer and visitor to Eigg.
- Children worked with Eigg Environmental Action to sort marine litter and create pieces of art for a gallery in the Isle of Skye.
- All children entered the Highland Hoolie art and poetry competitions – with some receiving prizes.
- All children received a bronze STEM club award from the National Schools Observatory.
- Children have cooked a regular monthly meal and have also undertaken child-safe supervised foraging activities.
- Children have enjoyed visiting local expert basket weavers to help make a traditional willow creel.
- Children visited the Eigg Observatory and experienced using the telescope.
- All children took part in an “island icon” challenge with the Young Islander Network – meeting children from other islands. Every child received an award for this.
- All Eigg Primary children have entered the National and Local Mòd literacy competitions and have entered a video choral Gaelic song.
- Our P3-7 learners helped support our free community winter meals at the community hall and developed valuable skills in doing so.
- Children took part in a Mallaig area wide design a Gaelic t-shirt competition.
- Children enjoyed a bespoke Q and A session with the Astronomer Royal for Scotland.
- Our children wrote a piece for the local paper – The West Word.
- Primary children have created and developed a personal website through Google Sites.
- Children worked with a local group to name and help establish a community larder for Eigg – “Food4All” – they also designed the logo.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Our Learners:

We use the How Good is OUR School document every year to help make our school the best possible place to learn, grow and be nurtured. This year we focused on the questions of "How good is our Learning and Teaching" and "How good is our wellbeing?". Please see overleaf:

How attractive and well maintained is our school? How could we help make it nicer?	In our school do we all have the resources and equipment we need to learn? How do we know?	How does our school make sure we have regular opportunities to choose how and what we learn?	<p>Theme 2</p>	Are we all able to learn in ways that suit our needs or is everyone generally expected to do the same things the same way?	To what extent do we use digital technology to support our learning? Could this be improved?
We could have wildflowers in the garden.	We might want drama equipment like costumes and props.	Quiet station - this helps us learn and the Floorbook which is also really good.	We have to kind of combine our thoughts to make some things that we all like.	We do Sumdog - we use it for maths and we use it for maths and spelling. I think there is grammar for the younger ones.	We have the big screen and you can use it for touching it.
Weed the playground and add pond plants.	We would like some more homework stuff. Homework packs.	Assembly and Pupil Council helps us have opportunities to tell each other what we would like to do. When Freya and Agnes do PE. Active writing - when we write we can write whatever we want. Violet said that reading eggs would be a good opportunity to learn our reading. Active stations - we could have stations which keep us active.	We each do our own little booklets and separate tasks and some people have the same tasks so we can help each other out.	We have chromebooks and two new touch tablets which are really helping the P1s - especially with Sumdog.	We have enough devices for everyone.
A new place for the bikes - a separate shed. Look at existing shed. Hooks on the wall.	New whiteboard. (Ordered)	This theme is about how well everyone in your school is supported to learn and achieve. It focuses on the importance of effective learning and teaching, having quality resources and the range of learning opportunities your school provides.	It works quite well for me. Maybe we could do some Tintin maths.	We have the microbits and we haven't used them yet.	We could have a coding club. The children could run this - Violet and Freya
Painting the walls in the classroom.	New chairs or pillows.		We could have some more choice over things we do first.		
Higher up decorations and bunting with our names. Themed decorations.	New paintbrushes.				
How well are we able to describe the skills we are developing through our learning and how we use these out of school?	Sort out the library. It is untidy. New pencil sharpeners. (Since tidied and relocated)				
I feel confident talking about the skills I need for literacy.	New pens and pencils. We could get a new tough tray to put the houses on. Tidy up the Lego and take out the bits that aren't Lego. Science stuff for tough trays outside.				
	New lego. More people.				

Can you give some examples of how our school praises good effort and celebrates success?	Is everyone treated fairly and with respect in our school? How do we know?	How well does our school promote healthy eating?	Theme 4  <h2>Our health and wellbeing</h2> <p>This theme is about how well your school supports you to develop healthy attitudes and behaviours, positive self-esteem and confidence. It focuses on how well you are learning skills and knowledge to make informed choices, to take responsibility and respect others. It encompasses everyone being included in all aspects of your school, and celebrating and valuing differences.</p> 	
We get really nice compliments.	You see a lot of people being kind to others. Both adults and children.	We are doing really well with our monthly meals. I would also like a monthly pudding.	<p>I think we are all pretty good at this. Learning about other languages would be great! I think we are respectful to people who are different from us.</p> <p>I'd like to learn about other languages.</p>	
One word! Stickers!	Everybody is being treated fairly and everyone is doing a good job. Whenever anyone gets hurt someone always helps them and tells the teacher.	We have healthy stuff with the community meals - curry for example, brussel sprouts, sausages and mash potato.	<p>Is equality and diversity promoted and celebrated well enough in our school? What makes you think it is/isn't?</p>	
If we are working hard and doing lots of writing, someone could tell us!	At lunch time it can get a bit overwhelming and there can be a lot of shouting. We could ask a teacher for help. This is in the learning centre. It can put people off their lunch.	How well do staff let us know they value our views and use them to improve things?	<p>How does our school provide good support for those who may be going through a sad or challenging time? Are we confident that we will be well supported for example, if someone was being bullied?</p>	
We could put it on Seesaw or tell them at the end of the day at school.	We could play quiet games at lunch.	Once we had a science class that came from a pupil idea.	<p>We respect them and make sure they are comfortable and give them a chance to talk about their worries.</p>	
What things does our school do well that encourages everyone to be healthy? What could be improved?	Maybe we could make a sign use a quiet voice and don't shout and don't talk when you are eating. We could make a poster.	We get to run clubs - this was one of my targets on the wall.	<p>We could make them comfortable by doing things that they like. What usually works is we play games that people like.</p>	
It would be good if we had a cafeteria.	We could try more often and have a teacher lunch.	We got all new pencils and stationery.	<p>Do you think the adults who work in our school are good role models encouraging children/young people to live healthy lives?</p>	
The older children encourage the younger children to eat their sandwiches first. We don't want more help from the adults with this.	I'm not sure. I like that we are getting trust at mealtimes.	We got 'Bears in the Night!'	<p>We have a good role model at run club!</p>	

We also asked our learners some important evaluative questions to help inform this report.

What is your favourite thing about our school?

My favourite thing is doing art.

My favourite thing is doing science.

My favourite things is learning about grammar.

My favourite thing is that everyone knows everyone, and we work together really well.

My favourite thing is film nights, playing Sumdog Maths and doing normal maths in my jotter.

My favourite thing is that everyone is really kind to each other.

What do we do really well at Eigg Primary School?

We do monthly/community meals really well, they taste really good too.

We have a school garden which is really good.

We do writing lessons really well.

We do maths really well because we all work hard together.

We do well at being good to ourselves and being good to everyone else.

We do cooking really well.

We keep up with our school targets amazingly.

We do reading really well because we practise.

All of us do maths really well.

How do we show our values at Eigg Primary School?

We work hard to do our values really well and do good things

When visitors come to the school we are respectful to them

We do lots of art things and we make them look nice and we are creative

We are resilient by keeping trying at things that are really hard

We are resilient because we don't flip out when something doesn't go our way

We show our values by being nice to each other

We are creative because we make lovely things, we are active because we run around, we are respectful because we are kind and we are resilient because we keep trying

Our Families:

Every year, we use Education Scotland materials to survey our parents. Full anonymised responses are available on request. The findings of this survey increased our confidence further, that we our approaches are leading to the best possible outcomes for learners.

Our families also offered the following in additional comments:

"I think current school values are excellent and empower the kids to believe in their worth. P.E is a regular favourite, as is run club. I think both of these sessions are so beneficial."

"Really enjoy using seesaw - it's very user friendly and I feel like it gives a good snap shot of the kids week, and helps prompts conversation about what they have been up to."

Our Partners:

Sadie Gorvett, Hebridean Whale and Dolphin Trust

The visits were lovely, and the pupils were all really engaged and involved. The aim of the visit was to educate the pupils about the whales and dolphins in their area, inspire them to care about them and want to learn more and give them a means to help, by telling them about our sightings app Whale Track, which can be used with their adults or teachers. The pupils hopefully took away that they live in an incredible place for marine diversity which needs our protection.

Claire Crosbie, Taekwondo Master who has been working with Eigg PS pupils for the past year

The kids worked really hard during the in-person session in Muck. They listened so well and hopefully learned a little bit more. You help inspire me to keep teaching and also learn new ways to do my teaching.

Vicki Last, Astronomer from Liverpool John Moores University

All the children (and staff) seemed super enthused by my visits and were fully engaged throughout. Their questions demonstrated how interested they all were in the topic. I loved my visits, and would gladly come again.

Nick Sedgewick, The Newton Room

It was great to work with a multi-age group of around ten learners, in person. They benefited greatly from having access to equipment that I had brought with me and were hopefully inspired to look more closely at the world around them, after engaging with the STEM activity that afternoon. They worked well in the pairs and trios and were also supported by the Teacher, throughout as well as myself. It was very satisfying to see the artwork produced by all of the learners towards the end of the session as it re-enforced the impact that positive impact that the activity had on the learners.

Mr Stewart Goudie, Minister

Over the six years I have been visiting I have been very warmly received and supported. In small island communities, it is good for the children to interact with additional people. I am grateful for the opportunity and welcome that I have received.

Emma Sullivan, Visiting Poet with the Eigg Bothy Project

Everyone was so kind and welcoming. I hope that students left with some new examples of Scottish poets and think of new ways to work collaboratively as writers and thinkers.

Meg Wilcox, Visiting Podcast Creator and Artist with the Eigg Bothy Project

Hearing teachers mention that the podcasting supported all learners to share their thoughts and ideas out loud was so wonderful to hear, and a highlight for me. Podcasting and audio work, I find, can be great ways to help learners practice their presentation and writing skills (when writing scripts), develop technical literacy with recording equipment and editing software, and opens opportunities to think and talk critically about the media around us.

Jenny McLaren, Food 4 All Community Larder

The children were really engaged in talking about the community fridge idea, and had loads of great ideas of names, what should go in it, and designing logos. The children have already been incredibly helpful in helping us develop the project idea and their enthusiasm for it made the visit a really positive experience. We hope that the pupils felt that their input to the project was important, and that they can have some ownership over this community project. They have supported the Monday Meals events in numerous ways. We are excited to continue working with the school as the project develops.

Our Staff

Due to the size of our staff team, we cannot offer detailed comments without identifying individual members of staff. It should be noted that comments from staff surveys were overwhelmingly positive.

Staff members commented favourably on our positive ethos and involvement of the local community, our promotion of outdoor learning and physical activity, our after-school clubs and our love of nature.

Our staff felt that the school was rich in experiences and variety of learning approaches. Nurture, community and family engagement, vertical learning & collaborative learning were highlighted as strengths for both our school and nursery.

Our staff feel that our use of the “Zones of Regulation” is helping to support learners.

Our staff also commented favourably on the high quality specialist PE provision that our children receive.

Our staff also commented favourably on our profiling approaches and the variety of ways that we share learning with families – including Seesaw, High Quality Assessment tasks and the Join in Scotland Award.



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	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

- Raise and sustain attainment in literacy – We will continue our focus on high quality daily writing and undertake a project to promote reading for enjoyment across the school.
- Raise and sustain attainment in numeracy and mathematics – We will ensure further high-quality learning and teaching through practitioner enquiry and undertake a project with Maths Week Scotland to develop a numeracy rich environment.
- Enhancing the health and wellbeing of all

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.