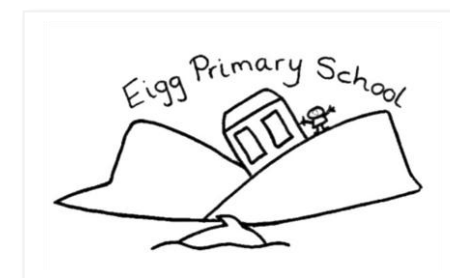




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Eigg Primary School / Bun-sgoil Eige



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%

Creative Active Respectful Resilient

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
94.5%

Average Class Size
9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
9 Pupils

Teacher Numbers
1.1 FTE

Pupil Teacher Ratio
9 – 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 9 children attending the school, ranging from P1 – P6. P1 - 6 are taught together in a single multi-stage class and there is a separate nursery for 3, 4 and some 5-year-olds. Our nursery has been inactive in session 25/26, but is due to re-open in August 2026 with one pupil.

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 also 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 good. Most 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 good progress towards meeting their individual targets. Our school is providing significant targeted support to learners, to ensure that they can achieve their potential. Eigg Primary School prides itself on achieving excellence and equity for all. All children at Eigg Primary School receive sensitive and targeted support to achieve at the highest level possible.

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Overall children are making the following progress:

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

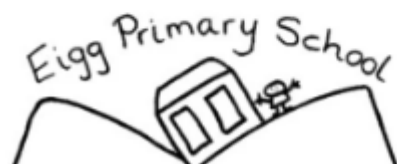
Our Eigg Primary and
Nursery values are:

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](#).

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School Priority 1: Raising and Sustaining Attainment – Literacy

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ We continue to see a positive effect on attainment and engagement in literacy – with pupils receiving high quality targeted support, to ensure they are achieving at the highest possible level. ✓ Pupils have achieved a Scottish Book Trust Reading Schools Core Award – to foster a culture of reading for pleasure throughout the school and celebrate reading with our community. ✓ Moderation of writing is now embedded and taking place in larger groups – including with Ardnamurchan Area Schools and Raasay Primary School. ✓ Regularly scheduled Teacher enquiry is leading to high quality learning and teaching – with a strong focus on effective questioning and feedback – grounded in the consistent use of Learning Intentions and Success Criteria – using characters created by the children. ✓ Learners benefit from clear and consistent routines. Children write and undertake core reading every day and enjoy time to read for pleasure. Wraparound Phonics and Spelling, Talk for Writing, Picture News and Nelson Handwriting and well used and established – grounded in our Cluster Literacy Progression. ✓ A rich body of evidence helps to inform teacher judgements. This helps us to provide highly targeted learning support to the benefit of all.	• Engage with the National Improving Writing programme. • Continue to foster a school culture that celebrates reading, through engagement with the Reading Schools Award (Silver Level). • Continue to moderate literacy with Mallaig and Ardnamurchan Area Schools. • Continue to protect time for high quality teacher enquiry. • Evaluate our current assessment approaches and streamline where necessary. • Ensure that high quality targeted support remains in place after our nursery re-opens in August. • Develop and strengthen our Emerging Literacy approaches and play pedagogy, in a multi-composite class context. • Evaluate our approaches as part of the Small Settings Network (Primary). • Engage with the Curricular Improvement Cycle. • Assess the suitability / complexity of our core-reading series.
Impact We have made good progress within this priority, and clear, consistent and effective approaches are in place for the teaching of literacy. Pupils are receiving high quality targeted support and individually are being supported to achieve their potential. Children	

are very positive about their own learning and engagement and enthusiasm is high. A rich body of evidence informs our approaches and judgements, and this is quality assured through more robust moderation procedures. A culture of reading for pleasure is helping to underpin attainment across all areas of literacy. Children are proud of their Reading Schools award, their library and progress.

School Priority 2: Raising and Sustaining Attainment – Numeracy

School Improvement Plan Priority 1

Summary of progress

- ✓ We are continuing to see a positive impact on attainment in numeracy.
- ✓ Teacher enquiry and the sharing of practice between schools has led to the effective implementation of an effective carousel system which has been evaluated as part of the observation process. Learners experience, consistent, high-quality and equitable teaching – supported by high-quality CPD.
- ✓ We have begun to moderate numeracy within our School Cluster using established numeracy rubrics.
- ✓ A Cluster maths progression is in place. Learning experience consistent high-quality resources using the White Rose Maths Programme and other resources.
- ✓ Pupils have experienced maths in a rich variety of contexts – including outdoor challenges and orienteering, during cooking, beach cleans, community data handling and more.
- ✓ Children are experiencing an increasingly numeracy rich environment – both indoors and outdoors.

Next steps

- Trial High-ceiling Low-threshold tasks with learners and assess the impact.
- Continue to adapt White Rose Maths resources for a P1-7 context.
- Continue to learn in rich and exciting contexts, involving our community and partners.
- Engage with the Curricular Improvement Cycle.
- Develop our active learning and play based approaches.
- Evaluate our current assessment approaches and streamline where necessary.
- Evaluate our approaches as part of the Small Settings Network (Primary).
- Trial the moderation of numeracy within a larger group.
- Involving our community in a maths rich enterprise project – island shop etc.
- Continue to develop a numeracy rich environment – with a particular focus on our outdoor spaces.

Impact

We have made good progress within this priority. We have made creative use of material and staffing resources to allow children to learn in rich and exciting contexts and clear progress is evident. We have begun to moderate learner evidence and experiences in

Creative Active Respectful Resilient

numeracy and have a clear path to developing this further. Learning and teaching is high quality, as evidenced by observations of learning and we are confident in our capacity to strengthen further.

School Priority 3: Ensuring the highest possible levels of Health and Wellbeing

School Improvement Plan Priority 1

Summary of progress	Next steps
✓ Pupils have a strong and developing sense of their rights and are increasingly able to advocate for their own rights and the rights of others. ✓ We benefit greatly from our unique location and community. Any risks associated with rural access issues (such as reduced transition, smaller social groups etc.) are being addressed in a pro-active and positive way. ✓ Outdoor learning experiences are increasingly rich, and learning takes place outdoors regularly – benefiting all. ✓ Pupil voice and leadership are driving important change. ✓ Pupils have been able to build friendships and engage in social events and sport in larger groups.	• Continue to embed Growth Mindset principles and the use of the Zones of Regulation. • Continue to make rights meaningful, understandable and tangible for the children – continuing our progress towards the next level of the RRSA award. • Continue to provide opportunities for children to socialise in larger groups and provide experiences that wouldn't be routinely available in our island. • Continue to develop outdoor spaces for learning.

Impact

We have made good progress in this area. Pupils are aware that they have rights and that these cannot be taken away. Pupils have been able to advocate for their own rights and the rights of others. We have provided exciting opportunities through two residential visits and further additional sport and social events through day trips. Children are supported to sustain friendships with neighbouring islands – enhancing the transition experience for those who will attend Mallaig High School and Hostel. Pupil voice is at the heart of the daily life of the school – reflected in child led planning and the successful project work undertaken by all pupils.

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 School children to access a variety of activities in larger social groups – with their friends from Muck, Rum and Duror Primaries. Many of these activities would not routinely be available in the islands.

Wider achievements

Coileanaidhean nas fharsainghe

- We have achieved the Core Level of the Scottish Book Trust Reading Schools Award
- We have made significant progress towards the Rights Respecting Schools Award – with assessment to take place in June 2026
- We continue to take forward actions from our Eco Plan – to retain our Green Flag which was re-awarded last session
- All children have made good progress towards the next level of their Join in Award Scheme – which celebrates wider achievement at school and at home.
- Children have developed their music skills through partnership with the Youth Music Initiative, Fèisean nan Gàidheal and Kodaly Music.
- Children have raised a significant sum for their chosen charities (The Niamh Jobson Research Fund and Cancer Research).
- Children have planted 68 trees as part of a fundraiser for the Eigg Tree Nursery.
- Children have fundraised for the local Fèisean nan Gàidheal committee, to ensure that music lessons in Eigg are free for all.
- Children have undertaken joint PE lessons with Muck Primary school on several occasions.
- Children have enjoyed staff and child-led after-school clubs, including a child led Youth Club, Tennis Club, Reading Club and our long-standing Rub Club.
- Children attended a joint-residential visit to Mallaig with Muck and Rum Primary Schools to develop their swimming skills. They also visited Fort William to undertake a climbing session with Duror Primary and visited the local library in Fort William, with the Highland Heritage Ranger.
- Small Isles Week will bring children from Eigg, Muck, Rum and Duror together in Muck for a week of learning together. This will include STEM session with the Newton Room, a community Cèilidh, a beach clean and beach art and a shared sports day.
- All Primary Learners have visited Mallaig Hostel to experience hostel living and see their secondary age friends.
- Children have cooked a regular monthly hot meal and enjoyed sharing these together.
- Children took part in an area-wide design a Gaelic t-shirt competition.
- Children have created exciting school blogs to share with their community.
- Primary children have created and developed a personal website through Google Sites.
- The children had an article published in West Word – the local newspaper.
- Children held a wonderful community Christmas performance – attended by the island community.
- Children entered Mallaig Area Highland Hoolie competition.
- Children enjoyed a livestock safety session with a local farmer.
- Our Highlife Highland Active Schools Co-ordinator has supported sports sessions on our island and is helping our senior pupils progress towards a leadership award.

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- Eigg Primary School is running a community World Cup fundraiser to support their chosen charities.
- We created a community reading for pleasure challenge and reached our target of 100 books.
- We have continued our termly beach cleans and have cleared a significant volume of plastic from our shores.

Comments from learners, families, stakeholders and staff

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

Our Learners

This year our pupils used the children friendly version of the HGIOS 4 Self-evaluation tool, to evaluate Theme 5 – Our Successes and Achievement and Theme 3 Our School and Community:

28.01.26

All pupils at Eigg Primary School worked together to evaluate our successes and achievements.

Are the achievements of all children/young people equally recognised and celebrated in our school? How do we know?

Yes, they are! For example, when we got our Taekwondo awards, we held a big celebration and had a ceremony. When people won the Highland Hoolie we also celebrated.

What do you know about how our school provides financial support to pupils who might otherwise not be able to take part in some activities? We don't ask for money. We always try and fundraise first. - All

Can everyone lead activities and share their skills and talents with others if they want to? Can you provide some examples of how you are able to do so?

Yes, everyone can make clubs or come up with ideas at break, like building things outdoors or playing sports like tennis, rugby or football. Maybe P1-3 could lead some clubs too?

Is everyone developing skills for learning, life and work through taking part in out-of-class learning? How do we know

Yes, through outdoor learning and some clubs like tennis club - maybe animal club when we can take it outside (making habitats). Through birdwatching and sport.

Theme 5

1

Our successes & achievements

This theme is about how well your school supports everyone to have opportunities to develop interests, skills and talents both within the classroom and beyond the classroom and school. It focuses on how well everyone achieves success and children's and young people's understanding of why skills are important now and for jobs in the future.

To what extent are we able to influence improvements to the school's programme of out-of-class learning

I think pretty well. If we want a club, we can give our idea to Mr MacInnes and quite a few times this has happened and the club has gone ahead.

I'd like to try a football club.

I'd like to try a magnets club.

I'd like a science of drawing club.

How do you benefit from our school's work with partners including colleges and employers, in the wider community?

All together - Camile helps us with French and Hilda reads us stories. John and Kat help us with bushcraft, which is really important as we know how to look after ourselves in the wild! Phil and Miss H help us in the orchard and the garden.

CREATIVE

ACTIVE

RESPECTFUL

RESILIENT

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10.01.25

All pupils at Eigg Primary School worked together to evaluate our school and community.



On top of our regular self-evaluation activities, we asked our learners the following questions:

What is your favourite thing about our school?

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“Doing maths when we have to solve the problems.”

“Playing with your friends at breaktime and lunchtime. “

“I like how everyone knows everyone! We can speak to all the islanders because we know everyone.”

“My favourite is PE. There aren’t many sports that I don’t enjoy! Even if it isn’t my favourite, I’ll certainly try and join in.”

“Meeting all of the people and playing and learning with them. I like speaking to all the staff and pupils and the babies that come to visit.”

“I love the uniform! I love the colours! The yellow contrasts so well with the dark blue.”

“My favourite thing is learning Gaelic when we use Duolingo.”

“The kindness – everyone is so kind and respectful. If anyone gets hurt someone always checks on them.”

“My favourite thing is helping people when they need help to do things. I like sharing things out.”

What do we do really well at Eigg Primary School?

“We raised lots of money for charities.”

“We are really good at doing our Jass Awards.”

“We are an Eco-school because we worked hard to get our flag back”.

“Learning different languages – we learn Gaelic and French. We are interested in lots of different languages like German and Spanish too.”

“We are good at beach cleans and helping the environment.”

“We are good at looking after each other.”

“We are good at rounders and football and are excited for the World Cup!”

“We are good at drawing patterns.”

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“We are good at sports. We train and work hard. We do run club and PE and play lots at break times.”

“Youth Club is always different – for example with reading club everyone can have a bit of quiet time and relax.”

“Probably maths – we have learnt a lot in maths.”

How do we show our values at Eigg Primary School?

Active – “I have been playing rounders. Rounders is a particularly active game. They fielders have to be ready to run and need to communicate with each other.”

“I think I have been active because we have really been into football and want to start our own team.”

“Recently I reached issue 60 of my comic (created by the pupil)” – Creative and Resilient

Resilient – “When I had to build the treehouse and even when it was tricky I kept on going.”

“At the Bingo night I was resilient because me and ____ kept going (giving out teams during a fundraiser draw). We were respectful to people too”.

“I have been creative because it is very hard to make the right patterns!”

“We are good at being creative, we make things out of wild materials.”

Comments from Partners and Supporters

Andrew McCallum – Head Teacher, Rum Primary School

I have thoroughly enjoyed working in partnership with Eigg and Muck Primary Schools. The collaboration across the Small Isles has been incredibly supportive and has had a direct positive impact on provision at Rum Primary. It has strengthened what we are able to offer our pupils, both socially and academically, and has provided valuable opportunities for professional dialogue and shared practice between staff. It is a partnership that is genuinely valued and makes a real difference. My impressions of Eigg and Muck Primary School have been exceptionally positive. There is a very warm, welcoming ethos, and it is clear that relationships across the school are strong and nurturing. Pupils are engaged, confident, and clearly enjoy their learning. There is a real sense of purpose in everything the school does, with leadership that is both thoughtful and responsive to the unique context of small island education. The schools are very well organised, and there is a genuine commitment to collaboration, which really stands out.

Deirdre Beck – Depute Head Teacher (Primary), Mallaig 3-18 Schools Cluster

I have found it beneficial collaborating with staff both in person and online and providing support and sharing resources together. I look forward to being able to visit in person.

Nick Sedgewick – The Newton Room

Thank you for your continued encouragement and support of our Highland-wide project seeking to inspire and educate pupils in a variety of STEM-focussed career pathways, leading towards skilled jobs based in the Highlands and islands.

Karen Calder – Manager, Mallaig Leisure Centre

We have worked with both Eigg and Muck to provide swimming lessons to the children. The schools helped us by ensuring the children were organised and made aware of what the plans were and what was expected to ensure the lessons went to plan and that both our teachers and the children got the maximum they could from each lesson. The children are very polite, happy and enthusiastic and eager to learn. The teachers are very encouraging and engaging with the children.

Pamela MacDonald – Mallaig Area Active Schools Co-ordinator with Highlife Highland

I enjoy coming over to the Island schools. The staff encouragement helps me achieve my role as an Active Schools Coordinator for the Mallaig cluster schools. Eigg Primary is a very well run, welcoming and encouraging school.

Alexandra Bulgokova – Marine Conservation Society

The school is a very well-laid out inclusive space and is warm and welcoming. We offered an introduction to our Ocean Friendly Schools award, a lesson based around our ocean and seagrass, two activities - a drawing based on what the ocean means to the students and designing signage for moorings. We then went down to Kildonan for a Seashore Safari and seagrass scavenge. Community engagement is a very important part of marine conservation, and involving schools is high in our priorities. I honestly can't think of anything that could make our next visit better other than holding off the rain!

Solas Eige, SCIO

The children of Eigg Primary are very receptive to ideas and projects, and very keen to get on with the task at hand. I invited the Primary school to visit our Solas Eige exhibition about COP23 and the role of the people of the amazon who had visited Eigg last year. The children were very interested, asked questions and contributed pertinent comments. The next project was to record the memories of a person whose father was the last resident missionary for our local church. The project was carried by the 3 oldest children in the school. The recording was then printed and the children chose which photographs should

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illustrate the text, wrote the captions for the photographs and the title for the project which was then shared with the whole school and the community. The 2 panels produced will be part of this summer's exhibition by Solas Eige SCIO.

Sue Hollands, Eigg Organics

It is great to be working with the children of Eigg Primary again. Children learned how to prune, why to prune and how to use a folding saw (safely). Working in the community orchard helps the children to understand their part in a community.

Hilda Ibrahim, regular guest reader and former Head Teacher

It's been such a delight to come back into the school and share stories with the students! I've also been able to still use my teaching skills, by making the experience more interactive, rather than just reading. The students are brilliant and so responsive. I hope they are enjoying it as much as me! The school is such a happy creative place.

Heather Tuffs, Teacher at Nidderdale High School

The school is extremely welcoming, professional, caring, well organised & children are well cared for. Everyone seemed proud to be part of the school and also very receptive to new ideas. A very positive & forward-thinking vibe as soon as we entered the building!! Also great to see the emphasis on Gaelic teaching and being proud of your Scottish heritage. Our partnership and visit to Eigg Primary gave last year's trip real meaning, purpose and helped us feel like we were contributing to the island, not just being tourists. Exactly what I wanted our Eigg trip to involve so thank you for being so receptive to the idea. Your enthusiasm for continuing it this year is very much appreciated and this year's contenders for a place on Team Eigg 2026 are already excited about the prospect of working with you!

Neil Robertson, Eigg Electric

On the School's trip to Eigg Electric we could explain how our system works, our expectations from those who use the power and what they can expect from us as a supplier. Eigg Electric only works with the co-operation & understanding of the community. Hopefully the learners learnt that everyone from EE, directors to the end consumer must work together to help make a dependable, sustainable, robust system for all. The children listened well and asked lots of great questions.

Gabe McVarish, Youth Music Initiative and Fèisean nan Gàidheal

Eigg Primary is a great school, I wouldn't change a thing! The school gives great hospitality and I always feel comfortable going in for the children's music lessons. Learning to read standard music notation is like learning another language, which benefits critical thinking skills.

Lucy Conway, The Bothy Project

Students and teachers seem very interested in what our artists have to offer - it's great to see what the artists are so interested and passionate about, being enjoyed by others. The school is inspiring, engaging, friendly, caring, welcoming and positive.

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Karen MacDonald – Residence Officer, Mallaig High School Hostel

We work with the Island Schools to ensure a smooth transition into High School and Hostel life. These visits to the mainland are invaluable for the children. The island children and staff are always very polite and kind when visiting.

Eilidh MacGilp – Food for All Community Larder

The enthusiasm from both staff and students is amazing, there is so much positivity about getting involved in community projects as much as possible. The students have helped by volunteering at winter warm lunch events and with designing and hopefully in the future painting the logo for our community larder. I think the learners have learned useful skills in community involvement, socially with talking and listening to people of different ages, as well as engaging in skills for work like taking orders, and helping set-up. The winter meals have a more positive atmosphere with the pupils taking part and helping out, and sometimes singing.

Nan Fee – Kodaly Music Tutor

Eigg Primary has wonderful children who are eager to learn and join in happily with all activities and a very supportive teacher who also participate in the activities supporting the children and modelling new concepts. The learning environment and positive atmosphere is second to none and we all learn and enjoy Kodaly music together. I thoroughly enjoy my lessons with Eigg Primary School. I feel fully supported by the school and communication is always timely and clear.

Our Parents and Families.

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

Parent's surveyed stated that they think the current school values are "excellent", and empower the kids to believe in their worth and that P.E is a regular favourite with learners, as is Run Club.

Our use of Seesaw was also commented upon favourably – "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 Staff

Due to the size of our staff team, we cannot offer detailed comments without identifying individual members of staff. Staff were surveyed using Education Scotland materials, Rights Respecting Schools materials and using in-house materials related to our school improvement planning. These surveys were overwhelmingly positive.

Strengths identified by staff included:

- supportive and dedicated teachers
- a welcoming and inclusive school
- Nurturing environment
- Staff connection with pupils

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- Pupil voice
- strong parent and community engagement
- promoting a love for reading
- extracurricular activities
- teachers embracing new pedagogies
- teachers continue to innovate to meet the needs of all pupils
- ensuring an adaptable curriculum and embracing new ideas.
- Trips promote health and wellbeing of all – developing physical health and mental resilience
- Trips strengthen social connections
- RRSA establishes a safe space for pupils to be heard
- Partner working with Ewen's Room is promoting positive mental health
- Outdoor learning encourages independence and resilience
- Daily writing – children writing for their own enjoyment
- Reading Schools Award and writing competitions
- Picture News is developing Talking and Listening skills.
- White Rose Maths is broadening mathematical skill sets and boosting confidence
- Outdoor maths and numeracy lessons promote a positive attitude towards this area
- Child centred approaches
- Empowering the children to communicate with the wider community about their learning
- Children taking part in community and national initiatives

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:

	PRIMARY
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Good
QI 3.1 Wellbeing, equality and inclusion	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good

Our school have also self-evaluated using QI 2.2 – Curriculum and QI 2.7 Partnerships – evaluating both as Good.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

In an effort to secure effective and timely, but appropriately paced improvements, we designed a 3 year improvement cycle, based on learner needs.

Next year, will be the third year of this 3-year plan, and will focus on evaluating, strengthening, consolidating and embedding our approaches.

Our improvement priorities continue to be:

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1. Raising and Sustaining Attainment in Literacy
2. Raising and Sustaining Attainment in Numeracy
3. Ensuring the Highest Possible Standard of Health and Wellbeing

Planning ahead

A' planadh air adhart

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