



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

## Muck Primary School and ELC Bun-sgoil agus Sgoil-àraich Eilean nam Muc



Kind

Curious

Striving

# Introduction: Local and National Context

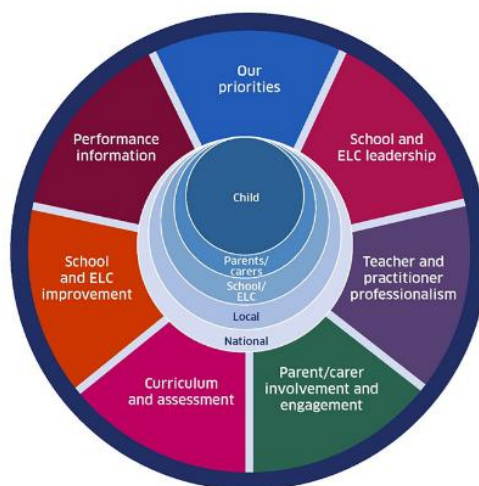
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?*<sup>4</sup> 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

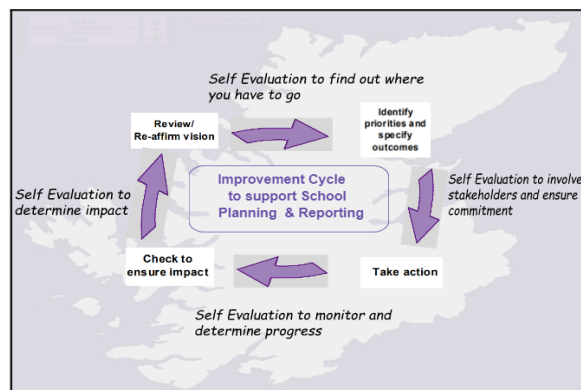
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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

Muck Primary School / Bun-sgoil Eilean nam Muc

## 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**  
**97%**

**Average Class Size**  
**5**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**5 (+3 nursery)**

**Teacher Numbers**  
**1**

**Pupil Teacher Ratio**  
**5 to 1**

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

There are 5 children attending the school and 3 children in nursery, ranging from N4 – P4. P1 - 4 are taught together in a single multi-stage class. Our nursery shares a partly partitioned space with our P1-4 class and often learns in partnership with them.

The headteacher has overall leadership responsibility for Muck Primary School and Eigg Primary School. The headteacher is supported by a Principal Teacher, based in Muck. 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.

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

Overall, attainment across the school in literacy and English is good and in numeracy and mathematics is satisfactory. We address any barriers to learning as they arise in partnership with families to ensure that everyone is supported to achieve their potential.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Good progress

**Listening and  
talking**

Very good progress

**Numeracy**

Satisfactory progress

We have had no exclusions this year.



## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#### Our Values are:

- **Kindness** – care for others, believe in ourselves, communicate calmly and clearly, show empathy
- **Curiosity** – be interested, ask questions, embrace difference
- **Striving** – work hard, stay focussed, enjoy a challenge, make helpful mistakes



Our **vision** is for our school and our community to create:

A happy, thriving environment where everyone feels nurtured, secure and included and is excited to achieve to the best of their ability.

#### Our aim is to:

Live by our values of **kindness**, **curiosity** and **striving** in everything that we do.

Be independent and enthusiastic, have our own ideas and opinions, and be excited and motivated by challenge, to be the best that we can be.

Contribute positively to life in our school, on our island and in our global community.

Respect ourselves and respect others: we are all different, we are all equal, we are all important.

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

## 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.

##### Impact:

- ✓ All learners are being supported to achieve at the highest possible level. Barriers to learning are systematically addressed.

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- ✓ Consistent procedures for the planning, teaching and assessment of literacy are in place.
- ✓ Family learning sessions are now an established part of school life.
- ✓ Staff have undertaken high quality intervention support training.
- ✓ 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:

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.
- ✓ Families have enjoyed learning alongside their children.

#### 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.

Expand opportunities for the moderation of numeracy using the Highland Council Numeracy Rubrics

#### School Priority:

### Ensuring the Highest Possible Standard of Health and Wellbeing

#### Purpose:

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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:**

- ✓ 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 consistently 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.

**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:**

- ✓ 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

### 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 Pupil Equity Funding has allowed us to target rural access inequity. There are a multitude of advantages related to living and learning in a small island community. There are also some experiences and services that cannot be fully accessed by children without travelling. Pupil Equity Funding has allowed a PE specialist to visit, along with children from Eigg Primary School to allow children to take part in team games in a larger group with specialist instruction. It has also supported children to attend a joint swimming trip to Mallaig with their peers in Eigg Primary School and a residential visit to the Isle of Rum to undertake a joint sports day and importantly, to continue inter-island friendships.

This funding has also supported us to improve our learning environment by enriching play-based learning.

## Wider achievements

### Coileanaidhean nas fharsainghe

- 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.
- 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 an incredible £390 for Rwanda action and enjoyed meeting members of the charity online to learn all Rwanda and how the money will help others.



- Children have undertaken community data handling projects – by finding the favourite marsupial of everyone in Muck.
- Children have undertaken joint PE lessons with Eigg Primary school on several occasions – including a visit from a Taekwondo instructor and a visiting PE specialist.
- Children have learned about local marine life with the Hebridean Whale and Dolphin trust and enjoyed a cetacean spotting visit at sea.
- Children have enjoyed staff and child-led after-school clubs, including a regular creative club, STEM club and Astronomy club. Community members have also been attending our clubs.
- Children attended a joint-residential visit to Mallaig with Eigg Primary School to develop their swimming skills. They also visited Inverie Primary school, to make new friends and undertake team games with a PE specialist.
- Children have planned, maintained and developed their polytunnel and vegetable plot, using seaweed they have gathered as fertiliser.
- 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.
- 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 hot meals and enjoyed sharing these together.
- All Eigg Primary children have entered the National and Local Mòd literacy competitions and have entered a video choral Gaelic song.
- Children took part in a Mallaig area wide design a Gaelic t-shirt competition.
- Our children wrote a piece for the local paper – The West Word.
- Primary children have created and developed a personal website through Google Sites.
- Our children welcomed some amazing guests to our school, including a visiting paramedic, a Swiss Alpine photographer and a traditional storyteller.
- We welcome Duror Primary School to Muck and showcased our amazing islands with new friends. We have kept in touch with Duror PS through letters and look forward to developing this partnership further.
- We have explored all corners of Muck through our adventure club sessions.
- Children held a wonderful community Christmas performance.
- Our children enjoyed a virtual assembly with a very large school in the South of England – where they answered questions about their lives in Muck.



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## Comments from learners, families, stakeholders and staff

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

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### 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:



All pupils at Muck Primary School worked together to evaluate our learning and teaching.

**How attractive and well maintained is our school. How could we help make it nicer?**

Outdoor castle could be repaired and coloured.

We could use boat paint as it is waterproof.

We need a place to keep dolls and more of then.

Our school looks nice, except for inside my tray!

We could put the alphabet on the roof and more decorations in nursery.

We could try moving the library. I would like an area to display the lego and my best work.

**In our school do we all have the resources and equipment we need to learn? How do we know?**

I would like some more dolls. I would love to have something wombat themed.

I would like a Highland Cow teddy or toy.

**How does our school make sure we have regular opportunities to choose how and what we learn?**

I enjoy the choosing time, we get to learn how to build stuff with Lego sometimes. We get to choose our topics in the big book.

**How well are we able to describe the skills we are developing through our learning and how we use these out of school?**

I can find this a little bit tricky. Sometimes in maths there can be very hard questions.

I find it very hard to talk about the skills I am learning. We could write them down and maybe one day if I am really tired they would make sure I don't forget what skills I learned.

**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?**

Some people need it different ways and some people don't. Sometimes we go in groups and sometimes we don't.

We are not supposed to be expected to do things in the same way. The younger ones might write less and we can write as much sentences as we want.

**How easy is it for us to know the progress we are making in school and be able to share this with our parents/carers?**

Our teachers talk to us about this before we even start.

**To what extent do we use digital technology to support our learning? Could this be improved?**

We use our board. We use the board for learning. We use our Chromebooks sometimes. I like using them and I like Sumdog.

**How helpful is the written and/or oral feedback we get from our teachers?**

Very helpful - it sometimes helps us when we are struggling. We can ask the teachers and they might help us.

**Theme 2**

## Our learning and teaching

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.

**How do we know our staff take account of our views when planning learning and teaching?**

They write them down on the whiteboard and sometimes we write our ideas down in the big book.

10.01.25

All pupils at Muck Primary School worked together to evaluate our health and wellbeing. P1-4

**Can you give some examples of how our school praises good effort and celebrates success?**

Because we feel it! We feel nice!

We tell us like at safe, strong and free.

When we do good stuff we get to put a pom pom in the jar and when it is full we get to go for pizza night. We voted for that and there were lots of ideas.

Certificates and also stickers!

When we say something in Gaelic we get to put something in the jar!

I feel happy. Our teacher will be proud. They tell us they are proud.

**Is everyone treated fairly and with respect in our school? How do we know?**

Everybody cares about us, everybody likes us. Imagine if I got hurt, they would be nice to me and they would be nice to them. Its the circle of being kind. We return the favour.

I feel listened to, Everyone talks to me. The teachers listen to us. My teacher is great!

**How well does our school promote healthy eating?**

We help us to choose the right foods to eat! -

We chat all together at lunch times and sometimes we chat about our food. -

We need protein. We get this from in meat. We need vitamins and you get this in vegetables. You get it in fruits.

Sometimes I ask what the best thing to eat for snack is.

**What things does our school do well that encourages everyone to be healthy? What could be improved?**

We eat healthy food together like apples.

If someone doesn't have time for a proper breakfast they can eat it at school.

**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?**

We might ask if they are ok. I think they would get help that they need. - Daisy

If someone was sad I would make sure they were ok. I would say what happened and they would tell me if they were sore. The teachers will help too.

**Theme 4**

## Our health and wellbeing

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.

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

**What is your favourite thing about Muck Primary school?**

“My favourite thing is seeing my friends and having fun with them.”

“Working to help people.”

“ I like playing with my friends and having the best teacher ever.”

**What do we do really well at Muck Primary School?**

“We strive and be kind and be curious.”

“ We listen to people and don’t ignore them.”

“Striving and we try to be as kind as we can.”

**How do we show our values at Muck Primary School?**

“By acting them out and also we see them and we remind ourselves of what we should do with our values.”

“ We work hard. If something’s hard you show a teacher and yourself that you can do it.”

“ We be kind to our friends, we work hard to succeed and we are curious about things.”

“We be kind, curious and striving. We listen to people and look at them when they’re talking to you. We work hard.”

**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:

“The style and calibre of teaching are a strength (including asking the older pupils to explain their thinking/reasoning), working one to one and small groups, as well as team and group work. The children have the opportunity to develop a wide range of skills and are challenged academically. A range of resources are available and utilised for numeracy to help consolidate our children's learning. The combination of developing the pupils reading, grammar, punctuation, handwriting and understanding of words, all help our children to develop their literacy skills, and grow in confidence.”

**Our Partners:**

**Holly Graves, Duror Primary School**

We will definitely plan another trip next academic year. Meeting new people/making new friends and staying away from home for the first time really benefitted our learners. They have really enjoyed writing letters back and forth as well both before and after the visit. As I teach in such a small school it is always really lovely to get to



see other small schools and get tips and ideas of what they are doing to inspire and keep my practice fresh!

### **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.

### **Lynette Downie, Visiting Traditional Storyteller**

The children seemed to benefit greatly from being interactive with the stories. They asked lots of questions, and put forward suggestions. They picked up on cues in the stories and had a great grasp of quite complicated language. How many 5 /6 year olds know what 'alliteration' means? The children also used their imagination to draw pictures of the stories. It's always great to get experience in a very different setting with diverse and interesting people.

### **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.

## 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 the friendly, welcoming nature of our school and our use of Seesaw to help share learning with families.

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

- 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.