



## Rum Primary School

### Standards and Quality Report 2024–2025

School Name: Rum Primary School

Associated School Group (ASG): Mallaig High School

Head Teacher: Andrew McCallum

Date: June 2025

School Roll: 6 primary pupils (P1–P5), 1 nursery pupil (ELC closing June 2025)

Staffing: 0.5 FTE Teaching HT, 0.5 FTE cover teacher (Miss Panek – leaving end of session), 1 EYP/clerical (returning to clerical post after ELC closure)

### School Context

Rum Primary is a uniquely small, multi-stage school situated on the Isle of Rum National Nature Reserve – one of the most remote settings in Scotland. With only six primary pupils and one nursery learner this session, our curriculum is deeply personalised and community-rooted.

Despite our size, we offer a broad, progressive and engaging curriculum that reflects both Curriculum for Excellence and our local context as an International Dark Sky Sanctuary. We make the most of our outdoor environment, rich biodiversity and strong community links. This session, we enhanced interdisciplinary planning, built on pupil voice, and strengthened assessment and tracking.

This was also a year of transition: our ELC will close at the end of June due to falling rolls; our long-serving 0.5 FTE teacher, Miss Panek, will move on; and we begin preparations for a long-anticipated refurbishment of the school building.

### Vision, Values and Aims

Our school values – Respect, Resilience, Curiosity and Creativity – underpin all aspects of our learning and relationships. We are committed to delivering high-quality learning tailored to individual strengths and needs. We aim to nurture learners who are:

- Successful Learners
- Confident Individuals



- Responsible Citizens
- Effective Contributors

## **Curriculum and Learning**

This session, we implemented a year-long programme of interdisciplinary learning that was broad, progressive and relevant. Each term's topic integrated core skills in literacy, numeracy, health and wellbeing, and digital learning.

Termly Topics:

- Term 1 – Space and Dark Skies: Pupils explored astronomy and Scotland's Dark Sky places, guided by visiting planetary scientist Dr Lydia Hallis.
- Term 2 – Festivals and Community: Children explored Scottish cultural traditions, created artwork for local exhibitions, and celebrated national and international festivals.
- Term 3 – Healthy Eating and Hydroponics: We launched a grant-funded hydroponics project, growing herbs and vegetables to compare with traditional methods.
- Term 4 – My Island / Ancient History: This topic fused ecological study with storytelling, mapping the island's features and linking to ancient civilisations.

Our curriculum was enhanced through:

- Kodály music sessions led by a specialist
- Shared reading and storytelling across ages
- STEM experiments and inquiry
- Outdoor learning and nature journaling
- Leadership and buddying opportunities for older pupils

We promoted personalisation and choice throughout, and celebrated achievements via digital portfolios and community showcases.

## **Assessment and Progress**

All pupils made good or very good progress in reading, writing, numeracy, and health and wellbeing.

- We used SNSA data, CfE benchmarks, and teacher judgement to set termly targets.
- Learner profiles and extended observation records captured depth and breadth of learning.
- Planning and assessment were regularly moderated against CfE progression frameworks and triangulated with evidence from learning conversations.
- Assessment approaches were flexible and holistic, well-suited to our multi-stage context, and directly informed responsive planning.



## Leadership and Ethos

- Leadership was rooted in values, vision and responsiveness.
- The Head Teacher continued professional learning against the GTCS Standard for Headship.
- Pupil voice was promoted through Junior Leadership Awards, buddying, and participation in school decisions.
- Staff collaborated on planning and CPD aligned to our improvement priorities.
- A strong ethos of care, trust and pride was visible in all aspects of school life.

This year included preparations for the closure of our ELC and the planned departure of our experienced cover teacher. These transitions have been managed with transparency and a focus on continuity.

## Inclusion and Equity

- All children received high levels of personalisation and support, matched to their individual strengths and needs.
- Our inclusive approaches reflected GIRFEC principles and staged intervention readiness.
- Attendance remained consistently strong, averaging above 96%.
- Equity was embedded through flexible grouping, strong family partnerships, and full access to enrichment activities.
- Every child was supported to feel safe, valued and included.

## Self-Evaluation Overview (HGIOS4)

Quality Indicator	Evaluation	Evidence and Comment
1.3 Leadership of Change	Good (4)	Vision-led, responsive leadership with developing sustainability planning.
2.3 Learning, Teaching & Assessment	Good (4)	High-quality multi-stage pedagogy, embedded outdoor learning, and strong engagement.
3.1 Wellbeing, Inclusion & Equity	Very Good (5)	Nurturing relationships, personalised support and high attendance.
3.2 Raising Attainment & Achievement	Good (4)	Pupils met or exceeded expectations across the curriculum; progress is well tracked.



## Next Steps for 2025–26

- Implement Year B of our interdisciplinary curriculum cycle.
- Embed Gaelic culture through stories, song and seasonal activities.
- Further develop pupil-led learning and creative expression.
- Refine learner profiles with wider use of pupil voice and holistic tasks.
- Strengthen links between standardised data and responsive planning.
- Continue Small Isles and Mallaig Cluster moderation.
- Recruit and induct a new class teacher to replace Miss Panek.
- Build leadership capacity across the school and island cluster.
- Support the EYP's transition to clerical role and retain local knowledge.
- Manage school refurbishment process and ensure improvements meet small-school needs.
- Involve pupils in the design and use of upgraded learning spaces.
- Improve accessibility, flexibility, and digital infrastructure.

## Wider Achievements

- Delivered a successful hydroponics and healthy eating project funded by Education Scotland.
- Secured £20,000 in MOWI sponsorship for curriculum development.
- Hosted a memorable Small Isles Week involving pupils from Eigg and Muck.
- Pupils contributed to local exhibitions and a community gallery.
- Participated in buddy reading, nature-based STEM activities and celebration events.
- Maintained partnerships with RSPB, NatureScot, Active Schools and visiting specialists.
- Pupils won a Highland-wide healthy recipe competition with our "Tartan Tea Party" entries.

## Conclusion

Rum Primary School continues to offer a creative, nurturing and high-impact education that reflects the beauty, resilience and strength of our community. Pupils benefit from rich, hands-on learning and leave with confidence, compassion and a deep connection to the world around them.



In a year of both achievement and transition, we have remained focused on improvement, equity and joy in learning. We are proud of our pupils and well-prepared for the year ahead.