



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

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



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

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

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

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Kieran MacInnes

Head Teacher / Ceannard

Eigg Primary School / Bun-sgoil Eige

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%

Average Class Size

7

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

7 (+4 nursery)

Teacher Numbers

1.1 FTE

Pupil Teacher Ratio

7 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 7 children attending the school and 4 children in nursery, ranging from N3 – 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.

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 and numeracy and mathematics is **good**. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

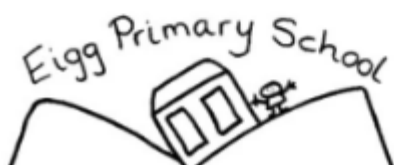
Our Eigg Primary and Nursery values are:

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](#).

School Priority:

Raising Attainment in Literacy

Purpose:

We aim to provide high quality teaching and learning literacy experiences for all children which will result in the raising of attainment in literacy and a greater sense of confidence and achievement.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

Progress:

- ✓ Effective tracking systems are now in place that allow class teachers to plan and track the impact of interventions and to track attainment over time.

Impact:

- ✓ Teacher judgement, assessment data and sampling of work indicate a positive attainment trend in all areas of literacy. Good progress has been made.

Creative, Active, Respectful, Resilient

- ✓ An effective yearly quality assurance and assessment calendar is now in place.
- ✓ A consistent planning system for literacy is now in place, underpinned by our vision, values and aims based curriculum rationale.
- ✓ Our teachers have shared phonics teaching practice across the cluster through modelling and peer observations.
- ✓ Our teachers have engaged in cluster moderation of writing.
- ✓ Our classroom and playroom environments have been developed to support learning through play, emerging literacy and child led learning.
- ✓ Children have enjoyed increased opportunity to take their literacy outdoors.
- ✓ World Book Week celebrations helped celebrate and foster a love of reading in our whole school community.
- ✓ Learners have been writing for an increasing variety of real life contexts – including creating our own school cookbook as an enterprise project and letters to share our island experience with other schools.
- ✓ Learners experience high quality and consistent teaching of Phonics and spelling through the Wraparound Phonics and Spelling Schemes.
- ✓ Our primary and nursery reading buddies system has fostered a love of storytelling between the nursery and primary.
- ✓ We have developed our school library.
- ✓ Sumdog Spelling is contributing to raising attainment in writing.
- ✓ Learning is routinely shared with parents through open sessions, family assemblies and on Seesaw.
- ✓ Staff have undertaken training on effective questioning and learning intentions and success criteria.
- ✓ We are better able to track trends over time and measure the impact of interventions. This is leading to improved outcomes for learners.
- ✓ There is now an increasingly rich body of assessment to inform teacher judgements.
- ✓ Moderation sessions have helped to share good practice in the teaching of writing and inform teacher judgements.
- ✓ A planning system is in place that will support all learners to achieve to the best of their ability.
- ✓ There is consistently high-quality teaching of phonics, using the wraparound phonics and spelling scheme.
- ✓ Families have more opportunities to share in children's progress.
- ✓ We have seen increased community engagement with literacy in the school through events such as World Book Week.

Next steps:

- Cluster Talk for Writing and Talk for Reading Training
- Adapt Wraparound Phonics progression to follow progression of sounds encountered in the Dandelion Read Programme.
- Ensure a consistent high quality learning experience by creating a new learning, teaching and assessment policy.
- Progress towards reading schools award to help foster a culture of reading between school and home.
- Develop our global goals and right focused curriculum to raise attainment in talking and listening.
- Embed new tracking, assessment, and planning processes.
- All cluster staff to undertake Literacy for All training to support literacy interventions.
- Target increased engagement by continuing to develop our learning environment and exploring child led approaches.
- Undertake moderation within the Small Isles and beyond.

School Priority:

Embedding the cluster HWB Curriculum at all levels and extending to all areas of school life.

Purpose:

We want all children and young people to be able to learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives.

NIF Priority: Improvement in children and young people's health and wellbeing.

Progress:

- ✓ Children's social and emotional development has been supported with visits to and from other settings to build friendships and learn with other children.
- ✓ Children's Physical development has been supported specialist high quality PE provision, extra-curricular PE activities and team games session with other schools.
- ✓ Learning conversations are allowing learners to better understand wellbeing indicators and helping school staff to get it right for every child.
- ✓ Wellbeing and Inclusion focused tracking meetings are supporting staff to put timely support in place.
- ✓ Children enjoy rich and considered opportunities for outdoor learning – which is timetabled ever week – including family learning sessions. Children have led the development of our outdoor areas. This has been supported with the used of a skilled external bushcraft provider and local volunteers.
- ✓ Our staff are supported to address any barriers to learner progress as they arise, by working with families and partner agencies.
- ✓ Residential visits to the mainland have supported the development of our PE curriculum, with an intensive block of swimming session and opportunities to try new sports (shinty and rugby).
- ✓ Pupil voice has been developed across all aspects of the school with all learners contributing to our Pupil Council, developing our classroom and outdoor environment and creating a new vision and curriculum rationale.

Impact:

- ✓ A broad range of evidence including learner views, surveys and self-evaluation, family views, community views and teacher judgement tell us learners are acquiring the skills they need to live healthy, happy lives. Good progress has been made in this area.
- ✓ Children are making very good progress in physical education.
- ✓ Children have co-created our new visions, values and aims and curriculum rationale – which is leading to consistent focused high quality learning that makes the most of the many advantages of island living.
- ✓ Our staff identified that a more wholesale approach to curricular development was needed and we have worked to ensure that all curricular developments are grounded in what truly matters and makes an impact for learners – with wellbeing and inclusion at the heart of these developments.
- ✓ Barriers to children's learning and wellbeing are identified and interventions put in place, in partnership with families and supporting professionals.
- ✓ Children benefit from regular highly engaging outdoor learning opportunities and an increasingly stimulating outdoor environment.
- ✓ Children have engaged well with growth mindset ideas and make regular reference to helpful mistakes in lessons.

Next steps:

- Develop Outdoor learning further. Engage and share practice with other settings and schedule increasing opportunities to learn outdoors with families and the community.
- Source appropriate outdoor learning training and bring forest learning back into our curriculum.

Creative, Active, Respectful, Resilient

- Continue progress towards Rights Respecting Schools Silver Award and ensure this is meaningfully integrated into our learning and teaching approaches.
- Explore the principles of nurture with staff, children and families
- Begin Daily Mile and expand range of extra-curricular experiences to support wellbeing.
- Plan PE at cluster level with support from PE specialist.
- Continue to build on links with other schools.
- Increase pupil leadership at all levels.

School Priority:

Improve Continuous Profiling and Reporting

Purpose:

We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools. We want all learners to have opportunities to talk about their learning and achievements, to be highly motivated and to have an increased sense of ownership of their learning and targets.

NIF Priority: Placing the human rights and needs of every child and young person at the centre of education, Improvement in skills and sustained, positive school-leaver destinations for all young people.

Progress:

- ✓ Regular family learning sessions are enriching the learning experience for all.
- ✓ New digital profiles on Seesaw are developing well.
- ✓ High Quality Assessment tasks are now helping children to evaluate their learning, and to share it with their families – while building up a rich picture of children’s learning and skills development.
- ✓ Our new assessment and quality assurance calendar is supporting the development of effective profiles and ensuring that children engage with them regularly.
- ✓ Staff have undertaken training on effective feedback.
- ✓ We have visited other primary and nursery setting to inform our approaches to profiling and reporting and have used what we have learned to improve our own practice.

Impact:

- ✓ Children, families, partners and community are learning and acquiring skills together and children are able to reflect on and share these experiences through their profiles.
- ✓ Families and children are more engaged with learner’s profiles and learners show real enthusiasm for them. Seesaw is a significant motivator. Good progress has been made in this area.
- ✓ Profiles support effective transition between nursery and primary, and primary and secondary.
- ✓ Our High Quality Assessment tasks and learner conversations are enriching children’s understanding of their learning, progress and skills development. These are a key part of the profiling and reporting process.
- ✓ Jotter sampling, direct observation and Seesaw evidence indicates that good quality of feedback is improving the learner experience.

Next steps:

- Create Learning, Teaching and Assessment Policy that reflect our new profiling procedures to ensure consistent good practice.
- Pupils to plan and deliver family learning workshops and community assemblies.
- Undertake auditing of continuous reporting.
- Support children to share their ambitions and create and evaluate meaningful targets over time.
- Support children to evaluate skills progression over time using the Meta-skills Framework.
- Continue to develop our primary and Nursery floorbook and share them at regular intervals.
- Use the Join in Scotland Award to promote and celebrate wider achievement.

- Continue to develop approaches to feedback, including the development of self and peer assessment.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Not Applicable – No Pupil Equity Fund

Wider achievements

Coileanaidhean nas fharsainghe

- Eigg Tree Nursery – Children have planted their saplings grown last year into a hedge and learned valuable skills for life and work in doing so.
- All children took part in a well-regarded and well attended community Christmas show – utilising their dance and drama skills.
- All children took part in the Sabhal Mòr Ostaig Gaelic Christmas card competition with one of our children winning a prize.
- Children have developed their music skills through partnership with the Youth Music Initiative, Fèisean nan Gàidheal and Kodaly Music.
- Children have developed their engineering skills with the Newton Room.
- Children have raised money for worthwhile causes, including a child-led bake sale using their orchard grown apples to raise money for their chosen charity (the RSPCA).
- Children have maintained and developed their trees at the community orchard.
- Children have benefitted from our partnership with the Scottish Wildlife Trust and developed our grounds as part of Scotland Bird week.
- Children practised their Gaelic at a community Gaelic café.
- Children learned about local marine life with the Hebridean Whale and Dolphin trust and enjoyed an in person visit from a Marine Biologist.
- Our partnership with the Eigg Bothy Project has resulted in a series of artists – visual artists, animators, opera singers and more, sharing their skills and life experiences with children.
- We welcomed a traditional storyteller who led two days of storytelling workshops with learners.
- Children have enjoyed a visit to the RNLI station in Mallaig.
- Children welcomed members of the Eigg community trust to their Pupil Council sessions and recently interview the Minister for Housing and Minister for Equalities.
- Children have been supported to try new sports (shinty and rugby) through our partnership with Active Schools, they have also enjoyed regular online Taekwondo sessions.
- Children have enjoyed our developing after-school clubs, including an art and running club.
- Children have built links and compared their own experience with another island school – Cullivoe Primary in Shetland. They used technology to support this.
- With their friends in Muck, children took part in a series of sessions with the Astronomy Society to explore the science of rocketry and telescopes.
- Residential Swimming Visit to Mallaig Leisure Centre for P1-7 and some nursery learners with parental support.
- Children enjoyed a visit from a Geologist to explore how to find fossils in local stone.
- 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. 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, Guided Cycling and Walks, a full day of high quality outdoor learning (bushcraft), rockpooling sessions with the Scottish Wildlife Trust and a Coastguard water awareness session. This will be complemented by social activities at night including a traditional cèilidh.

- All Primary Learners have visited Mallaig Hostel to experience hostel living and see their secondary age friends.
- Children have engaged in a songwriting workshop with artist Iona Lane and will appear on her next album.

Comments from learners, families, stakeholders and staff

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

Comments from our Primary and Nursery Floorbooks:

“We have really good outdoor areas”.

“We are friends with other schools”.

“We show our values very well.”

“The community supports us very well”.

“We have got special personalities”.

“We want to do more outdoor learning and to learn at the beach”.

“We like when people come in to talk about their jobs”.

Comments from Primary Self Evaluation using hgiOURs. This year we focused on Theme 1 – Our Relationships

“All of the teachers and everybody in the school really help you if you have a problem and they can help you solve the problem.”

“Everywhere I go I see people playing and being happy and that tells me that is everyone is happy they are being quite respected.”

“Lots of time we see Muck and the other islands and make more friends like on Sports Day.”

“We talk about our values with one another.”

Comments from Families - Nursery Parent Comment Sheets

“Seesaw is a really great resource to see what our children are up to. We enjoy the photos.” – Nursery Parent.

“Very happy with the nursery, especially outdoor learning, gardening, mixing with primary, tree nursery. It is great getting to see pictures of what they are up to on Seesaw.” – Nursery Parent

“My child really enjoys coming to nursery and taking part in all the amazing experiences and activities. The floorbook and Seesaw show me what they are learning. The opportunity to come in and see what they are doing is really good.”

Comments from Families Following Parent Council Sessions

“Drop in afternoons have been great fun and have made the parents feel more involved with the school / child’s learning.”

“Outdoor learning makes absolute sense in the context of Eigg as there are lots of beautiful and interesting spaces and skills to learn.”

“My child really enjoys reading to the nursery children and feels like he has lots of opportunities for reading and writing in class. They also have lots of opportunity for discussion during the school day.”

“Myself and my family really enjoy having access to Seesaw wherever we are. The children enjoy updating their profiles and letting me know when they come home”.

“I enjoy coming in to join the stay and play days, as they are set days making sure I have time to come in. The children really enjoy showing me their work.”

“Cross over with the nursery and being open more open to the community and parents has worked well”.

Comments from Stakeholders:

Always a breath of fresh air working with the Eigg Primary and Nursery Pupils! Some great insights and thoughtful opinions. Always interested in how we can incorporate our young islander's voices into decision-making, how to help shape future projects and working to help support what they would like to see more/less/different of on-Eigg.

The communication coming out of the school is fantastic. It feels like the school is regaining a more public face within our island community once again, which is fantastic to see. There is an obvious priority on the welfare of all those within the school/nursery environment. I think I am not alone in telling you all how fantastic it is to see such an engaging and bright environment. It's great to have such a welcoming environment within the school, to allow visitors to bring different experiences to our young people. - **Rebecca Long, Development Manager, Isle of Eigg Heritage Trust.**

“The school is a special place. You can tell from the atmosphere as soon as you walk in”. – **Paul MacLennan, MSP**

“I have enjoyed getting out and about with the children, seeing their enthusiasm for exercising and for supporting each other. (Lots of cheering each other on.) I think it is important to encourage children to be active, hoping that this will result in a positive outlook on life, resilience, feeling good about themselves and team spirit.” – **Katrin Bach, Eigg Primary Running Club**

We hope the artists' visits have improved the learning experience. In terms of communicating what the school does, the quality and range of information Eigg Primary now shares is amazing. Everyone can see and engage with what you're doing in so many exciting ways. The school also feels very open to suggestions and offers of help, which makes it feel more like a community resource. – **Lucy Conway, The Bothy Project**

The school and children seem to be thriving! Lots of different learning experiences, indoors and out. Seems like a lot more sports, running club and outdoor activities. At the tree nursery, children received lots of positive attention and support from staff. Great that the children's blogs are being shared regularly as a way to keep in touch with the wider community. – **Norah Barnes, Scottish Wildlife Trust**

It has been an absolute pleasure to work with the school, due to the enthusiasm of both pupils and staff, and I would be delighted to continue supporting them. In my experience, the school staff seem to embrace opportunities to expand and improve the learning experiences of the pupils, which is reflected in their evident enthusiasm for learning. On my visit to the school to deliver an astronomy activity, the pupils were enjoying a visit from two opera singers when I arrived. On my second trip, the pupils joined me on a visit to Muck primary for a second astronomy session and additionally benefited from a marine biology lesson from

a local fisherman at the harbour as they were leaving. – Vicki Last, Astronomy Society, Liverpool John Moores University

All staff have worked together to evaluate our progress this session and agree priorities for next year. We are grateful to the children, their families and all our partners for their support.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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, Numeracy and Mathematics
Enhancing the wellbeing of all
Developing approaches to continuous reporting of progress and profiling
Developing our IDL driven child-led curriculum

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website: <https://eiggprimary.com/eigg-primary-school-documents/> or by contacting the school office.