



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

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



Introduction: Local and National Context

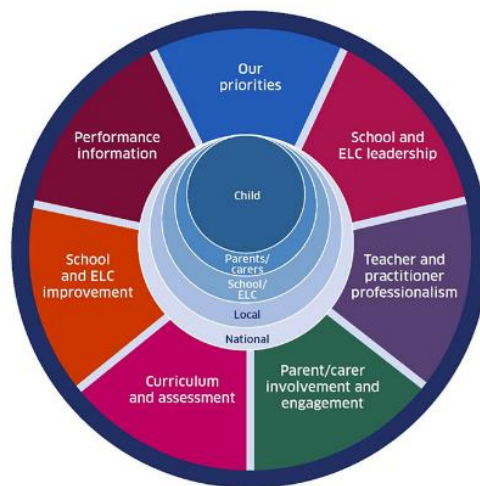
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

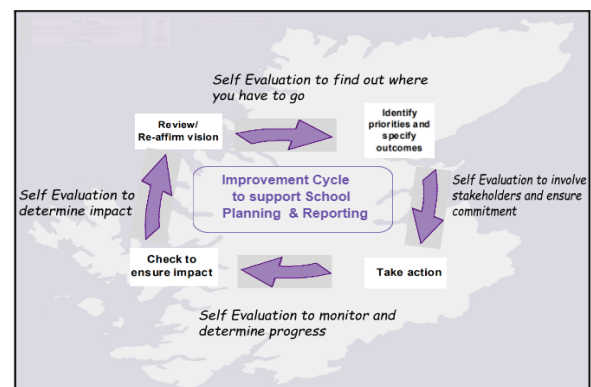
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
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
96%

Average Class Size
4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
4 (+1 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
4.1

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 4 children attending the school and 1 child in nursery, ranging from N5 - P7. P1 - 7 are taught together in a single multi-stage class. Our nursery shares a partly partitioned space with our P1-7 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.

Overall, attainment across the school in literacy and English is very good and in 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. We address any barriers to learning as they arise in partnership with families.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Good progress

Numeracy

Good progress

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:

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:

Impact:

Kind

Curious

Striving

- ✓ 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.
- ✓ 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 experience high quality and consistent teaching of Phonics and spelling through the Wraparound Phonics and Spelling Schemes.
- ✓ We have developed a dedicated area for our school library.
- ✓ 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.
- ✓ Our Pupil Equity Funded PSA has supported learner's literacy development and helped foster our culture of reading.
- ✓ Teacher judgement, assessment data and sampling of work indicate a positive attainment trend in all areas of literacy. Good progress has been made.
- ✓ 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 by 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 considered opportunities for outdoor learning including family sessions. Children have led the development of our outdoor areas.
- ✓ 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 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.

Kind

Curious

Striving

- Source appropriate outdoor learning training and bring forest learning back into our curriculum.
- 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, particularly within the ASG.
- Increase pupil leadership at all levels.
- Use Pupil Equity Funding to address rural / remote access issues to experiences and activities.

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 settings 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.

Kind

Curious

Striving

- 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

P1-7 Literacy Support – This intervention has funded a dedicated part time PSA to support the development of literacy this session. This has allowed our teachers to spend increased teaching time with individual learners across stages. The positive impact of this can be seen in our high levels of attainment in literacy.

Wider achievements

Coileanaidhean nas fharsainghe

- All children took part in a well-regarded and well attended community Christmas show – utilising their dance and drama skills.
- Children have developed their music skills through partnership with the Youth Music Initiative, and Kodaly Music.
- Children have made significant progress in their acquisition of Gaelic. Many children attend a monthly community Gaelic class. All children entered and were commended for their entries to the Sabhal Mòr Ostaig Gaelic Christmas Card Competition and received a “goodie bag” for their efforts.
- Children have been supported to try new sports (shinty and taekwondo) through our partnership with Active Schools.
- Children have planned a rich enterprise project and created badges and bird maps to sell at the local craft shop “The Green Shed”.
- Children have enjoyed and developed their skills at an after-school sports club.
- Children have built links and compared their own experience with another island school – Fair Isle Primary in Shetland. They used technology to support this.
- We welcomed a traditional storyteller who led two days of storytelling workshops with learners.
- With their friends in Eigg, children took part in a series of sessions with the Astronomy Society to explore the science of rocketry and telescopes.
- Children developed their swimming skills during a residential swimming visit to Lochaber Leisure Centre for all children (Primary and ELC). This trip also afforded the children to experience things not routinely available in Muck such as a visit to a supermarket, library and local bookshop.
- Children visited Three Wise Monkeys Indoor Climbing Centre in Fort William.
- Children visited the Newton Room in Fort William to undertake a STEM workshop on “land yachts”.
- Children have developed and maintained their outdoor areas including their “willow whale” area, polytunnel, bee and butterfly garden and wild garden with community and family support. Families joined us during “Sew and Sow” week to share in their learning.
- Children have learned and experienced skills that support people to live and work in Muck, including local gamekeepers and fishermen.
- Children have developed their love of nature through a week long project on local birds, with a parent supporting them to dissect owl pellets and create owl boxes.
- Small Isles Week will bring children from Muck, Eigg, 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



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

- “We listen to what the children like to do and if it works then we will find a way to do it”.
- “School helps us to make friends”.
- “If we speak to the teacher and something is wrong, they will help everyone equally”.
- “The teacher might also say that it is a lovely piece of work that we should be proud of, we should put it up on the wall or on Seesaw”.
- “The adults at the school arrange school trips that involve other children”.
- “The values help us to get on with one another”.
- “We make sure that the values are involved in what we do every day and Meg, Scoobie and La Baleine”.

Comments from Parents following our most recent Parent Council Meeting in which we reviewed progress and discussed plans for the next session:

I feel that my child has had a dramatic improvement to her reading and writing! We are very proud and happy to see how well she is doing. I feel that the amount of encouragement that my child receives has helped her attain her goals. I also feel that the school allowing her to look into things she enjoys has helped massively! For example, the bird week and the badge sewing. We absolutely love the seesaw

app and I love checking it every day to find out what our child has been up to. – **Parent, Muck Primary School**

Seesaw is great way to see what they are up to in school. I would like to see more posts on the day-to-day stuff as well as the bigger projects to see what they are doing in other subjects, like reading and maths. Friday morning visits are nice, it's good to see the kids excited to show us what they have been doing during the week. It is great when the Muck children get to meet children from other schools. My child's writing has improved a lot. – **Parent, Muck Primary School**

Comments from Partners

“The opportunity provided by the school for the children to visit the mainland and participate in activities and interact with others is fantastic. If the school plan another visit to Lochaber, then High Life Highland could look to provide other experiences including our library, active schools and sports departments. – **Gary Davidson, High Life Highland.**” (**Lochaber Leisure Centre**)

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 second trip, the children were joined by the pupils of Eigg primary, 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**

Interacting with the children from both primary and nursery was wonderful, as both were very good with each other. – **Lynette Downie, Visiting Storyteller**

Working with the school on Muck has been a pleasure, with great support and engagement from staff and young people alike. It would be great to get back out and visit in person again soon. – **Daniel Cullen, Young Islander Network**

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:

Kind

Curious

Striving

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://muckprimaryschool.wordpress.com/our-school-2/our-school/> or by contacting the school office on 01687 462 367 or at muck.primary@highland.gov.uk.