



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Rum Primary School



Resilience

Respect

Curiosity

Creativity

Introduction: Local and National Context

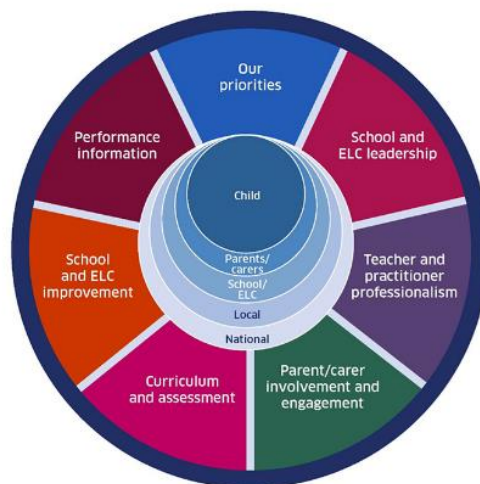
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

William Stephen
Head Teacher
Rum Primary School & ELC

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
5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
5 (+2 nursery)

Teacher Numbers
1

Pupil Teacher Ratio
1:5

Rum Primary School is a small island school serving the local community on the Isle of Rum. We are part of the Mallaig High ASG (Associated School Group). Neighbouring islands include: Eigg, Muck and Canna.

There are 5 children currently attending the school and 2 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Rum Primary School. The headteacher has a class commitment of 2.5 days per week and is supported by a part time class teacher.

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 very good. All children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

Resilience

Respect

Curiosity

Creativity

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our curriculum is based on our school values of **resilience**, **respect**, **creativity**, and **curiosity**. These values are brought to life through our curriculum which is based on the principles of our curriculum rationale.

These principles are:

- We want our children to leave school with the knowledge they need to understand and value the world around them.
- We want our children to understand their environment and their role as guardians in sustaining it.
- We want our children to leave school with the skills they need to continue to learn and contribute to society.
- We want our children to leave school with attributes which reflect our school values.
- We want our students to leave school with skills, knowledge and understanding which open the doors they need them to, and which reflects their very best.
- We want our students to love learning for the sake of learning, viewing it as interesting, exciting and empowering.

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 1:

Develop and embed a more strategic approach to improving learning & teaching of Literacy (Spelling & Writing) (Year 1)

Purpose:

To train staff in Highland Literacy pedagogy and embed this practice into our curriculum to improve learning and teaching for our learners.

Progress:

- ✓ Staff have started training in Talk4Writing and are implementing this in class.
- ✓ Embedded a grammar progression to support developing writing skills.
- ✓ Staff have completed training and have embedded Wraparound spelling.
- ✓ Parents have been invited into school for sharing the learning sessions.
- ✓ Staff now using Highland Literacy Framework 2023 to plan for progression of skills.

Impact:

- ✓ All children are enjoying writing lessons using the Talk4Writing process and are engaged with learning.
- ✓ Children are aware of their writing targets for each writing block.
- ✓ All children are achieving their expected levels in literacy or above.
- ✓ Teachers have seen a progressive growth in our learners spelling ages through termly assessments.
- ✓ Spelling skills taught are being transferred into writing tasks.
- ✓ Teachers are following a progression that ensures breath/depth in learning.
- ✓ Very good progress has been made in this area.

Next steps:

To continue to develop our knowledge of Highland Literacy programmes, but also to expand our knowledge of the Highland Numeracy progression and embed this within our practice.

Resilience

Respect

Curiosity

Creativity

School Priority 2:

Understanding & improving assessment & moderation strategies (Year 1)

Purpose:

Previous ongoing self-assessment this session highlighted the need to have planned moderation and assessment activities linked to moderation and assessment calendar.

Progress:

- ✓ Assessment calendar has been developed.
- ✓ Discussions have taken place with other schools in the ASG – planned to expand moderation strategies with other schools next session.
- ✓ Staff are meeting termly to go over SNA/SOFA assessment data to inform planning.
- ✓ Staff and students are having learning conversations when students are leading their own learning.

Impact:

- ✓ Staff are now able to identify gaps in learning and plan for intervention to fill gaps.
- ✓ Staff are looking at assessments to formulate attainment data and to challenge learners.
- ✓ All learners are having learning conversation to reflect on skills they are developing.
- ✓ Some progress has been made in this area but opportunities for moderation should now be prioritised across the ASG.

Next steps:

Ongoing, with a focus of moderation within our ASG (Associated School Group) and work across Highland as part of the moderation collaborative.

School Priority 3:

Understanding and developing reading comprehension

Purpose:

Teacher judgement and INCAS assessments have shown that reading has improved considerably, reading comprehension has not improved at the same rate.

Progress:

- ✓ Staff have engaged in Reading Comprehension training with the Literacy Development officer.
- ✓ Staff are planning blocks of reading with a comprehension purpose.
- ✓ Purchased resources to support learning and teaching.
- ✓ We have developed a range of independent reading comprehension tasks for older learners.
- ✓ Learning observations have taken place with reading comprehension as a priority.

Impact:

- ✓ Staff have increased confidence in teaching reading comprehension.
- ✓ All learners have developed the Super 6 reading comprehension skills.
- ✓ Assessment data shows good improvement in reading comprehension.
- ✓ Learning observations have shown high quality lessons for the teaching of reading comprehension.
- ✓ Really good progress has been made in this area.

Next steps:

Teaching staff happy with the progress made this year, and learners have benefited from staff developing their pedagogy. Teaching staff to continue to plan and deliver reading comprehension lessons.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Rum Primary and ELC are not in receipt of the Pupil Equity Fund.

Wider achievements

Coileanaidhean nas fharsainghe

Learners develop well through the four capacities of learning. This provides opportunities to be involved in a range of activities. These include online Kodaly tuition, hosting visiting schools for outdoor learning, inviting Rum volunteers into the school to learn about their backgrounds/specialisms, links with other rural/island schools for shared assemblies, and residential trips that include sporting events and outdoor learning.

Comments from learners, families, stakeholders and staff

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

Families and children's views are regularly looked for and help inform our planning and next steps. Children and families' views were collated as part of a self-evaluation process.

Some comments from family members have included:

'My child comes home happy from school.'

'The school supports children individually.'

'The school offers real opportunities for children to reach their individual potential in a caring, supportive environment. The children are happy at school, look forward to going, and find the mix of backgrounds, ages, experiences and learning styles very rewarding.'

Our staff say:

'I have enjoyed embedding Highland Literacy pedagogies within the class who have been extremely adaptable to our new ways of learning spelling and writing – the progress the children have made within this academic session has been outstanding.' - Teacher

We recently asked **our learners** what is good about our school and here are some of the responses:

'There are a lot of resources for us to learn with and try new things.'

'Teachers give us work that needs us to work together and I like working with my friends.'

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very 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

Our three priorities for next session (2024/2025) will include:

- 1- Continue to develop knowledge of Highland Literacy & Numeracy approaches and embed this within our practice. (Year 2)
- 2- Continue to develop our understanding and improve assessment and moderation strategies. (Year 2)
- 3- Develop an online approach for our continuous profiling system.

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://isleofrumprimary.wordpress.com/> or by contacting the school office.