



School: Eigg and Muck Primary Schools

Head Teacher: Louise Taylor

Date submitted: 26/6/2019



Context of the school:

Eigg and Muck Primary Schools are non-denominational schools situated on neighbouring remote islands off the west coast of the Highlands. The outdoors plays a large part in the learning of children at all stages, and in both settings the island is like an extension of the classroom. The children enjoy experiences within curriculum areas and cross-cutting themes using the outdoor classroom and forest school. This promotes and enhances the CfE principles - what the children experience in school is relevant to their current and future lives. Skills for learning, life and work are developed coherently taking into account the unique context.

Both schools and nurseries enjoy excellent links with the community and local businesses. The small island community is treated as an extension of the school family and are often invited to watch performances. There is a high level of engagement through the Parent Council, and every family is usually represented at meetings.

The projected school roll for Muck Primary (2019-2020) is 5 children in a Primary 1-7 class and the projected Muck Nursery roll is 3.

The projected school roll for Eigg Primary (2019-2020) is 5 children in a Primary 1-7 class and the projected Eigg Nursery roll is 3, rising to 4 in April 2020.

Neither school receives any Pupil Equity Funding.

School Vision, Values and Aims: (To be revisited during 2019/20 session)

Statement of school ethos, values and culture -

As part of our inclusive ethos, all pupils are members of the Pupil Council and Eco Council, and as such play an effective, engaged role in school improvement.

Our Vision:

- All members of the school community feel safe, respected and valued.
- Learners experience an engaging, skills-based curriculum, making best use of our unique setting that inspires them to engage in lifelong learning
- There is a culture that encourages respectful, positive relationships and interactions between all members of the school community
- Our goal is to ensure every child reaches their potential as they become successful learners, responsible citizens, effective contributors and confident individuals.

Our Aims:

- To provide a progressive broad general education using the Curriculum for Excellence design principles and ensuring development of skills for learning, life and work, utilising our unique environment to ensure every child reaches their full potential.
- To continue to develop a school community where everyone feels respected and valued, and positive relationships and interactions between members reflect our school vision and values.
- To ensure high levels of staff professionalism through development of leadership at all levels, collegiate working, effective staff development, self-evaluation and moderation.
- To ensure high quality transitions are in place that consider the uniqueness of our setting and support the individual needs of children and their families throughout transition processes.
- To ensure all learners have equal opportunity to access their learning, supported appropriately to meet their individual needs, to reach their fullest potential.
- To provide opportunity for everyone in the school community to have their opinions listened to and respected with the goal of continual school improvement.
- To nurture strong partnerships with families, professionals, businesses and the wider community to improve outcomes for all learners.
- To continue to embed the principles of learning for sustainability through the development of outdoor learning, John Muir and Growing Hub Awards, Eco Schools, Rights Respecting Schools Award, and Global Citizenship.
- To promote and celebrate the wider achievements of our pupils as part of the development of a holistic approach.

Our Values:

Empathy • Ambition • Responsibility • Supportiveness • Positivity • Resilience

Summary of Standards and Quality Report/School Improvement Plan engagement process:

Participants	Engagement details
Teachers and other staff, including ELC staff	School Improvement Meeting week 9 Profiling and Reporting (Learning Journals) week 10 HGIOS 4 Self-evaluation/SIP week 11 Raising attainment - effective planning for progression in maths week 13 HGIOS 4 Self-evaluation/SIP week 18 SIP review week 19 Digital Learning week 20 Assessment, profiling and reporting moderation (Learning Journals) week 21 Assessment and moderation week 22 Literacy - Talk for Writing week 23 HGIOS 4 Self-evaluation/SIP week 24 SIP review week 25 Planning for progression in maths week 26
Parents	<i>Parent Council Meeting on - 2/10/18, 21/1/19,20/5/19 (Muck)</i> <i>Parent Information Evening - 25.9.18 (Muck) Digital Technology (Eigg)</i>
Pupils	<i>Pupil Council/Eco Group meeting - 9/9/18, 21/1/19 (Muck)</i> <i>22/11/18, 22/2/19 (Eigg)</i>
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	
Other partners	Feis - music tuition Stewart Goudie - Minister
Associated Schools Group	<i>14.6.19 - Highland 'Family' meeting</i>

Review of School Improvement Work against the National Improvement Framework Priorities

What have we done to close the attainment gap?

In the last Eigg and Muck School Improvement Report the gap was described as a 'poverty of experience and opportunities' caused by the remote island setting of the two schools. In order to address this, the children on both islands have been given the opportunity to meet a wide range of visitors throughout the session (**Muck Nursery and Primary - Eigg Nursery and Primary - Both**), as well as spend time with children out with their normal social sphere. These opportunities have fed into the overall curriculum in several ways-

HWB - These visitors contributed to the pupils learning about cleanliness and hygiene - 'I am aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth' (HWB 0-33a / HWB 1-33a) and being able to 'apply these principles to my everyday routines, understanding their importance to health and wellbeing' (HWB 2-33a).

Isla MaKinnon - Health Visitor - hand washing
Julie Mcfadzen - First Aid
Elish Maclellan - School Nurse
Zoe Dougley - Medical Student
Dental assistant - dental care

The children of both islands have also had the opportunity to meet and build friendships with each other, as well as meeting others from different schools. At the beginning of last session the children from both schools went to Nethybridge and during June the P5-P7 children attended Small Isles Week in Mallaig, where they met children from other island/remote schools in the Mallaig ASG. During the summer term there have also been opportunities for the children to visit each other's' islands, and on occasion stay overnight.

Dom Benstead - RAF Pilot - talking about his job
Becca Long - Interviewed about Eigg wood fuel business

Developing the Young Workforce and Social Studies

(People, Society, Economy and Business) - These visitors came to share their experiences of the workplace with the children and talk about the skills that they needed. The children of Eigg also gained an

'understanding of the importance of local organisations in providing for the needs of [their] local community' (SOC 1-20a).

Social Studies (People, Place and Environment) - The first of these visitors came to speak to the children about the work that she does helping release animals from captivity in Bolivia, giving the children the opportunity to explore 'the environmental impact of

Laura Coleman - Inti Wara Yassi charity
Amada Maoult - Foresters, Eigg (recycling project)

human activity and suggest ways in which we can live in a more environmentally-responsible way' (SOC 2-08a). The second visitor came to help the children with a recycling project in the school, allowing them to 'explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment' (SOC 0-08a) and 'consider ways of looking after [their] school or community and can encourage others to care for their environment' (SOC 1-08a).

Margaret Greenwood - Music Teacher - weeklong music input leading to performance
Buster and Steph - singers
Ashanti Harris - West Indian Dance workshop
Scottish Dancers (from America)
Visible Fictions Theatre Company - Ladder to the Stars

Expressive Arts - Both schools are very creative benefit greatly from the opportunity to meet, talk to and take part in a variety of visitors linked to the expressive arts. All of these visitors have allowed the

children to 'experience the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances' (EXA 0-01a, EXA 1-01a, EXA 2-01a). They have also fed into Dance and Music Experiences and Outcomes.

Science - The children of Eigg and Muck have been encouraged to 'develop a curiosity and understanding of their environment and their place in the living, material and physical world' through

Elsa and Matt - Scottish Fossil workshops
Norah Barnes - Eco-Centre Eigg - birds on Eigg
Gill Arbuthnot - author (Primary only)
Generation Science - workshops (Primary only)
Chris Leigh - Astronomy for Remote and Island

interacting with a range of scientific visitors. They have explored vibration and waves (SCN 0-11a, SCN 1-11a, SCN 2-11a), forces (SNC 1-08a), biodiversity and interdependence (SCN 0-01a, SCN 1-01a, SCN 2-01a), body systems (SCN 1-12a) and the wonders of space (SCN 0-06a, SCN 1-06a, SCN 2-06a).

Annabelle Moncrieff, Karen Helliwell, Rebecca Long - stories for World Book Day
Parents joining the classroom/nursery for World Book Day
Chris and Jet the dog - walking the UK for SSAFA charity - talking about their adventuring
Gill Arbuthnot - author (Primary only)

Literacy - Both schools have taken part in the First Minister's Reading Challenge this session and have a number of visitors that have either shared books with them, or in the case of Chris and Jet the dog, told them

about their own adventures (LIT 0-01b, LIT 1-01a, LIT 2-01a). All the visitors to the islands have also given the children the opportunity to develop their listening and talking skills.

Summary - The visitors and trips that have been arranged this session have impacted on

a variety of Experiences and Outcomes from different areas of the curriculum. The trips that have been arranged for the learners have also impacted on the children's level of confidence when meeting people out with their normal sphere. It has also had a huge impact on their HWB, as it has given them the opportunity to mix with a wider range of children of their own age and gender.

What have we done to raise attainment, particularly in Literacy and Numeracy?

Relevant Improvement Priority title: Raising attainment in Literacy and Numeracy -

- The Emerging Literacy continuums were used for the first two terms with P1s and the learners only started Jolly Phonics when they had achieved the majority of assessments.
- Both nurseries are using the development overviews to assess and monitor children's progress and set next steps.
- Nursery children are exposed to a wide variety of literacy and numeracy opportunities.
- Both schools have engaged with the First Ministers Reading Challenge. The schools applied for and received a grant from Inspiring Classrooms and invited author Gill Arbuthnot to come and speak to both schools about her science books.
- Both schools have evaluated and begun to up-date their libraries to promote reading for enjoyment.
- Muck Primary/Nursery has assessed the contents of its library providing more up to date covering most aspects of the curriculum in terms of non-fiction. They have also introduced a wider range of novels including dyslexia friendly novels. Eigg has plans to do this next session.
- Both schools have implemented 'Talk for Writing' at primary level.
- Both schools have used Highland Numeracy Diagnostic Assessments to assess progress in numeracy. They have identified gaps and begun to identify next steps.

Impact and data:

First Minister's Reading Challenge - Reading for enjoyment has been a high priority for both Muck and Eigg Primary/Nursery. Involvement in the First Minister's Reading Challenge has led to both schools redeveloping their library areas. They are both now much more inviting areas and encourage the children to use them more regularly. In both nurseries the children have the opportunity to regularly pick books to look at and listen to stories. All of these changes have placed a higher importance on reading for enjoyment and all of the children are keen to spend time in the library choosing and reading a wider range of books. There is evidence that some reluctant readers are reading more. Muck Primary submitted an application to First Minister's Reading Challenge and received a Highly Commended Award.

Talk for Writing - A member of staff from Eigg Primary went on 'Talk for Writing' training and then cascaded this to the other teaching staff on Eigg and Muck. The impact of this is that it has given both the children and teachers a structure to follow

when learning/teaching how to write a fictional piece of text. It has helped the children improve their writing by making it more descriptive.

Learning Journals, Newsletters and Blog – The learning journals, newsletters and blog allow the children and staff share what has been happening in school with parents.

Emerging Literacy Continuums -

The CT and EYP worked together at the beginning of last session to assess where the learners moving into P1 were on the Emerging Literacy Continuums. The CT continued working on these continuums with the learners, before moving onto Jolly Phonics. The impact of this is that all the P1 children are secure in the foundation skills in early reading and writing, in line with Highland progressions and Curriculum for Excellence Benchmarks.

Development Overview Grids – The use of the Development Overview Grids in both nurseries have helped the EYPs to track learning across the session. The impact of this is that the EYPs have been able to plan activities that move learning forward.

Highland Numeracy Diagnostic Assessments – The Highland Numeracy Diagnostic Assessments have been carried out at different points during the session to track improvements/gaps. They show that the P1 have made appropriate progress for numeracy within the Early Level.

SNSA – SNSA assessments (Eigg Primary) support the achievement of Early Level in Numeracy and Maths, and Literacy for all P1 learners.

Summary - The introduction of 'Talk for Writing' has made a positive impact on the quality of fictional writing within both primary schools, and involvement in the 'First Minister's Reading Challenge' has increased participation in reading for enjoyment. The use of the 'Emerging Literacy Continuums in P1, on Eigg, has ensured that the learners are secure in the Literacy Experiences and Outcomes at Early Level. The impact of these developments needs to be built on next session and extended to other aspects of writing and reading. The 'Emerging Literacy Continuums' will be extended to the nursery children next session to track progress. The Highland Numeracy Diagnostic Assessments has been used with all the Primary School learners to assess mathematical knowledge and skills and has identified common areas which need improvement across both schools. These areas will need to be addressed next session.

What have we done to improve children and young people's health and wellbeing?

Relevant Improvement Priority title/ school project: Improving the Mental, Emotional, Social and Physical Health and Wellbeing of all pupils -

- All primary pupils have been taking part in the 'Resilient Kids Programme'.
- Redesigning of the classroom to create a more relaxed/calming atmosphere (Muck).
- Use of Growth Mind-set to promote resilience and learning culture.

- Use targets well to build self-awareness - this is reflected in the learning journals.
- Good relationships between staff and children, creating a nurturing environment.
- Eigg Primary/Nursery children have had the opportunity to visit Muck Primary/Nursery to improve social skills and take part in a wide range of organised activities.
- Eigg Primary children have had the opportunity to go on an overnight trip to Muck.
- All P5 children have the opportunity to attend 'Small Isles Week'.
- All P1-4 children have the opportunity to attend 'Mini Small Isles Week' (the children from Muck Primary are visiting Eigg for 2 nights).
- A wide range of visitors have visited both islands enabling the children to take part in workshops/find out about different things.
- The Primary children are all involved in the Pupil Council and have a voice in what happens within their school community.
- Regular cooking/preparing snack sessions in nurseries to help learn skills and about healthy diets.
- Both schools make use of the Community Hall facilities for P.E.
- Visits to/from professionals to learn about handwashing and caring for teeth.
- Both schools use the outdoors and forest schools to promote physical health.

Impact and data:

Emotional and Mental Health and Wellbeing - The work that both schools have done with 'Resilient Kids' and 'growth mind-set' has added to the generally positive attitude towards learning. It has enabled learners to see the importance of not giving up if they are finding something tricky. Alongside this the children have been setting themselves targets which have helped them take more ownership of their own learning. The change in the learning environment that has taken place on Muck has created a more learning friendly environment and allows the learners to concentrate and stay more focussed on their learning.

Social Health and Wellbeing - There have been a large number of visitors to both schools/nurseries and this has provided the children with opportunities that they might not have had otherwise. The visitors and trips that have been arranged this session have impacted on the children's social and mental health by increasing the level of confidence when meeting people out with their normal sphere, as well as giving them the opportunity to mix with a wider range of children of their own age and gender. The Pupil Council helps the children take ownership of the school community. Their views are passed on to the Parent Council at regular intervals, and they can see the impact of their voice around the school.

Physical Health and Wellbeing - Neither Eigg or Muck Primaries/Nurseries have a hall attached to the school where they can take part in P.E; however, both schools make use of the community hall facilities to ensure that they are meeting the Experiences and Outcomes in this area. The regular visits between the two schools/nurseries during the summer term, as well as the visits to Nethybridge and Mallaig have ensured that the

learners are having the opportunities to participate in a wide range of physical activities that are not available to them in an island context. The forest schools and the outdoor environment play an important part in both schools and nurseries physical health and wellbeing. They encourage the children to interact safely with the world around them and give them the opportunity to learn to manage risks.

Summary - The PT, working alongside the EYP, at Muck Primary School/Nursery has worked with the learners throughout the session to create a more beneficial learning environment; taking into account the physical environment, encouraging a pupil voice and promoting a growth mind set attitude. This has had a very positive impact on the children's approach to their learning journey. Both CT and the EYP at Eigg have a nurturing relationship with the learners and encourage them to do their best at all times. There are opportunities for the all the children to have a 'voice' in their learning and they are supported through any problems. Next session all learners need to become more familiar with the Health and Wellbeing indicators (SHANARRI) and the school values need revisiting to ensure that these are embedded within the schools/nurseries.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Relevant Improvement Priority title/ school project: Skills for learning, life and work.

- Wealth of visitors to both islands sharing their 'world of work' with pupils.
- Visits to businesses and trips to people in the community to connect learning to 'real-life' situations.
- P1 mapping project (Eigg).
- Making magnets and notebooks to sell to visitors (Muck).
- Cancer Trust Fund Raising events.
- Opportunities to develop cross cutting and transferable skills.
- Music Tuition (P3-7 on Eigg).
- P5 pupils have been working on their Young Leadership award with Active Schools.
- Using Emerging Literacy, Development Grids, Talk for Writing and the Highland Numeracy Progressions to build/track numeracy and literacy skills.
- Learning to be resilient learners using the language of 'growth mind-set' and 'the learning pit'.

Impact and data:

Almost all the primary children can talk about what they are learning and are beginning to be able to relate this to where they are in the 'Learning Pit'. They are given some opportunities to be involved in planning their learning, discuss their progress and next steps. This has helped them on their journey to become **Successful Learners**. The children in both settings have been given the opportunity to meet children and adults out with the small island communities. This has enabled them to grow as **Confident Individuals** when interacting with a range of different people. Almost all the children are confident in these situations and can ask/answer appropriate questions. Almost all the children are confident

when faced with a new challenge, identifying and managing any risks involved. Both Primary Schools have a pupil council which allows the children to develop as **Responsible Citizens**. All the learners are aware of the unique environment in which they live and can talk about how to care for it. Most of the nursery children are aware of the importance of caring for the things around them. Both school settings consist of one very small multi-composite class, and when working on common challenges they demonstrate that they are developing as **Effective Contributors**, by working together to solve a problem.

Summary - All the children in both settings are given numerous opportunities for Learning for Sustainability in both settings and are developing Skills for learning, life and work as Successful Learners, Responsible Citizens, Responsible Individuals and Effective Contributors. Next session all learners need to be given opportunities to become more aware of the importance of the Four Capacities and the steps they need to take in order to improve their skills.

Our overall evaluation of the school's capacity for continuous improvement:

* We are confident in our capacity for continuous improvement

* We have some concerns about our capacity for continuous improvement

Comment:

QI 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

Every member of staff seeks to create a nurturing environment in which children can achieve their potential.

- Staff (Primary and Early Years) collaborates across the two schools (and Rum).
- Individually, staff demonstrates reflective practice and seeks to engage in professional development e.g. professional reading, dialogue with colleagues within and without of the two schools, and other CPD opportunities.
- The Pupil Council, Eco-Schools Committee and the Parent Council are involved in decision making and school improvements through meetings and questionnaires etc.
- Members of staff are clear about the schools' strengths and areas for development.
- Developing (Eigg)/created (Muck) a reading culture within the school.
- Both schools have developed the reading areas/environments to help raise the profile of reading in the school.
- All parents attended that opening of the new library area. (Muck)
- PSA time used for improving reading with fluency. (Muck)
- Library space is open to parents once a week. (Muck)
- Vision for increased enjoyment with reading shared at parent council meeting (Muck)
- P5 children modeling reading strategies with P1 children. (Eigg)
- Young Leadership award with Active Schools. (P5 at both schools)
- Nursery learners are given opportunities to move their learning forward through play.
- Staff have taken on training and cascaded this to others.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

The collaboration between the two settings (and Rum) has enabled staff to share their learning either from CPD courses or professional reading, creating a positive impact for the learners e.g. cascading 'Talk for Writing' has improved the teaching of fictional writing across both schools and EYPs have shared resources and strategies for helping to manage challenging behavior. All staff have identified areas which have required improvement over the session and have taken actions to do so e.g. Muck's involvement in the First Minister's Reading Challenge and redevelopment of their library area/resources and the CTs on Eigg recognizing that there were gaps in numeracy and taking steps to identify what these were and researching how to overcome them. The older children are encouraged to work with the younger children, sharing their learning e.g. shared reading (including the nursery) on Eigg and P5 children from both schools organising activities as part of their Young Leadership Award. All the children in both Primary Schools are members of the Pupil Council and Eco-Committee and have a say in any improvements made around the school.

Question 3

What could we do now? What actions would move us forward?

- a) Revisit the school values with pupils, parents and staff and begin to embed them into the everyday life of the whole school.
- b) Include the nursery children in the Pupil Council.
- c) Keep clear and robust evidence of improvements through self-evaluation.

What is your current evaluation of this QI using the *How good is our school?* (4th edition) and *How good is our early learning and Childcare?* six-point scale?

satisfactory

QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- Both nurseries are using the development overviews to assess and monitor children's progress and set next steps.
- Nursery children are exposed to a wide variety of literacy and numeracy opportunities.
- EYP talk regularly to share ideas and discuss next steps.
- EYP regularly engage in professional reading and CPD.
- CT/PT engage in discussions about 'where we are' and next steps.
- The Emerging Literacy continuums were used for the first two terms with P1s. They only started Jolly Phonics when they had achieved the majority of assessments. This made a huge difference as the P1s were ready and they learnt all their sounds by Easter as well as reaching level 2 in the school's reading scheme.
- Both schools have engaged with the First Ministers Reading Challenge. Muck Primary applied for and received a grant from Inspiring Classrooms and invited author Gill Arbuthnot to come and speak to both schools about her science books.
- Both schools have evaluated and begun to up-date their libraries to promote reading for enjoyment.
- Muck Primary submitted an application to First Minister's Reading Challenge and received a Highly Commended Award.
- Both schools have implemented 'Talk for Writing' at primary level.
- Both schools have used Highland Numeracy Diagnostic Assessments to assess progress in numeracy. They have identified gaps and begun to identify next steps.
- All members of staff are using online Learning Journals to share learning with families.
- Members of the staff have arranged French CPD to improve their understanding/knowledge of how to teach a second language across a multi composite class.
- Updating of the school library space to make sure all of our reading resources are high quality (Muck)
- BEAR (Be Excited About Reading) for each day for 20 minutes - all children engaged

Question 2

How do we know? What evidence do we have of positive impact on our learners?

First Minister's Reading Challenge - Reading for enjoyment has been a high priority for both Muck and Eigg Primary/Nursery. Involvement in the First Minister's Reading Challenge has led to both schools redeveloping their library areas. They are both now much more inviting areas and encourage the children to use them more regularly. In both nurseries the children have the opportunity to regularly pick books to look at and listen to stories. All of these changes have placed a higher importance on reading for enjoyment and all of the children are keen to spend time in the library choosing and reading a wider range of books. There is evidence that some reluctant readers are reading more. Muck Primary submitted an application to First Minister's Reading Challenge and received a Highly Commended Award.

Talk for Writing - A member of staff from Eigg Primary went on 'Talk for Writing' training and then cascaded this to the other teaching staff on Eigg and Muck. The impact of this is that it has given both the children and teachers a structure to follow when learning/teaching how to write a fictional piece of text. It has helped the children improve their writing making it more descriptive.

Learning Journals, Newsletters and Blog - The learning journals, newsletters and blog allow the children and staff share what has been happening in school with parents.

Emerging Literacy Continuums -

The CT and EYP worked together at the beginning of last session to assess where the learners moving into P1 were on the Emerging Literacy Continuums. The CT continued working on these continuums with the learners, before moving onto Jolly Phonics. The impact of this is that all the P1 children are secure in the foundation skills in early reading and writing, in line with Highland progressions and Curriculum for Excellence Benchmarks.

Development Overview Grids - The use of the Development Overview Grids in both nurseries have helped the EYPs to track learning across the session. The impact of this is that the EYPs have been able to plan activities that move learning forward.

Highland Numeracy Diagnostic Assessments - The Highland Numeracy Diagnostic Assessments have been carried out at different points during the session to track improvements/gaps. They show that the P1 have made appropriate progress for numeracy within the Early Level.

SNSA - SNSA assessments (Eigg Primary) support the achievement of Early Level in Numeracy and Maths, and Literacy for all P1 learners.

Summary - The introduction of 'Talk for Writing' has made a positive impact on the quality of fictional writing within both primary schools, and involvement in the 'First Minister's Reading Challenge' has increased participation in reading for enjoyment. The use of the

'Emerging Literacy Continuums in P1, on Eigg, has ensured that the learners are secure in the Literacy Experiences and Outcomes at Early Level. The impact of these developments needs to be built on next session and extended to other aspects of writing and reading. The 'Emerging Literacy Continuums' will be extended to the nursery children next session to track progress. The Highland Numeracy Diagnostic Assessments has been used with all the Primary School learners to assess mathematical knowledge and skills and has identified common areas which need improvement across both schools. These areas will need to be addressed next session.

Question 3

What could we do now? What actions would move us forward?

- Continuing to use the language of 'growth mind-set' and embedding it into the ethos of the schools.
- Beginning to use Highland Continuous Profiling and Reporting Model.
- Ensuring consistent well moderated teacher judgment data on achievement of curriculum levels in literacy and numeracy through engagement with the Moderation Cycle. In particular,
 - Learning Intentions and Success Criteria
 - Feedback
 - Setting next steps.
- Developing Key Assessment tasks to assess and moderate work.
- Embedding the use of learning journals so that pupils can share their learning and next steps.
- Engaging parents in the development of learning journals.
- Developing progressions and an understanding of where a pupil is within a level.
- A greater awareness of where the nursery children are in the Early Level Progressions and plan for next steps.
- Developing HOTS e.g. Bloom's Taxonomy.
- Review planning formats.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare? six-point scale?*

satisfactory

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- First Minister's Reading Challenge (Muck) - Purchase of books for library area in consultation with pupils
- 'Resilient kids' program across two schools.
- Redesigning of the classroom to create a more relaxed/calming atmosphere (Muck).
- Flexible seating which encourages the children to make responsible choices about where to sit and work (Muck).
- Use of Growth Mind-set to promote resilience and learning culture.
- Learning to be safe on the internet.
- Children consulted regularly about what they want to learn.
- Use targets well to build self-awareness - this is reflected in the learning journals.
- Good relationships between staff and children. Nurturing environment.
- Good parental involvement.
- Parent information evenings.
- Use of 'learning conversations' between staff, pupils and parents.
- The opportunity for all children to meet and build friendships with each other, as well as meeting others from different schools.
- Nethybridge
- P5-P7 children attended Small Isles Week in Mallaig, where they met children from other island/remote schools in the Mallaig ASG.
- The forest schools give opportunities for outdoor learning and managing risk.
- Nursery children are encouraged to take part in preparing meals and baking activities.
- Nursery children are encouraged to think about potential risks and how they can manage them, particularly when using the outdoors.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

Within Eigg and Muck Primary/Nursery all staff aim to ensure that we are 'Getting it right for every child (GIRFEC)' by supporting the children in our care, enabling them to be safe, healthy, active, nurtured, responsible, respected and included.

Safe - All learners are developing their ability to manage risk in a variety of situations. The nursery children in both settings are encouraged to take part in cooking/baking sessions which can involve the use of graters, knives, hot pans and cookers etc. They can assess the dangers and explain how they can carry out the activities whilst remaining safe. The nursery children also regularly talk about how they are going to keep safe on trips to different parts of the islands e.g. forest or beach. Participation in forest schools has given the primary children the opportunity to consider and manage risks when they are outdoors. This is particularly important as this is the environment in which they play. They can discuss the potential risks of a situation and how to manage them.

Healthy - The work that both schools have done with 'Resilient Kids' and 'growth mind-set' has added to the generally positive attitude towards learning. It has enabled learners to see the importance of not giving up if they are finding something tricky. Alongside this the children have been setting themselves targets which have helped them take more ownership of their own learning. The change in the learning environment that has taken place on Muck has created a more learning friendly environment and allows the learners to concentrate and stay more focused on their learning. Visits from the dental nurse have encouraged children to brush their teeth and the nursery children in both settings brush their teeth at nursery. There have been many visitors to both schools/nurseries, and this has provided the children with opportunities that they might not have had otherwise. The visitors and trips that have been arranged this session have impacted on the children's social and mental health by increasing the level of confidence when meeting people out with their normal sphere, as well as giving them the opportunity to mix with a wider range of children of their own age and gender.

Active - Both schools make use of the community hall facilities to ensure that they are meeting the Experiences and Outcomes in this area. The regular visits between the two schools/nurseries during the summer term, as well as the visits to Nethybridge and Mallaig have ensured that the learners are having the opportunities to participate in a wide range of physical activities that are not available to them in an island context.

Nurtured - There is a Restorative Justice and Solution Orientated approach taken in both settings to help the children solve any problems. This is enabling them to begin to learn how to talk through any social difficulties that they might have.

Responsible - All of the learners have responsibilities within the school/nursery e.g. jobs, the older children reading to younger ones, tidying up and taking care of each other and

property. Almost all children accept these responsibilities and are able to talk about how they impact on the school community.

Respected - There is an expectation in both settings that all the children show respect for each other and property. The 'Resilient Kids' program has helped develop this in the Primary Schools, and the use of stories is helping this develop in the nurseries. When any problems do arise all members of staff deal with these calmly and give the children involved the opportunity to talk about what has happened and how any problems could be resolved.

Included - The Pupil Council helps the children take ownership of the school community. Their views are passed on to the Parent Council at regular intervals, and they can see the impact of their voice around the school.

Summary - The PT, working alongside the EYP, at Muck Primary School/Nursery has worked with the learners throughout the session to create a more beneficial learning environment which encompasses the health and wellbeing indicators; taking into account the physical environment, encouraging a pupil voice and promoting a growth mind set attitude. This has had a very positive impact on the children's approach to their learning journey. Both CT and the EYP at Eigg have a nurturing relationship with the learners and encourage them to do their best at all times. There are opportunities for the all the children to have a 'voice' in their learning and they are supported through any problems.

Question 3

What could we do now? What actions would move us forward?

- a) Values of the schools need to be revisited and embedded into the school community
- b) Include more 'real-life' situations
- c) embed growth mind-set values and the 'Learning Pit'
- d) develop the use of feedback
- e) HWB webs and using SHANARRI with children
- f) Introduce resilient kids into nursery

What is your current evaluation of this QI using the How good is our school? (4th edition) and How good is our early learning and childcare? six-point scale?

satisfactory

QI 3.2

Raising attainment and achievement/
Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

NIF priority - Improvement in attainment, particularly literacy and numeracy

- Encouraging the nursery children to use play as an opportunity for challenging themselves e.g. making a den.
- Setting activities which provide the opportunity for the learners to be challenged.
- Development of a 'growth mind-set'.
- The 'Resilient Kids' program.
- Using the 'Learning Pit'.
- Extending reading skills through HOT activities with HT.
- Positive learning environment.
- Using Learning Intentions and Success Criteria.
- Using feedback.
- A wide range of resources are used in lessons.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

Learning and Teaching - Learning Intentions and Success Criteria are used in some lessons and enables the learners to gain a clearer understanding of what it is they are learning and how they can achieve this. The use of 'growth mind-set language' and the introduction of the 'Learning Pit' are beginning to help the learners see challenges as something that will help them learn. Verbal feedback is given to help learners move forward with their learning.

Assessment - A wide range of summative assessment has helped to assess progress. This assessment allows learners progress to be tracked and ensure that they are working at the correct pace and level. They include:

- Schonell spelling assessment. (Muck)
- Single word reading test. (Muck)
- Spelling pretest assessments. (Eigg)
- Both schools have used Highland Numeracy Diagnostic Assessments to assess progress in numeracy. They have identified gaps and begun to identify next steps.
- Reading Passport being used to promote and track reading/tracking of reading progress

for individuals in reading jotters.

- Children are encouraged to move to more challenging books when appropriate.
- Learners' take ownership of their reading journeys/ are proactive/ increasingly independent in selecting and reading texts.
- Baseline reading assessments completed and monitored (Muck).
- Reading Eggs.
- Both nurseries are using the development overviews to assess and monitor children's progress and set next steps.

Question 3

What could we do now? What actions would move us forward?

- a) Children more aware of where they are in their learning journey, and next steps.
- b) Common gaps have been identified in both setting within numeracy and now need addressing.
- c) Continuing to develop Talk for Writing (particularly in non-fiction)
- d) Introduce the Emerging Literacy Continuums into both nurseries.
- e) Embedding the values of the Four Capacities in the schools.
- f) Ensuring consistent well moderated teacher judgment data on achievement of curriculum levels in literacy and numeracy through engagement with the Moderation Cycle. In particular,
 - Learning Intentions and Success Criteria
 - Feedback
 - Setting next steps.

What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare? six-point scale*?

satisfactory

ADDITIONAL QI

This section is optional – schools are reminded to cycle through the remaining QIs as part of the self-evaluation process

Themes from *HGIOS?4* and *HGIOELC?*

2.2 Curriculum

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

- Forest School
- Poly Tunnel
- Green Flag Awards
- Small school environment
- Use of Eigg and Muck unique and natural features
- Health and Wellbeing
- Cooking
- R.M.E
- Trips
- Target setting
- Inter-Disciplinary Learning
- Eco Council
- School Council
- Community engagement
- Committed members of staff
- Personal Target setting
- Partnerships with families, communities and businesses
- Adaptation to our unique setting
- Access to outdoors
- Responsibility for animals
- Visits to local industries
- Learning is often child led
- Visitors are welcomed at every opportunity to share their expertise/stories
- 'Talk for writing' and Emerging Literacy Progressions
- Eigg - expressive arts and Gaelic
- Muck - science

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) Photos
- b) Pupil council
- c) Written evidence
- d) Visitors and events
- e) Displays

- f) Learning logs
- g) Conversations with children

Question 3

What could we do now? What actions would move us forward?

- a) Revisit planning and progressions format (look at Highland Council Three Year Planning Format).
- b) Work with other schools to see where they are with 1+2 Language Learning and Teaching (especially French).
- c) Move towards continuous Profiling and Reporting
- d) Meet with parents to discuss the most useful ways to share learning with them e.g. Learning Logs, open afternoons

What is your current evaluation of this QI using the *How good is our school? (4th edition)* and *How good is our early learning and childcare?* six-point scale?

satisfactory