



Standards and Quality Report

School: Eigg and Muck Primary Schools and Nurseries

Head Teacher: Louise Taylor

Date submitted: 12/11/2020



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/nursery. The nursery on Eigg is now almost entirely based outside. 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 schools work closely with the other Small Isles school on Rum and also works with the Mallaig 3-18 Cluster primary schools.

Both Eigg and Muck Primary have a single P1-P7 class. The role for 20/21 is seven children in each primary school, two children in Eigg Nursery and three children in Muck Nursery.

Neither school received any Pupil Equity Funding during the school year 2019/2020.

The PT at Muck Primary left the school at the end of term two. The class was taught by the HT from January 2020 until the end of the session.

School Vision, Values and Aims:

The aims for both Eigg and Muck Primary Schools and Nurseries are -

We challenge every learner to reach their full potential by -

- * building positive relationships and creating a learning environment where every learner is safe, healthy, achieving, nurtured, active, responsible, respected and included.
- * providing high quality learning and teaching experiences which foster curiosity, creativity and a desire to learn.
- * equipping children with skills for learning, life and work, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.
- * creating a child led curriculum that is balanced, engaging and relevant.

Our Curriculum Drivers are -

- * Sustainability,
- * Pupil voice,
- * Community, and
- * Inclusion.

Eigg: The whole school community worked together to find four values that they felt all members of the Eigg Primary and Nursery community should aspire to be: creative, active, respectful, and resilient.

Muck: At Muck Primary School and Nursery we value *teamwork*, and aspire to be caring, respectful, active, positive and achieving.

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

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. This is exactly the time when we would be engaging with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session. As a result, for this year only, we will be developing our documents with less consultation than is usually the case.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work once the school re-opens will be to rebuild our capacity for improvement.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, our main focus will be on three key areas, in response to the extended school closures:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

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 and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- Worked with the whole school/nursery community, on both islands to develop a shared vision, values and aims for the schools.
- All staff involved in Early level attended 'Realising the Ambition' training and, evaluated current practice and prepared for its further implementation the nursery/P1.
- Joint staff meetings across the Small Isles, including all teaching members, including McCrone cover teachers, to encourage collaborative working.
- EYP staff developed links and joint online sessions across the Small Isles.
- Pupil Voice through Eco-schools and RRSA.

Question 2

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

- Practitioners across Eigg and Muck working together towards a shared goal.
- Practitioners across Eigg and Muck (alongside Rum Primary) are planning collegiately to ensure coherent and relevant learner pathways.

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Primaries

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Nurseries

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 and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Development of three year planning programme.
- Practitioners across Eigg and Muck (alongside Rum Primary) are planning collegiately to ensure coherent and relevant learner pathways.
- Tracking of assessment in place.

Question 2

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

- Planning in place to ensure coherent and well balanced curriculum for learners.
- Gaps in numeracy have been identified from Highland Numeracy Assessment and individual learners' needs are being addressed.
- Children in ELC are supported in areas that are highlighted in the development overviews.

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Primary Schools

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Nurseries

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 and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Ensuring wellbeing, equality and inclusion”.
- Introduction of Rights Respect School's Award
- Development of schools' values.
- Completion of Wellbeing Webs by the learners and the discussions that aid this.
- Primary School trips to the mainland to meet other children, join in with active schools, work with High School teachers and take swimming lessons.

Question 2

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

- Learners are beginning to understanding and talk about the Rights of the Child and how this impacts them.
- Some learners are beginning to talk about of the school values and how to implement them.
- Practitioners have a better understanding of how the primary children are feeling through the Wellbeing Webs, and addressing any issues.
- Most learners feel safe, healthy, active, achieving, respected, responsible, and included.
- All learners enjoyed the trips to the mainland. They spoke positively of the links that they made with peers at Mallaig Primary School. All children improved their swimming skills.

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Primary Schools

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Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Nurseries

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 and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Development of three year planning programme for the Small Isles Schools.
- Adaptation of Highland Council curriculum planning for multi-composite, single class schools.
- Familiarizing teachers with Highland Numeracy, Realising the Ambition, and Emerging Literacy.

Question 2

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

- More cohesive planning, which makes learner pathways clearer
- Clear planning against which to moderate.
- More accurate professional judgement about levels.

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Primary Schools

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure). Eigg and Muck Nurseries

satisfactory

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Development of three year planning programme for the Small Isles Schools.
- Adaptation of Highland Council curriculum planning for multi-composite, single class schools.
- Greater opportunities for pupil voice through Eco-Schools and RRSA.
- Greater use of outside space.
- Parental involvement in projects.

Question 2

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

- Clearer learner pathways.
- Learners are making increased use of outside spaces for exploring and creativity.
- The children have used Eco-Schools and RRSA to identify issues important to them and take positive action.

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

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

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Partnerships – parental engagement”.
- Parental involvement in projects
- Snap shot jotters
- Learning conversations
- School blog and newsletters

Question 2

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

- School and nursery blog
- Snapshot jotters
- Learning conversations
- Learning events

Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.