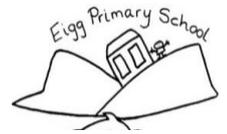


## Standards and Quality Report



**School/ELC Setting: Eigg, Muck and Rum  
Primary Schools and Eigg and Muck Nurseries**

**Head Teacher: Louise Taylor**

**Date submitted: 24/09/21**



### Context of the school:

Eigg, Muck and Rum Primary Schools are non-denominational schools situated on neighbouring remote islands off the west coast of the Highlands. Eigg and Muck Primary Schools have nurseries attached. Children have been enrolled to start at Rum Nursery in January 2022.

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 children enjoy experiences within curriculum areas and crosscutting 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. The 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 when circumstances allow are invited to watch performances. There is a high level of engagement through the Parent Council on Eigg and Muck, and every family is usually represented at meetings. The schools work with the Mallaig 3-18 Cluster primary schools. Rum does not have a parent council yet.

The teaching head-teacher of Rum Primary has been absent since late September 2020 and from October 2020 the school has been included in the Eigg/Muck Cluster. Due to a lack of accommodation on the island and the winter timetable providing 'in-school' teaching was difficult and from October to December 2020, there was a mixture of remote and in 'in-school' teaching. After the return from lockdown at the beginning of 2021, and the provision of a static caravan on the island, there was normally a pattern of remote teaching on a Monday morning and a teacher at the school for the rest of the week. A teacher employed to cover McCrone and PT management cover for the islands carried out the majority of the teaching and planning. This had a knock on affect for the cover provided at Muck Primary School. A number of different supply teachers were also employed to teach on Rum.

Eigg, Rum and Muck Primary have a single P1-P7 class. The roles for 21/22 are

Muck – five children in the school and three in the nursery.

Eigg – six children in the nursery and three in the nursery

Rum – five children in the school and two in the nursery.

Muck received Pupil Equity Funding during the school year 2020/2021. It was used to pay for additional PSA hours to support numeracy and literacy.

## School Vision, Values and Aims:

### Ethos of the School

Aims (Eigg and Muck): We challenge every learner to reach his or her 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.

### Eigg Values:

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
- Resilient

### Muck Values:

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

**Rum** (taken from the handbook and will be reviewed 21/22):

Our Ethos “What we learn with pleasure we never forget.”– Alfred Mercier

‘Happy children enjoy school and will learn more and at a greater pace. Children who have high self-esteem respect the rights of others. Empathic children care for each other. These ideas are paramount at our school. We spend much time developing children’s emotional intelligence to make them successful learners, confident individuals, effective contributors, and responsible citizens. We also teach them to read and love books and literature of all kinds, write to communicate effectively and to count and calculate so that the world makes sense and they can make reasoned decisions. In addition, we teach them to care passionately about the environment and their place within it.’

## **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 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would normally engage with our school/ELC 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 we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

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

**Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption 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 in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.**

**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 mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 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?

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### Question 2

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

- 

### Question 3

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

- 

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 periods of remote learning). Muck, Eigg and Rum Primary Schools.

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 periods of remote learning). Eigg and Muck Nurseries.

## 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?

- 

### Question 2

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

### Question 3

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

- 

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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 periods of remote learning). Eigg and Muck Nurseries

## 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?

- 

### Question 2

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

### Question 3

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

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## 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?

- 

### Question 2

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

### Question 3

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

- 

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# 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?

#### Question 2

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

#### Question 3

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

# 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?

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#### Question 2

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

#### Question 3

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

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