

# Summarised inspection findings

**Cumbræ Primary School**

North Ayrshire Council

23 April 2024

## Key contextual information

Cumrae Primary School is a small rural school in the village of Millport, which is on the Isle of Cumrae in North Ayrshire. There are currently 51 children in the school and nursery. There are three classes: a P1 to P3 class, a P4 to P5 class and a P6 to P7 class. In total, the primary school roll is currently 40 children. Over 60% of the children reside in Scottish Index of Multiple Deprivation (SIMD) 5 and the remainder are in SIMD decile 2. Attendance in recent years has been in line with, or above, the national average and comparator schools within the local authority. There have been no exclusions in recent years. The headteacher is non-class committed and is supported by a principal teacher. The headteacher has overall responsibility for the nursery class.

### 1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher reviews the vision, values and aims annually with children, staff and partners. The values of teamwork, respect, ambition, inclusion and nurture (TRAIN) are well understood by almost all children and staff. The values are highly visible in all aspects of school life, especially in the positive relationships demonstrated between everyone at Cumrae Primary School. Children have an increasing awareness of their rights and are working towards accreditation for this work, led ably by a pupil group, supported by a class teacher.
- The well-respected and highly effective headteacher has developed a well-considered improvement plan. She has ensured school improvement priorities are carefully aligned to self-evaluation. The priorities celebrate the unique context of Cumrae Primary and its island location, ensuring a clear rationale for change. The headteacher involves children, staff and parents in reviewing the strengths of the school and deciding priorities for change and improvement. This includes, for example, the current focus on outdoor learning, which staff, children and parents all support. The headteacher, supported well by the principal teacher, has high expectations for staff and children. All staff strive to support all children to make very good progress in their learning and to be aspirational for their future.
- The headteacher has been instrumental in developing strong effective partnerships with community groups and a wide range of partners, both off and on the island. She is committed to ensuring children value island life and experience a rich and varied curriculum. Cumrae Primary School is very much at the heart of the rural island community. Children plan events for the community, including shows and open days. A few children meet older people through an intergenerational group on 'Warm Wednesdays' where they enjoy games together. This is helping children to value the wider community. Children have recently begun important work on becoming a carbon-neutral island through an islands project. This supports children to have a strong understanding of their local community and to be proud of their island and school. Children understand the vital part they play in their community.

- The headteacher manages the pace of change very well. She has created a comprehensive quality assurance calendar which prioritises time for staff to evaluate the school's progress towards school improvement and plan next steps collaboratively. Senior leaders evidence clearly the impact of previous school improvement plans. This includes, for example changes to numeracy learning and teaching which has led to children's increased confidence and accuracy in numeracy skills. Current school priorities include to provide relevant and exciting learning experiences through enhanced environments and pedagogy. Another is to ensure all children are engaged in learning and making expected progress from prior levels of attainment. These priorities are being developed successfully by staff and are leading to improved outcomes for all children.
- The headteacher is rigorous in her drive to improve outcomes for children. She uses data effectively to ensure new pedagogy and developments are having the desired outcomes on children's experiences and attainment. She monitors learning and teaching regularly which is leading to improved experiences for learners and supports teachers to build on and share good practice. Staff demonstrate a strong commitment to professional learning and collaborative planning for continuous improvement. Children review standards of learning and teaching regularly and are included in decisions about school life. Senior leaders should now refer to 'How good is OUR school? (2018)' to support further children's involvement in school priorities. As planned, staff should continue to engage parents and the wider community meaningfully in school improvement and evaluation.
- The headteacher has created a climate where all staff have high aspirations for children. They know children and families very well and use that individual knowledge to support all children to achieve their potential. All teachers and a few support staff have leadership roles in the school. These include leading pupil groups, for example, the pupil council or digital leaders. Teachers have responsibility for leading literacy development and moderation. As a result, there is a strong reading culture across the school and children are highly motivated to read. Teachers are empowered to lead developments and feel supported through professional learning linked to improvement priorities. All teachers and staff say they feel valued and supported in their roles. Staff are committed to continuous reflection and school improvement.
- All children take part in committees which include digital technology, the rights of the child, sustainability and health. Children learn in mixed-age groups about these areas and share their knowledge and actions with the wider school at assemblies. Children are also part of pupil leadership groups including the pupil council, reading ambassadors and community connectors. Children feel they have an important voice in making decisions about the future of their school. They feel listened to, for example, when they complete surveys about how to improve their school. They can talk about changes that have been made, for example the resources in the playground, following on from their suggestions. Children do not yet have a clear understanding of the skills they are developing as part of committees or leadership groups. Senior leaders plan to take this forward later in the session.
- The headteacher plans carefully for the most effective use of resources to ensure all children have opportunities to achieve and improve their attainment. She places high value on ensuring all children have a rich and joyful learning experience. Pupil Equity Funding (PEF) is currently used by staff, in part, to support children to access a wide variety of trips and events. The headteacher also accesses grants and local partnerships to make learning meaningful. These opportunities successfully enhance children's learning and provide a wide variety of motivating experiences. These include science projects about the island through a local field centre, working with authors, a residential trip for children in P7 and many sporting opportunities. Children value these experiences. They develop a depth and breadth of knowledge which is supporting them to be responsible citizens, as well as building their confidence and resilience. The headteacher should consider how she can strengthen the evidence to demonstrate more

clearly the impact of PEF. This will ensure PEF is being used to best effect to close any gaps in learning for those children whose attainment may be adversely impacted by socio-economic factors.

## 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children experience highly-nurturing relationships with staff at Cumbrae Primary School. All staff know children as individuals. This allows them to respond appropriately to children's diverse needs and interests, which supports children well to engage and achieve in their learning. Staff have created a welcoming learning environment where children's work is displayed attractively and referred to. Classrooms and spaces are well planned to enable children to be independent learners and access the resources they need to learn successfully. The playground is well resourced to develop curiosity and extend the learning from the classroom, whilst children play at break and lunchtimes. This positive ethos is helping children to settle quickly and to be enthusiastic about learning.
- Almost all children are highly engaged in learning, particularly when learning is enquiry or play-based. Older children naturally support younger learners which helps to consolidate their learning. Teachers have developed a 'puzzle, think, explore' approach to interdisciplinary learning which includes children in planning learning. Their ideas and opinions are valued by teachers. There is scope for children to be more involved in leading their learning, for example researching an area that interests them and sharing this with others.
- All teachers share the purpose of learning and help children to know how to be successful. In a few lessons, children co-construct success criteria, which supports them to have a clear understanding of the expectations. Teachers help children to reflect on learning at the end of the lesson and share their successes. Teachers link current learning skilfully to prior learning. They use relevant contexts to help children make connections in learning, for example, recent work on birds linking science and literacy. Teachers challenge children very well in almost all lessons with many opportunities for learning to be extended for individuals or groups. Teachers adapt and amend learning constantly, using in-depth knowledge of individual children's learning to skilfully extend or support learning as required. In most lessons, the pace of learning is well-matched to children's needs. This keeps children focussed on the purpose of lessons and ensures children are successful learners.
- In most lessons, teachers use questions effectively to check for understanding and extend children's thinking through higher-order questions. Children are becoming increasingly confident at sharing their views and listening to the views of others. Teachers praise children regularly. They give oral and written feedback, linked to success criteria, which ensures children are clear about how to improve their work. Children from P1 to P7 set targets in literacy, numeracy and health and wellbeing. They review these regularly and record how well they are meeting these targets. This helps children to see the progress they are making every week and to understand clearly what they need to do next.
- Staff collegiately developed 'Excellent Learning and Teaching in Cumbrae Primary', a policy to develop consistently high-quality learning and teaching across the school. Children were

involved in creating 'What makes the best lesson' and in preparing guidance on standards for jotters. These prompts contribute to consistent approaches across the school and support most children to strive for high standards.

- Staff have engaged meaningfully with national guidance and professional learning on play pedagogy. They have recently developed the environment for play and science, technology, engineering and maths (STEM) across the school. Younger children are highly engaged in the attractive shared space, which is regularly refreshed. They have opportunities to be curious and creative in their play, building on learning in literacy and numeracy and leading their own learning. Children benefit from well-considered opportunities for free flow and planned play, linked to current learning. They play very well in this space and enjoy these opportunities. Staff interact appropriately with children, extending learning through high-quality interactions. They regularly observe children playing which supports careful planning to build on children's learning. Older children have opportunities for creative and skills-based learning through construction and engineering resources. They work with partners and community groups regularly in sewing, crafts, sports and science activities. Children have a wide range of rich learning experiences which take learning successfully beyond the classroom and make learning purposeful.
- Staff have made a significant commitment to providing all children with regular high-quality outdoor learning experiences. This is a key strength of the school. Staff use the varied environment on Cumbrae, which includes woodland and the beach, very well to engage with nature and help children to understand their unique setting. They link this very effectively to current learning, for example, numeracy learning on grids and co-ordinates and learning about birds and wildlife linked to interdisciplinary learning. Children are highly animated when talking about their outdoor learning experiences.
- Staff use digital technology very well to support children who require help with learning, for example, through translator applications on tablets and games to develop literacy skills. Children access successfully bespoke programmes designed to meet their needs. Teachers use interactive white boards effectively in lessons to enhance learning. Children learn skills in digital literacy, for example coding, using robots and digital programmes, to share learning effectively. The pupil digital leaders attend North Ayrshire Council training events and share their learning and ideas with the school. This is developing their confidence and leadership skills. A few children also benefit from tablets to support learning at home.
- Staff plan transition events carefully for children moving to secondary school, to ensure the island setting is not a barrier to meeting future classmates. Children have many opportunities to meet children from other primary schools, for example, through a joint residential trip. Enhanced transition is planned for children who require this. All children who start P1 attend the school's nursery. This allows staff to plan for effective transition arrangements as children move into P1.
- Teachers use a range of formal and informal approaches to assessment well. These include standardised assessments, end of unit tests, writing assessments and high-quality assessments, where children demonstrate a range of learning across the curriculum. For example, they use digital skills to showcase learning at the end of a social studies topic. Teachers use the national Benchmarks as part of their assessment approaches and discuss children's assessment collegiately at staff meetings. These varied approaches ensure teachers' judgement of children's progress and attainment is accurate.
- Teachers plan learning across the curriculum well to meet the needs of children in composite classes. They ensure children who need extra support have detailed planning in place to

support their learning, for example, where additional resources may be required. This ensures children with barriers to learning engage well in learning and are making good progress.

- The headteacher meets termly with teachers to review the progress of individual children. They look closely at the attainment and achievement of children in literacy, numeracy, health and wellbeing and the impact of interventions that have been in place. During robust conversations, they review children who would benefit from further challenge or support and the strategies they will use. The headteacher can clearly demonstrate the progress of individual children. Teachers are highly reflective and adapt learning constantly to meet children's needs and interests.
- Teachers monitor learning and teaching formally and informally. The headteacher observes learning and teaching regularly. She engages in professional dialogue with teachers which supports improvements in pedagogy. Teachers are highly reflective which is leading to continuous improvement. Teachers moderate writing across the cluster. The headteacher should continue to encourage all teachers to observe learning and teaching in partner schools. This will support ongoing, rich dialogue, professional learning and moderation, which will continue to develop their practice.

## 2.2 Curriculum: Learning pathways

- Teachers plan learning using progressive curricular pathways across the curriculum. They collaborate regularly on planning to ensure children build on learning as they move within and across levels. They complete detailed reflections on learning and teaching termly to ensure they have covered what was planned and learning has been successful for all children. If children require further consolidation, this is addressed in the next plan. This is ensuring breadth and depth in learning for children as they progress through the school.
- Senior leaders have made significant positive changes to the curriculum on offer at Cumbrae Primary School in recent years. Staff provide regular, high-quality outdoor learning and have a strong focus on science and technology, as well as developments in play pedagogy. They have an agreed curriculum rationale which builds on their unique setting and strong community links. Children and families are supportive of these changes and have frequent opportunities to share their views. These changes ensure learning is motivating and engaging for children. Senior leaders and teachers should continue to review and adapt their curriculum to keep it relevant to their island setting and future thinking.
- The staff team have fostered a strong commitment to learning about sustainability over a number of years, through several creative projects. These include children keeping chickens, growing their own vegetables in a community garden and running a community café. This ensures children learn about sustainable living, as they move through the school, in new and creative ways. Children are currently participating in a project on sustainability as part of a wider island project to become a carbon neutral island by 2040.
- Teachers have developed a literacy-rich environment within classrooms and in the attractive school library. They have collaborated successfully with authors to publish children's writing. 'Reading ambassadors' run a book club for other children over lunchtimes where they read to each other and share favourite authors. Children also take part in an annual Burns competition involving Scots' poetry recital, songs and artwork. Teachers have engaged in professional learning to improve approaches to teaching writing across the school.
- The highly-effective partnership working with a wide range of partners is a key strength of the school. Partners feel fully included in the life of the school. They are involved in planning and delivering high-quality learning experiences to extend learning for children. Examples include outdoor learning, sustainability and learning about future careers and employment on the island. The P6 to P7 class work with the crafting community group to learn how to sew and use a sewing machine. They were able to successfully transfer these skills while working on creating clothes for another topic. These extensive and valuable learning partnerships are part of everyday life at Cumbrae. They add a rich dimension to children's learning experiences. Children are becoming confident individuals and develop skills for learning, life and work. They gain an appreciation of the wider world.
- All children learn French and Spanish. They have two hours of high-quality physical education (PE) each week. Teachers provide a clear skills progression in PE and support children to know the importance of warming up and stretching. Children have many opportunities to be active at school through partnerships with Active Schools and have taken part in golf, football and orienteering. Children benefit from the wide range of planned opportunities to transfer and extend learning through real-life contexts and events. These include the school shows which involve drama, music, artwork, performance and costume design. This helps to develop children's confidence and skills across the curriculum.



## 2.7 Partnerships: Impact on learners – parental engagement

- Parents value the positive relationships they have with the headteacher and staff team. They feel welcome to visit the school and are comfortable approaching staff and the headteacher when they need to. Parents appreciate the regular communication from the school via digital platforms, newsletters and curriculum events. They feel children have many positive opportunities for outdoor learning and high-quality experiences, both on and off the island, which enhance learning and teaching.
- Parents respond to an annual survey to share their views on the school and are consulted about school improvement priorities. The Parent Council supports the school very well with fundraising and supporting school events.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff take the time to get to know and develop caring relationships with all children. All children are treated with dignity and respect. Children have a trusted adult they can talk to if they need to and say they feel secure, safe and ready to learn. All children are included and involved in the life of the school, for example through running clubs, helping younger children with learning or representing the school at events. Children and staff are working towards accreditation for their work on children's rights. Children are increasingly able to explain their rights and what these mean for them. They refer to their classroom charters and understand the importance of everyone working together for the benefit of all.
- Children demonstrate their wide knowledge and understanding of the wellbeing indicators, including how to be safe in school, in the community and online. They articulate confidently all the ways their school is inclusive and nurturing, for example through their learning around making sure no one is left out. They know everyone is different and has different needs. Children explain how they keep their bodies and minds healthy and why that is important. They talk about having a 'growth mind set' and understand how to help themselves and support others. They also understand well and follow the school values.
- Cumbrae Primary School has a friendly, happy ethos. The headteacher believes strongly that learning should be fun and joyful. Most children enjoy learning and are proud of their school. They articulate confidently what they like about their school and most say they would not change anything about school life. Staff wellbeing is a high priority for senior leaders. Staff feel well supported in their roles by the headteacher and each other and have developed strong relationships. Staff are resilient and support each other very well to manage the unique challenges and opportunities of island life.
- In a few classes, teachers sensitively use emotional check-ins to help children to name and understand their emotions and provide support as needed. Children have experienced mindfulness lessons in the outdoors, and yoga. Teachers support children well to develop strategies to manage their emotions and recognise when they need help in regulating their emotions or behaviour. The headteacher uses a survey to monitor children's wellbeing. She reviews this information and uses it to provide additional support for individuals or groups as needed. It also informs teachers' planning for specific learning around a topic or theme. Children learn about health and wellbeing through well-planned lessons which include healthy bodies, healthy minds, substance misuse and relationships.
- The headteacher and staff team have a strong understanding of statutory duties related to wellbeing, equality and inclusion. All staff participate in timely professional learning to support children's needs. For example, they have taken part in training on nurture principles, neurodiversity, and trauma. Classroom assistants skilfully support children who need help with learning, individually or in groups. This includes numeracy groups and supporting learners for

whom English is an additional language. Teachers evidence well the progress children make from interventions and support as children move through the school.

- Children experience regular high quality outdoor learning. This supports them to improve their listening skills, be more resilient, work together better and extend and deepen classroom learning into a new environment. Children speak very highly of their outdoor learning experiences. Children take part in leadership groups. There is scope to improve children's knowledge and understanding of the particular skills they are developing as part of these groups and to take an even greater leadership role across the school.
- Teachers have developed a positive relationships policy which underpins all interactions between children, and between children and staff. Children feel respected by the adults in school. They know that if something goes wrong in the playground or classroom, adults will listen to them calmly and help them to solve any disagreements. Staff should now support children to develop the skills to solve disagreements themselves.
- Teachers meet the needs of all children very well through carefully planned learning experiences and universal resources available to all. Senior leaders have effective staged intervention processes in place to identify children's needs appropriately. They plan timely interventions. Classroom assistants skilfully support children with literacy, numeracy and health and wellbeing support to meet their needs. Staff review support and resources regularly and amend according to the needs of children. This ensures children make the best possible progress. Children who require more bespoke support have well considered plans in place which are reviewed regularly by teachers. Parents and partners are involved in this process.
- Senior leaders monitor attendance in line with national guidance and are proactive in following-up on any unexplained absences. Attendance has been in line with national averages in recent years and the reasons for a decline last session are well understood by staff. The headteacher supports families where attendance dips below a threshold to ensure children are not adversely impacted by absence from school.
- Children have a strong sense of fairness and equity. They learn about diversity and difference through assemblies and class lessons. Children believe everyone is equal, although they may have different needs, interests, religions and culture. They would like to continue to widen their knowledge of cultures and difference.

## 3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy

Children's progress and attainment is expressed in 'overall' statements rather than for specific year groups. This is because of the very small numbers of children at each stage.

- Overall, the quality of children's attainment is very good. Most children achieve expected Curriculum for Excellence (CfE) attainment levels in literacy and numeracy. Children who require support with learning, including where English is not their first language, are making good or very good progress towards their own targets and milestones.
- Senior leaders have swiftly identified a few children who require additional support in numeracy skills. They have introduced additional teaching support and targeted intervention to ensure these children remain on track in numeracy.

### Attainment in literacy and English

- Overall, most children are making very good progress from prior levels of attainment.

### Listening and talking

- Across the school, almost all children listen very well and follow instructions. Younger children talk about stories they enjoy and share their favourite characters. Children who are working at first level respond appropriately to questions. Older children enjoy regular opportunities to present learning to others, this includes through reciting Scots' poems. They use appropriate presentation skills including eye contact and tone of voice. They would benefit from further opportunities to build on the answers of others in discussions.

### Reading

- Most younger children hear patterns and rhymes in words. They are beginning to sound out words they know to read simple sentences. Children who are working at first level read fluently and discuss the key events in a story. They use strategies to work out new or tricky words. Children who are working at first level should develop a more confident understanding of the features of non-fiction texts, including index and headings. Older children read confidently and share their preferences for novels and authors with evidence to support their view.

### Writing

- Most younger children enjoy opportunities for emergent writing. They are beginning to join letters together to write simple words and sentences. Children who are working at first level are learning to write imaginatively about characters and settings. They use descriptive language to write short extracts, including adjectives and adverbs. Older children write in a wide range of genres and understand the tools for creative writing including imagery, similes and onomatopoeia. A few children should be supported to improve the quality of handwriting and presentation of written work.

## **Numeracy and mathematics**

- Most children are making very good progress against prior levels of attainment. A few children are working beyond national expectations.

## **Number, money and measure**

- Most younger children confidently count beyond 10. They use concrete materials to solve addition sums within 10. They enjoy exploring size and use metre sticks to measure who is taller and shorter. Children who are working at first level understand simple fractions. They have a good knowledge of coins and notes and are using strategies to work out change. Older children confidently calculate equivalent fractions and convert fractions to decimals and percentages. They use their knowledge of number operations to solve two-step problems and explain how they worked out their answers. Older children explain complex number patterns and understand how to generate the next number in the sequence. They would benefit from further opportunities to explore the link between time, distance and speed.

## **Shape, position and movement**

- Younger children recognise simple lines of symmetry. They confidently name two-dimensional shapes and use them to create patterns and pictures. Older children create accurate nets of three-dimensional objects. Older children are becoming increasingly confident in their knowledge of co-ordinates and how to plot points on a grid accurately. They use digital skills in coding to programme robots to follow a maze they have created.

## **Information handling**

- Most younger children confidently match and sort objects and explain the different groups they have created. Children who are working at first level and beyond use tally marks to gather data. They are learning to display information in graphs and pie charts. They use digital tools to create simple charts and graphs and answer questions on their results. Older children gather data through surveys linked to pupil leadership groups.

## **Attainment over time**

- The small school roll and changing cohorts of children mean that attainment over time is a varied picture. The headteacher tracks rigorously the attainment and progress of individual children. Overall, most children are making very good progress against prior levels of attainment. A few children are exceeding national expectations. All children are appropriately challenged in learning.
- Senior leaders demonstrate well the progress children who experience barriers to learning are making towards their own targets and milestones.

## **Overall quality of learners' achievements**

- All children benefit from a wide variety of rich learning experiences, in and out with the school grounds. These include well-planned sporting, cultural and community events, for example a football festival. All these meaningful experiences, woven carefully into school life, help children to develop a range of skills. These include teamwork and confidence. They build children's resilience and help them to look outwards and recognise the opportunities there are both on the Isle of Cumbrae and more widely. Children recognise these experiences are helping to prepare them for an ever-changing future.
- Teachers track the wider achievements of all children and the clubs and groups they attend. They celebrate children's achievements through assemblies and a wall display where everyone can be proud of their success. As planned, staff should now support children to learn and share the skills and attributes they are practising through these activities, achievements and clubs.

## Equity for all learners

- The headteacher and staff are committed to reducing the cost of the school day. All trips are free. The headteacher accesses grants and fundraising to pay for additional costs. The school runs a clothes swap shop, and this is also supporting their journey to be sustainable.
- The headteacher places high importance on ensuring children have the same entitlement and opportunity for trips as children on the mainland. Resultingly, staff have prioritised providing high quality experiences for children on and off the island. The positive impact of this approach is evident in children's joy and enthusiasm for the wide range of experiences and activities teachers plan.
- The headteacher has detailed plans for the use of PEF. Currently there is no poverty related attainment gap for learners. Due to the small number of children, many interventions are universal. They target children's wellbeing and improvement in literacy as well as equity of opportunity. These include, for example, digital resources to support children for whom English is an additional language, to access and enhance learning. The headteacher should now ensure the impact of PEF for children with specific gaps in learning is evidenced more clearly and demonstrates accelerated progress in closing gaps in learning.

## Practice worth sharing more widely

### **The high quality partnerships with community groups and the rich learning experiences these provide**

The headteacher and teachers have developed highly effective partnership working with a wide variety of community groups and partners. These allow children to have a rich and varied learning experience, which is not limited by their island setting and indeed celebrates the unique context of the school.

- Working with a wide range of partners, teachers ensure that children participate in sporting, cultural and social events not readily accessible in a remote community.
- Children have worked with a local field study centre on a number of science projects to understand the wildlife and nature found on Cumbrae.
- ‘Warm Wednesdays’, where a group of children have opportunities to play games and read with the older generation, helping children to appreciate and respect the older generation.
- The local crafting group who teach children in the P6 to P7 class sewing skills enabling them to upcycle clothing and make cushions.
- A wide range of visitors who come to the school to support learning for example, authors and artists.

### **The strong commitment over several years to developing sustainability projects**

The headteacher has been proactive in seeking partnerships with several groups to help the school on its sustainability journey. Over recent years teachers have developed gardening, outdoor learning, and ‘food to fork’ projects. Children have recently begun partnership work to support their understanding of becoming a carbon neutral island by 2040. These partnerships effectively support children’s understanding of the importance of sustainability, particularly with their island setting in mind. This has also supported children to feel proud of their island setting and all it offers.

- Current work which is just beginning to support a carbon neutral island project. Children are learning to upcycle clothes and not to waste food.
- All children have regular high quality outdoor learning which helps them to appreciate nature, understand their island landscape and to learn how to look after the natural world.
- Children have regular well-planned opportunities to be involved in projects to grow food. They want to rely less on processed food which has to be delivered to the island. Previously children kept chickens, looked after them and gathered the eggs and cooked the eggs.
- Strong links have been developed with the many community groups and partners. These are now integral to learning and teaching. These include, for example, links with a local field centre and a local gardening group. These partnerships support staff and children very effectively in this important work.
- Children are developing skills for learning, life and work and becoming responsible citizens.



## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.