



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Brodick



Corrie



Kilmory



Pirnmill



Shiskine



Whiting Bay

Brodict, Corrie, Kilmory, Pirnmill, Shiskine, Whiting Bay Primaries & EYC



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Allison Conner

Head Teacher

OUR SCHOOL

Our 'six school' family is made up of pupils from the communities of Brodick, Corrie, Kilmory, Pirnmill, Shiskine and Whiting Bay villages. All children transfer to Arran High School after P7 and we work together closely to ensure a smooth transition.

We currently have 197 primary age and 34 early years pupils within the 6 schools.

We are proud of our welcoming, caring and nurturing ethos throughout our schools, and our experienced staff teams work very hard to ensure that every child reaches their potential. We enjoy great relationships with our community partners and have opportunities to visit amazing places, both indoor and out, around our beautiful island of Arran.

OUR VISION, VALUES AND AIMS

Our vision is to be 'An Island of Excellence'.

Our schools' values:

Our 'six School values have been reviewed in collaboration with our pupils, staff, parents and community partners. We have collectively chosen values, and created a logo, based on each of the villages' initials.

Belonging

Positivity

Creativity

Supportive

Kindness

Wisdom



Our schools' aims - We aim:

-  To provide a safe, caring and stimulating environment for teaching and learning.
-  To provide learning experiences that matches the needs and diversity of our learners.
-  To promote mutual respect and partnerships between learners, parents/carers, staff and the wider community.
-  To motivate our learners and give them opportunities to achieve the highest levels they can through appropriate choices and challenges.
-  To prepare learners to deal with the challenges and responsibilities they will experience in the future.

ATTAINMENT & ACHIEVEMENT

Our Tracking and Monitoring processes have been reviewed this year across the 6 Arran Schools. Pupil progress is tracked 3 times a year in Oct Feb and June. Pupil progress is discussed across the school year in Attainment Conversations held between teachers and Senior Leadership Team. These new processes are in their 1st year of implementation and will continue going forward.

Literacy

Talking & Listening

Most of all Primary 1 learners have achieved Early Level in Listening and Talking.
The majority of all Primary 4 learners have achieved First Level in Listening and Talking.
Almost all Primary 7 learners have achieved Second Level in Listening and Talking.

Reading

The majority of all Primary 1 learners have achieved Early Level in Reading.

The majority of all Primary 4 learners have achieved First Level in Reading.

Most of all Primary 7 learners have achieved Second Level in Reading.

Writing

Most of all Primary 1 learners have achieved Early Level in Writing.
The majority of all Primary 4 learners have achieved First Level in Writing.
The majority of all Primary 7 learners have achieved Second Level in Writing.

Numeracy

Most of all Primary 1 learners have achieved Early Level in Numeracy.
The majority of all Primary 4 learners have achieved First Level in Numeracy.
The majority of all Primary 7 learners have achieved Second Level in Numeracy.

Pupils with Additional Support Needs are supported and continue to work towards achieving their identified targets. This is well managed through the Staged Intervention Process.

Attendance

Attendance average has slightly increased from 93.75% to an average of 94% this school year. This is above the NAC average of 92%. We continue to encourage high attendance through key messaging regarding the impact of lost learning time to parents and pupils.

WIDER ACHIEVEMENT

Pupils from across our 6 schools have regularly experienced a wide range of extra-curricular opportunities this year. These quality experiences support the rural isolation that exists for our island pupils. As a result, many pupils are developing skills and achieving success. Here are some highlights:

In sport:

- Isle of Arran Primaries finished in an impressive 4th place Pan Ayrshire Regional Sports Hall Athletics event! Highest-ranked team from North Ayrshire—a fantastic accomplishment.
- Pupils from all schools participated with enthusiasm in our island Netball, Football and Rugby Tournaments.
- As a result of joining together for Together Day, participation rates in after school sports clubs increased from 33% to 100% in our smallest schools.
- Pupils from P1 – P7 in almost all our schools performed brilliantly at the 7 schools Swim Gala at the Auchrannie Resort.



- Active Schools Partnership, Sports Hall Athletics Finals. Isle of Arran team finished in 3rd place overall in North Ayrshire out of 8 finalist schools on the mainland.
- There were sporting achievements and successes for many at the small schools virtual sports competition.
- Pupils participated in the Cross Country Running and Aqua-thon.
- All schools participated in fully funded swimming lessons, with transport and costs being paid for Parent Councils.

In the arts:

- Pupils participated in and achieved success in the Arran Horticulture Show winning Spring in a Jar.
- All learners, from EY to P7, took to the stage at Whiting Bay Hall for Musical Performances. Learners performed wonderfully in a large 7 schools competitions at the Arran Music Festival, Arran Dance Festival and the Pipe Band Competition.
- Kilmory School and EY Class won the Arran Music Festival – the 1st time they had ever won a competition!
- Some pupils experienced success at the Montrose House Art Competition inspired by the nature book, Lost Words.



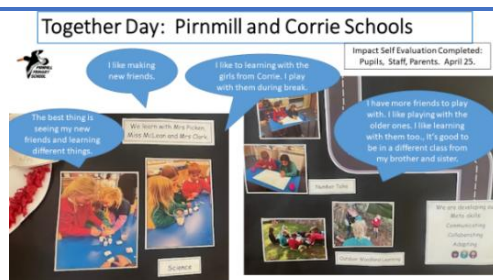
Other:

- All P7s across the island attended the DYW Navy Day at Arran High School.
- Almost all P7 pupils participate weekly in the P7 Youth Club travelling independently across the island to access this. It brings all the P7s from the island together and serves as a wonderful transition as pupils prepare for High School.
- All P7 pupils participated in the annual Residential Trip to Arran Outdoor Educational Centre attended. All pupils attending completed a module of John Muir Award. Great fun was had by all!

A new Together Day initiative to support rural isolation for our smallest schools:

- All pupils of Corrie and Pirnmill Schools joined together for the 1st year of implementation of Together Day, once a week for a 12 week period. This is the 1st year of implementation for this

initiative. As a results, all pupils learned to adapt to a new environment and they increased their confidence in communicating and collaborating. All developed new friendships. We plan to extend this project to other small island schools next session.



Leadership Roles:

- Move and Improve training delivered to the older pupils and playground games lead by children for children as a result.
- Pupil Responsibility Groups are being reintroduced and leading to school improvements in gardening and digital technology.

And more.....

- Christmas Shows for all school and EY pupils were well attended by the local communities.
- Some schools have raised funds through school fairs. This includes EY to P7. Shiskine School achieved particular fundraising success through their Super Sponsor Initiative.
- Christmas Shows were held by schools and our EY settings. All our pupils performed. These were very well attended by the local community.
- School libraries and visiting touring library for small schools and EY seeing continues to support a wide range of books being made available to include diversity, achievement and titles chosen by children.
- All P5 pupils participated in and learned about the journey of food with The Royal Highland Education Trust.
- All P5-7 pupils across 6 schools participated in Cluster Farm to Fork event at Arran High School. All pupils engaged positively in food sustainability workshop sessions with local food producers.
- All island P7 pupils enjoyed a Leavers celebration meal at Little Rock Cafe, followed by golf at no cost.
- P5-7 Pupils have opportunity to learn pipes, drums, clarsach and fiddle at no cost, with transport provided.



- Uniforms were provided to identify families as part of the Cost of the School Day programme.
- Pupils benefitted from curriculum project based learning in conjunction with National Trust (Brodick Castle)
- Pupils from EY to P7 have had the opportunity to engage in multi generation project at Montrose House Care Home learning skills with the residents e.g. gardening and sewing.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1

To develop a love for learning through enhancing environments, pedagogy and providing relevant and exciting learning experiences across the school, indoors and outdoors.

Priority 2

To improve outcomes an attainment for learners in Literacy and Numeracy, focussing on pace and challenge whilst improving data literacy for staff.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation

3 Satisfactory

A new Head Teacher was appointed in Sept 2024 and a new Senior Leadership Team formed. There has been a review of our Moderation, Tracking and Monitoring processes and our quality assurance calendar. As a result, we are confident that all teachers are making increasingly reliable and valid judgement on pupil attainment levels. A new coaching model to class observations is promoting greater reflection and self-evaluation by teachers.

There is a renewed focus on working in partnership with all stakeholders to bring about positive change across our schools. This is enabling almost all pupils to access digital technology regularly each week to enhance learning and teaching. It is enabling our children to access the outdoor space in their playgrounds to and enjoy playtimes more.

There is still work to do and we will continue to explore ways to measure impact of the initiatives we plan and implement.

QI 2.3 Learning, Teaching & Assessment

Evaluation

3 Satisfactory

Clear expectations have been established on what quality learning, teaching and assessment looks like across the 6 Arran Schools. This has been well received by all teachers. As a result, almost all children across our schools are increasing their confidence and ability to talk about their learning. There is still work to do and this will remain a focus for next session across all schools.

Our approaches to moderation have been reviewed and include all aspects of the Learning Teaching and assessment cycle. Almost all teachers worked in professional learning pods to plan a series of lessons together. The lessons were discussed and learner assessment evidence reviewed. In addition, all teachers now meet in stages and work collegiately to review pupil assessment evidence. These joined up collaborative approach are leading to increased confidence by teachers when making professional judgment on levels attained.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation

3 Satisfactory

Rights Respecting Schools Silver Award gained Sept 2024. As a result, we can see that almost all learners are aware of their rights and the part we play in ensuring our rights are met.

A draft Promoting Positive Relationships Policy has been created. This draft has been launched across all schools. All pupils who require additional support have their progress reviewed regularly across the school year. Targets are in place to support their progress. This is leading to improved outcomes for all. Child Friendly SHANNARI characters have been launched across the schools from EY to P7. Children are engaging with these and they supporting their understanding of the SHANARRI principles. A Dwarfism Awareness Raising Session was held and we have plans to extend this learning further across all 7 island schools next session.

QI 3.2 Raising Attainment & Achievement

Evaluation

4 Good

A new Tracking and Monitoring system has been implemented this year. This is the 1st year of implementation and will continue. All pupils are tracked 3 times a year in Oct, Feb and June. Teachers discuss pupil progress together and they are developing a shared understanding of pupil progress. The validity and reliability of data is now more accurate. This is supporting us identify trends and set next steps to raise attainment. Attainment conversations are held. Staff find these useful as they help identify pupils who are on track, not on track and those exceeding expectations. Supports and strategies are then identified to support next steps and ensure progress in learning. Teachers know who their care experienced, looked after and accommodation and Young Carer pupils are and take steps to support them.

PUPIL EQUITY FUNDING

Provide evaluative statements about how the school used PEF and what impact this has had on improving outcomes for children and young people.

Our Pupil Equity Fund (PEF), monies allocated by the Scottish Government to help schools close the attainment gap, enabling us to focus on Getting It Right For Every Child. We know our children well and use our pupil equity fund to ensure children are able to make progress in a nurturing learning environment.

In 2024/25 we used PEF for the following:

- Purchasing software licences to provide exciting and engaging activities for children to improve Literacy and Numeracy skills e.g. Sumdog, IDL.
- We purchased PM Benchmark Reading to support assessment of children learning. This has led to individualised planning that meets learner needs and is leading to good progress being made by these identified learners.
- Purchasing AR reading software to support the nurturing reading culture across the island. Our children enjoy seeing their progress in reading as a result.
- Planning outdoor learning sessions for pupils during Together Day at Corrie and Pirnmill Schools. This is developing pupil skills in communicating, collaborating and adapting whilst learning about the coastal environment in which they live.
- We employed additional PSA hours. This supported the Montrose House Intergenerational Project where identified groups of learners visited the local care home and developed relationships with

peers and residents, confidence and self-awareness. Skills in planning and organisation, skills for learning, life and work have been developed. As a result of this work we have seen improvements in improved attendance and increased attainment for the individual who participated. There has also been more engagement in class, leading to better learning prospects for the children.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1 Improve attainment, particularly in literacy and numeracy across the 6 Schools and 3 EY settings.

- High quality learning, teaching and assessment will be evident in all our classes, for all pupils. Learners will know what they are learning, how they are progressing, and what their next steps to improve. They will receive quality feedback that helps them achieve this. Children will talk confidently about learning in regular Learning Conversations.
- Learners will be engaged and motivated in their learning. A wide range of environments and creative teaching approaches are used including play, the outdoor environment and digital technology.
- All learners will make the best possible progress in their learning. This will be achieved through the continuation of our moderation approaches that are leading to valid, reliable and robust attainment data.

Priority 2 To ensure identified groups of learners make progress in Literacy, Numeracy, H&WB and wider achievements through well planned staged interventions and flexible curriculum opportunities.

- Individual pupils will receive the right support, at the right time.
- ASN, LAC and YC pupils will have specific learning opportunities planned that will support their wider achievements.
- Pupils from our smaller schools, will benefit from increased social interaction by meeting regularly with pupils from other schools during Together Days.

Priority 3 To ensure all learners are supported to be their best through consistent and effective nurturing practices that Promote Positive Relationships in all our establishments, EY to P7.

- Pupils will be supported in their social and emotional wellbeing through effective Nurturing and Promoting Positive Relations approaches.
- A clear H&WB curriculum will support learners in their mental and emotional wellbeing. It will respond to pupil need.