

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023/24



**Mallaig High School**

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion  
Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn

## School Profile

### Pròifil na Sgoile

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It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Mallaig High School is located in a rural, coastal setting serving the local mainland communities of Arisaig, Inverie on the Knoydart Peninsula and Morar and Mallaig. We are also the secondary school for the Small Isles: Canna, Eigg, Muck and Rum. 14 of our children, from the small isles and Knoydart, board through the week in our school residence.

There are currently 101 children on our school roll.

The headteacher has overall leadership responsibility for Mallaig High, Arisaig, Inverie, Lady Lovat and Mallaig Primary Schools. In Mallaig High the headteacher is supported by a Depute Headteacher and six Principal Teachers.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. All/Almost all/Most/Majority/Less than half/Few children who face barriers to learning are making very good/good/satisfactory progress towards meeting their individual targets.

We have had no exclusions this year.

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## Data relating to our context:

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Exclusions</b>	<b>Teacher Numbers (FTE)</b>
102	89.3%	0	14

<b>S1 numbers</b>	<b>S2 numbers</b>	<b>S3 numbers</b>	<b>S4 numbers</b>	<b>S5 numbers</b>	<b>S6 numbers</b>
21	19	13	22	18	9

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
0-10%	0-10%	60-70%	30-40%	0-10%	0-10%

<b>Overall ASN</b>	<b>Free School Meal</b>	<b>EAL</b>	<b>Glossary:</b>
50-60%	0-10%	0-10%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

## Attainment

### Literacy and Numeracy in S1-S3 – Broad General Education -

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
90%	90%	90%	77%

Level 4

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
27%	27%	27	50%

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**Gaelic Medium** 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3 – delete section if no GME...

Level 3

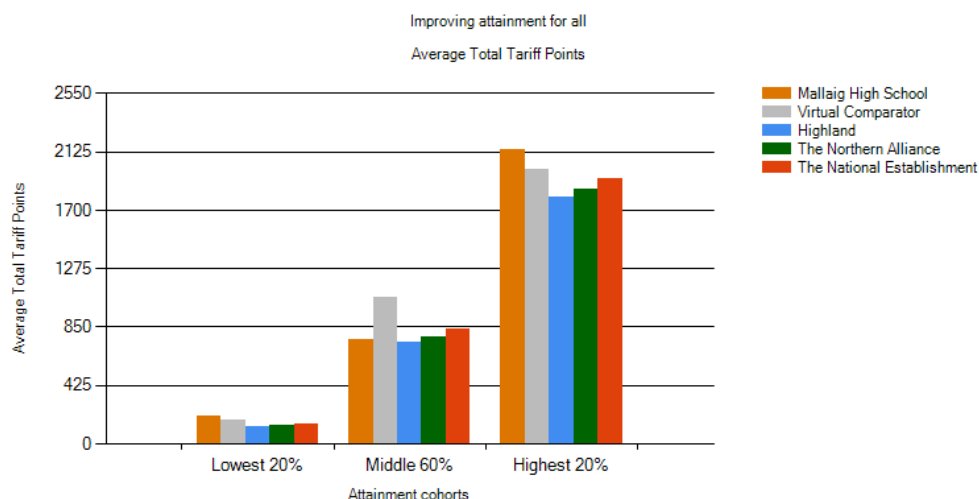
<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
<b>100%</b>	<b>100%</b>	<b>100%</b>

Level 4

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
<b>0%</b>	<b>0%</b>	<b>0%</b>

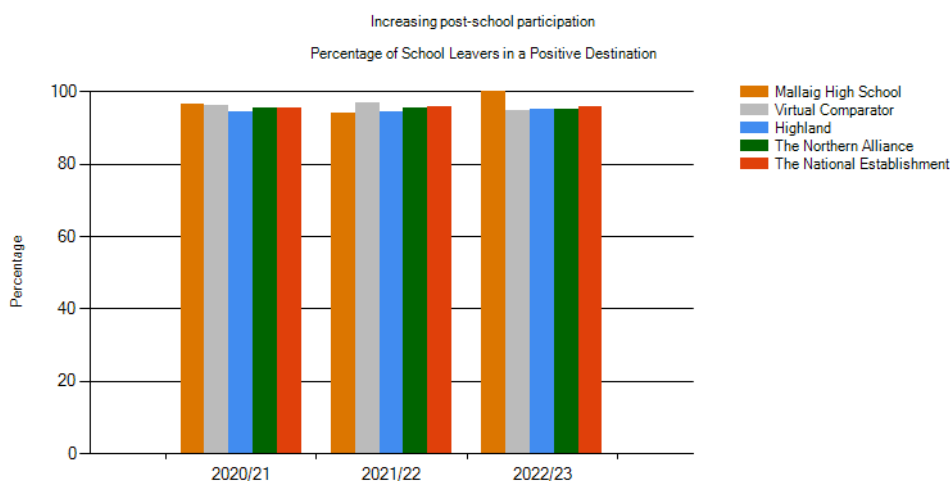
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## Senior Phase



Mallaig High has exceeded the Highland, National and Northern Alliance average tariff points across all three cohorts. Middle cohort, however, is below virtual comparator and National attainment points.

## Destinations of School Leavers



Mallaig High School Leavers data is very positive for the 22/23 cohort- with 100% of our young people in positive destinations.

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## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

Our vision is to provide a nurturing and inclusive learning environment that empowers every pupil to achieve their academic potential, develop critical thinking skills, and become compassionate, responsible global citizens. We are committed to fostering a love of learning, encouraging creativity and innovation, and preparing our young people to thrive in an ever-changing world.

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## Review of progress of improvement plan projects for session 2023/24 (Maximum 2 pages)

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 Improving literacy across the curriculum	
Summary of impact	Next steps
<p>National Improvement (Framework) priority: to improve attainment for all, particularly in literacy and numeracy, to improve the learning progress of every child, by reducing inequality in education. Whole school focus on promoting literacy skills has led to greater understanding of this as a core responsibility of all. Good progress has been made in this area. We have used collegiate time, largely focused on EEF Guidance on Improving literacy in secondary school to audit existing practices and to develop our professional understanding of the value of teaching students how to read, write and communicate effectively across all subjects. There is a greater emphasis on literacy skills in most classrooms and the need for teachers in every subject to provide explicit vocabulary instruction. There is more and better use of differentiated texts this has enabled learners to access resources more independently and stretched more able pupils. Targeted interventions and focused literacy lessons have helped improve literacy levels. Literacy Across the Curriculum, this year targeted extended writing in S2 subjects. This encouraged learners to see the relevancy of literacy in other subjects and become more aware of “disciplinary literacy”. S3 completed a Talk for Writing project The project was successful insofar as the majority of S3 pupils produced three pieces of extended writing over nine periods. A majority demonstrated improvements over the three pieces against the success criteria.</p>	<p>Continue to prioritise disciplinary literacy, revisit key principles and establish literacy as a core responsibility.            Embedding literacy project across the curriculum, expand to include other year groups and encourage greater ownership for subject teachers.</p>

School Improvement Plan Priority 2 Improving Attainment	
Summary of impact	Next steps
<p>Some progress has been made with tracking and monitoring for the senior phase- which has been used to inform guidance meetings with pupils.</p>	<p>Agree a learning and teaching policy.</p>

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<p>We aimed to help students develop better metacognitive skills- whole school assemblies have focused on raising awareness about how to be an effective learner.</p> <p>Professional learning focus on Power up Your Pedagogy and Dylan William’s Assessment for Learning strategies: Feedback, effective questioning, and checking for understanding. School evaluation has focused on HGIOS QI 2.3 – Learning, teaching and assessment. Classroom visits and pupil feedback evidence better used of spaced retrieval.</p> <p>Trios / peer class visits – reviewed with all staff, useful sharing of best practice. Likewise, solution focused reviews of year group progress have supported a collegiate approach to learning and teaching.</p> <p>Collegiate time has also focused on sharing approaches to tracking and monitoring.</p> <p>Residential trip to colleges and universities was very successful. All attendees felt it was very helpful, that it helped motivate them and would influence their next steps.</p>	<p>Formalise whole school tracking and monitoring approach.</p>
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**School Improvement Plan Priority 3 Health and Wellbeing**

Summary of impact	Next steps
<p>This priority focused on HGIOS 3.1 Ensuring Wellbeing, Equality and Inclusion, with a clear focus on SHANARRI: our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. 9 senior pupils took part in wellbeing training with local charity Ewen’s Room. There were three 90min sessions, meaning each pupil spent four and a half hours in training. This has equipped pupils with the tools to actively improve their wellbeing and provide peer support by teaching resilience-building and self-regulation skills.</p> <p>The LGBT Champion Group met every week at lunchtimes to work together to make the school more inclusive for LGBT+ people. This year they have bought in more inclusive books for our library, created a campaign for international day against homophobia, biphobia and transphobia, made informative LGBT displays for the school, created small pride flags for every classroom and helped create our new anti-bullying policy. They also carried out a survey of the S1s to see the impact of their transition workshop that they did with them when they were in P7 during their transition week. 77% of S1s said that the workshop helped them to understand who LGBT people are better.</p> <p>Almost all pupils completed SHINARRI survey- the results were very positive. One year group, while still majorly positive, was less positive than other years. Pupils were consulted about this, and measures put in place to help them feel more nurtured and respected.</p> <p>An anti- bullying policy has been agreed, following consultation with pupils, parents and staff.</p> <p>Praise tracker followed by awards at the end of term helped to promote our values and recognise and celebrate positive behaviour.</p>	<p>All staff do the anti-bullying online CPD by Respect Me?</p> <p>Achieve our RRSa (bronze)</p> <p>Introduce more ways for departments to celebrate success - postcards home?</p> <p>Increase opportunities for educational and experiential trips.</p> <p>Measure participation gap.</p> <p>Continue to work towards gaining our LGBT Youth Scotland Silver Award.</p> <p>Timetable house tutor time.</p>

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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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This year we used our Pupil Equity Fund (PEF) to:

- Provide extra PSA hours in BGE classes to target the development of develop Numeracy and Literacy skills in so doing remove barriers to attainment and improve chances of success with SQA courses when they get there. We timetabled extra support in most BGE English and Maths lessons as well targeted support for tasks and lessons in other subjects that needed extra support with regards Numeracy and Literacy
- Help us to implement a Reading programme called Fresh start - a proven phonics intervention for students aged 9-13+ who have slipped through the reading net. To help improve the reading skills of those who need it in S1 and S2. We targeted reluctant readers as well as those with literacy/ dyslexia related challenges. Assessments evidenced improved reading skills for that those pupils targeted.

Young people for a host of reasons – could be a lack of resources, or the early start- or simply that they prefer to hit the snooze button, miss out on breakfast We also used PEF money to fund our breakfast club. This was aimed at providing pupils, not only with sustenance, but also with a more welcoming start to the school day.

## Wider achievements

### Coileanaidhean nas fharsainghe

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The majority of our pupils participated in our Christmas Pantomime. # of our pupils have completed leadership programmes and have earned leadership awards. Duke of Edinburgh Bronze and Silver awards- a growing number of young people are participating with this programme, Youth and Philanthropy Initiative- all our S3 pupils completed this programme, and a team of seniors completed the Young Enterprise Scotland Companies Programme.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

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Pupils report that they think breakfast club is a great idea and makes the school more friendly. One comment was that their bus gets in too late for them to visit it. They enjoyed whole school rounders, basketball and sports day. S3 all enjoyed the trip to see Hamilton in Edinburgh. In the wish list: more school trips, a residential trip, longer before school starts, more PE and more after school and lunchtime activities. In a survey, most S2/3 (90%) said they had good/very good progress with their learning this year.

Parents "happy with the support from my child's guidance teacher"; " is really enjoys coming to school"; "really appreciate topics and tasks updates and work on google classroom" (island parent); parents nights- "friendly" "informative", "helpful"; "glad we're back to in person, prefer face to face". Identified issues "website needs improved"; "staffing issues, linked to housing"; "online bullying".

Staff comments, positives: "Observations, sharing resources and goals, communication." "Seeing a clear progression in the majority of S3 students. The penpal project has been very

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successful and overall they have engaged well with French this year, as evidenced by the very good results in the S3 exams." "Pupils take part in regular spaced retrieval through weekly testing and feedback" "Curriculum resources are highly differentiated, ensuring learners can access curriculum content" S1GL/GM settled in really well and engaged with learning.  
 Gaelic careers event visit. Visitors to department inc. SMO and CnaG  
 Returning senior pupils"

"Regular study support provided for pupils (Tuesday and Wednesday 16:00 - 17:00), providing pupils with an opportunity to review topics they are struggling with" I have tried to make some classes more accessible in terms of the materials by reducing the content or adjusting the pace. Literacy has been an area of development, and I have tried to put in more short and extended writing opportunities, with a particular focus on using subject-specific vocabulary. "

Weaknesses "Changing around of classes due to staffing." Courses very tight for time - found myself having to rush things at times due to pupils being away for various reasons despite access to google feeds" "Assignments - took to long to do - cut into valuable teaching time."

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed	

**Our overall evaluation of our capacity for continuous improvement is:**

**We are confident in our capacity for continuous improvement.**

(Add further comment if appropriate)

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Improving learning and engagement through effective planning, tracking and monitoring.

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2. Developing Skills for learning, life, and work.
3. Ensuring an ethos of inclusion, participation and positive relationships.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office

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# Appendix 1: Local and National Context

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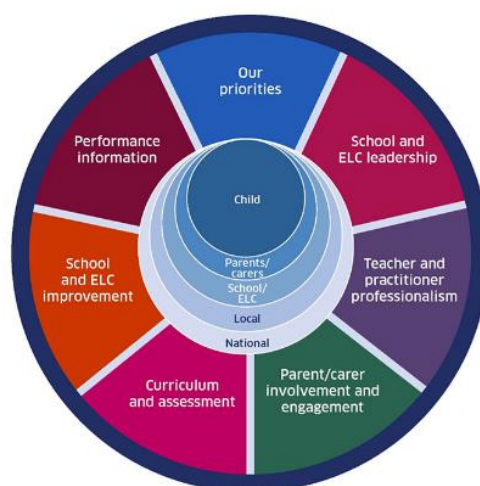
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



### Accuracy?

#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

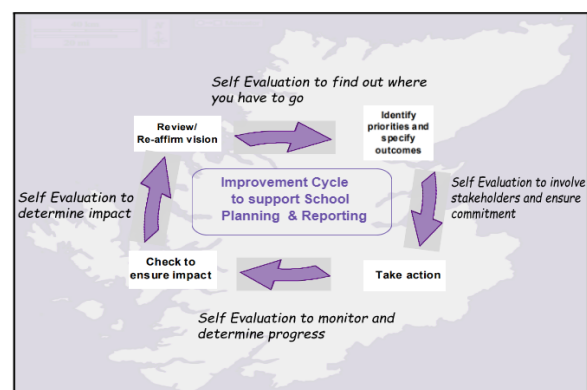
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name  
Head Teacher  
School

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Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
QI 1.3 Leadership of change			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p><b>Theme 1: Develop a shared vision, values and aims</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p><b>Theme 2: Strategic Planning for continuous improvement</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p><b>Theme 3: Implementing improvement and change</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	
QI 2.3 Learning, teaching and assessment			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p><b>Theme 1: Learning and engagement</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p><b>Theme 2: Quality of teaching</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p><b>Theme 3: Effective use of assessment</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	
<p><b>Theme 4: Planning, Tracking and Monitoring</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<p><b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b></p>	<p><b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b></p>	<p>What are you going to do now? What are your <b>improvement priorities</b> in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b></p>
<p><b>Theme 1: Wellbeing</b> Click here to insert text</p>	Click here to insert text	Click here to insert text	Choose an item.
<p><b>Theme 2: Fulfilment of statutory duties</b></p>	Click here to insert text	Click here to insert text	

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Click here to insert text			
<b>Theme 3: Inclusion and equality</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>QI 3.2 Raising attainment and achievement</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
Theme 1: <b>Attainment in Literacy and Numeracy</b> Click here to insert text	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Theme 2: Attainment over time</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 3: Overall quality of learners' achievement</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 4: Equity for all learners</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>QI 2.2 Curriculum: theme 3 Learning pathways</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
<b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
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