



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

MALLAIG PRIMARY SCHOOL BUNSGOIL MHALAIG



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Introduction: Local and National Context

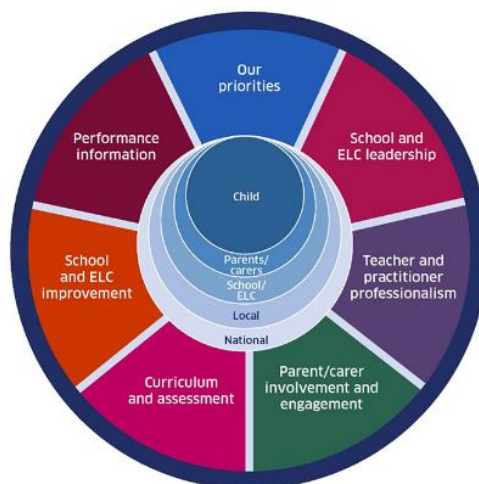
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2023-24. 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

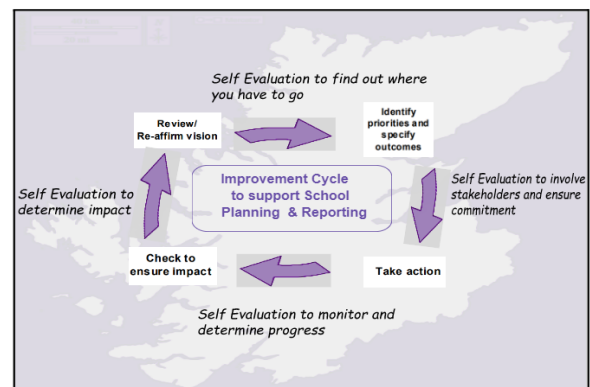
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-sìgridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Pamela Watt
Head Teacher

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 data sources.

Attendance 91.6%	Average Class Size 17.5	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 84	Teacher Numbers 5	Pupil Teacher Ratio 12.8
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N3 8%	N4 9.5%	P1 18%	P2 13%	P3 14%	P4 7%	P5 8%	P6 8%	P7 13%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 20-30%	SIMD Q4 70-80%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 36%	No ASN 64%	FSM³ 2%	No FSM 98%	EAL⁴ 1%	No EAL 99%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

Gaelic Medium 2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (C1, C4, C7 combined):

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Majority	Most

We have had no exclusions this year.

Mallaig Primary School is in a rural, coastal setting serving a local community of 700. Set in one of the most visually stunning, culturally-rich and historically-significant areas of North-West Europe, we strive to provide the perfect educational complement to the perfect place in which a young person could grow up.

There are 69 children attending the school with 14 children in nursery, ranging from N4 - P7.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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P1 – 3 and P4- 7 are taught multi-stage classes in both English Medium and Gaelic Medium. There are 30 children in Gaelic Medium and 39 children English Medium.

There are separate nurseries for Gaelic and English Medium for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Mallaig Primary School and Mallaig 3-18 which includes Arisaig, Lady Lovat and Inverie Primary Schools. The headteacher is supported by a Depute Head Teacher - who is also Depute for the other primaries - and a Principal Teacher.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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Our aims are:

- To ensure our children achieve their physical, emotional, social and intellectual potential, through a supportive, inclusive welcoming environment, one which promotes a strong sense of community.
- To strive for academic excellence by providing high standards of teaching and setting high expectations for all our learner.
- To encourage creativity and critical thinking skills and a sense of responsibility to the environment.
- To foster an appreciation of cultural diversity and global awareness.
- To promote healthy lifestyle choices, including an awareness of how to maintain mental health.
- To promote positive behaviour, as underpinned by our school values.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Raising Literacy Attainment

Purpose:

Attainment in literacy is below local authority and national average. Whilst improvements have been evident in previous years, there are still some areas which require additional development in order to increase attainment.

A focus on learning, teaching and assessment in writing, along with focus on aspects of emerging literacy in the early years is required to address this decline in attainment and ensure children are attaining expected levels.

Progress:

Talk for writing Fiction & Non-fiction – some staff undertook Highland led training during in-service days.

Impact:

Cold and hot tasks in Term 2,3 and 4 have shown that there are consistent improvements in attainment in writing amongst almost all pupils.

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Assessment in writing has been structured around cold and hot tasks, and staff continue to use the writing rubrics for wider assessment of writing/ to support teacher judgements.

Attainment in writing has improved across all classes, with evidence in assessments and pupil's regular work.

A rhyming basket was created for use between both nurseries.

Children have demonstrated increased confidence in rhyming in the nurseries.

Writing assessments are consistent across GM classes - Gaelic writing rubrics are functionally completed and in use.

SNSA/ MCNG assessments support teacher judgements.

In most classes, feedback to pupils is formative in nature and supports pupils to improve their writing.

Bi-annual tracking meetings with SMT. Pupils requiring further challenge or support are identified and interventions agreed.

Pupil oral Gaelic has improved significantly across the school, but particularly in the early years.

Almost all Staff and pupils are more confident in using assessment tasks to identify targets for progress.

Some staff feel they are confident following training undertaken, but most staff feel that additional training/ support is required.

Almost all pupils are demonstrating confidence in rhyming in the nurseries, It is difficult to rhyme in Gaelic, and therefore English resources have been utilised to attain this target.

All GM staff are confident in their usage and purpose.

Some staff have undertaken training for Wraparound Spelling

The majority of pupils are making good progress in spelling/ phonics.

Children's confidence in using their oral Gaelic has increased and most pupils are initiating conversations/ discussions in Gaelic, with less reliance on English vocabulary.

Next steps:

- Ensure all staff undergo training in Talk for Writing – Fiction and non-fiction.
- Moderation opportunities should be included in WTA within the school, and cluster-wide. GM staff should have opportunities to moderate writing beyond the ASG, with other GM schools/ units. Participation in Highland wide GM moderation exercise.
- Collegiate opportunities for sharing good practice; more experienced/ confident staff to support less experienced.
- Engagement with Highland wide moderation activity – Gaelic and English
- All staff should be trained fully in Wraparound Spelling principles and practices.
- A robust phonics programme should be implemented in all classes: Gaelic medium p4 onwards should follow a robust programme to ensure English phonics/ spelling patterns are introduced in a structured manner.

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Purpose:

Impact of Covid on language acquisition and inconsistency of staffing in the total immersion stage combined leading to less confidence in using spoken Gaelic by pupils.

Progress:

Oral Language Progression continues to be a priority for GM staff, and is due to be trialled from August 2024 - Staff have utilised CPD time well to address targeted areas, and have collaborated efficiently on the creation of the document. Staff have worked to combine different oral progressions to one document.

Improved use of spoken Gaelic across all stages in GME is evident and pupils are clear on the expectations of use.

Pupils are supporting and encouraging each other to use Gaelic in and around the school and this can be heard.

Gaelic audit is being created, with initial collaboration from HT from Acharacle Primary School.

There is a Gaelic pupil voice committee who meet at least once a month.

Community ceilidh was held in Term 3, which was well attended.

Impact:

All GM staff have been involved in updating the Oral Language progression, and in identifying areas to target.

Almost all pupils are supporting and encouraging each other to use Gaelic in and around the school and this can be heard.

Awareness and support of Gaelic language across the whole school has increased.

Most pupils have identified successes in Gaelic at celebration assemblies as positive achievements and have shared this with peers and other staff within assembly and newsletters. Key successes have been shared in local press and on social media platforms.

All GME pupils have experienced positive experiences, results and feedback from participation in local events such as Cuach na Cloinne and Local Mòds.

Ceilidh was well attended and was a successful fundraising venture, as well as a success in terms of increasing engagement with Gaelic music and culture.

Next steps:

- Dedicated development time for GM staff (including nursery) to continue work on the Gaelic Audit and the completion and subsequent evaluation of the oral language progression.
- Extend opportunities for bringing Gaelic speakers into the school and/ or beyond the school community, to encourage children to utilise Gaelic beyond the classroom.
- Ensure that Gaelic is recognised and promoted across the cluster and in the wider community.
- Build in additional time for Gaelic only whole-school assemblies.
- Increase parental engagement.

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Purpose:

Diagnostic assessments and standardised assessments show that basic facts (core skills) are below other aspects of numeracy.

Progress:

Number recognition has been a key focus in numeracy in Nursery classes.

A number display board has been created for the outdoor area.

Targets have been incorporated into planning, to support and enhance numeracy in the nurseries.

National standardised assessments were undertaken for P1, P4 and P7.

Pupil attainment in MCNG/ SNSA is consistent with staff judgements.

Bi-annual tracking meetings with SMT. Pupils requiring further challenge or support are identified and interventions agreed.

Most children have opportunities to set targets for numeracy and review these with teaching staff.

Teachers have focused heavily on the development of basic facts, to raise attainment.

Next steps:

- Continue to embed basic facts and raise attainment – share good practice across the cluster.
- Highland wide moderation activity in numeracy.
- Consider additional resources which will support increasing attainment in basic facts acquisition.
- Look at HNP Basic facts assessments and edit to match benchmarks and realistic expectations across all levels.
- Ensure all staff are familiar with the administration of HNP assessments: ensure staff receive relevant training as identified and required.

Impact:

The majority of pupils continue to find basic facts a challenge – staff feel that the assessments used do not match the benchmarks well.

Most Nursery pupils are confident in number recognition.

Majority of pupils are achieving national expected levels of attainment.

Most children are confident in sharing their current targets and in giving information in regards to how they are progressing.

Some pupils are achieving beyond their expected levels of attainment (of basic facts).

The majority of pupils are not achieving the expected level for basic facts within the HNP diagnostics.

Purpose:

To improve the health and wellbeing of our young people, ensuring they are all safe, healthy, achieving, nurtured, active, respected, responsible and included. Skills within Health and wellbeing have been highlighted by wellbeing wheels and staff within the school and playground. This includes emotional literacy, communication, teamwork, self-esteem, confidence and resilience.

Progress:

All pupils are part of a Pupil Voice group from P1-7. Pupils chose which committee they wished to be part of. Staff members (teachers and PSAs) lead different groups, who meet at least monthly.

All upper pupils took part in Cluster wide sports activities. These included Cross-Country and rugby.

Some pupils had the opportunity to represent the school at Lochaber wide sports events including Cross Country, Tag Rugby, Swimming Gala.

All pupils were involved in Ewen's room workshops, focusing on mental health and emotional wellbeing.

Wellbeing wheels/ pupil surveys have provided information regarding pupil confidences across a range of SHANARRI indicators, are beyond. Wheels were adapted in T4 for infant classes, to make them more accessible for younger pupils.

Next steps:

- Ensure regular input regarding SHANARRI wellbeing indicators to ensure pupil familiarisation—integrate with assemblies.
- Extend opportunities across the cluster for pupil collaborations (not just at sporting events).
- Build in time for assemblies with a variety of audiences – whole school, Gaelic, P1-3 and P4-7, consider including the nursery.

Impact:

Most pupils feel their voice is heard and valued when they are completing feedback questionnaires/ during oral discussions.

All pupils had the opportunity to take part in competitive team games which isn't always possible in individual schools. Pupils feedback is positive about these events both for sport and social opportunities.

Most Pupils are confident in talking about their feelings and in supporting their peers emotionally.

Most pupils are confident in seeking additional help and/ or support as required, for their mental health and wellbeing.

Some pupils (particularly upper school) are able to identify and give examples of SHANARRI indicators.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We utilised our funding to pay for additional PSA support staff.

Our PEF Plan 2023-2024 focussed on:

- Emerging Literacy - Following pupil assessments of EL, pupil groups were targeted for additional in EM, and PSA support was allocated to address areas. (No support was allocated for GM P1). Almost all pupils scored highly in assessments and continue to make good progress in phonological awareness.
- Talk for Writing support - Cold and hot tasks, and writing assessment rubrics in Term 2,3 and 4 have shown that there are consistent improvements in attainment in writing amongst almost all pupils. The majority of pupils are achieving the expected level of attainment, and notable improvements are being made amongst those who have not yet attained levels.
- Literacy (phonics) - Most pupils are achieving expected levels, and significant progress has been made with pupils who are yet to achieve expected levels. Targets have been identified and PSA support has been successful in providing targeted support to individuals and small groups, leading to increase in attainment and achievement.
- Numeracy – Our plan was unsuccessfully carried out due to significant staff absences, and therefore progress in numeracy has been variable across different classes/ stages. There has been notable progress made in the top end of upper classes where significant PSA support was targeted, but basic facts continues to be an area for development across the school. However, numeracy attainment overall is high and the majority of pupils are attaining the expected levels of achievement, with some excelling beyond expected levels.

Wider achievements

Coileanaidhean nas fharsainghe

- Inter-school sports Lochaber wide e.g swimming gala (pupils won the medium school category), cross country P4-7, Tag Rugby P4-7
- Cuach na Cloinne – GM 4-7 competed in Lochaber
- Literary competitions - Write Highland Hoolie.
- Cluster events - basketball tournament, Inter-faith day (March 2024)
- Participation at Fèis Oigridh na Mara event (June 2024)
- Visiting groups and specialists, including Vicky Last, Schools Observatory Astronomy Club, Hans Unkles coming in to talk about his all electric fishing boat to P4-7, YMI visits with Eilidh Shaw for EM4-7, a variety of local business' discussing how they reduce sea litter and local athletes talking about nutrition to P4-7.
- P6/7 visited the Newton Room in Lochaber
- Visit to the church at Christmas for carols and a service
- Big Garden Bird Watch 2024
- Walk to school week May 2024
- World Book day activity day
- RNLI visit from Michael Ian and Helen Webb, followed by making RNLI bunting for the village
- P4-7 singing carols for the Christmas Lunch in the community centre.
- Ewen's room visits across the year, from nursery to P7
- Within Eco school the children and parent council have worked together to set up the group 'Mallaig Clean'. This has included regular litter picks both in Mallaig and on local beaches, community involvement and fundraising.
- School was awarded their 5th Green Eco Schools Flag (May 2024)

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- Pantomime production at Christmas - Jock and the Shortcut Walk
- Library visits
- Loch Insh Skiing – February 2024
- Christmas Craft Fayre - P4-7 produced and sold enterprise projects
- P1-3 undertake online Kodaly lessons across the year
- Swimming lessons at Mallaig Pool in Term 4 for all primary pupils
- School trip to Landmark June 2024
- Cluster Sports Day June 2024
- Participation at local Mods – Mull (September 2023), Ardnamurchan (June 2024)
- Participation at National Mod
- Participation at Lochaber Music festival – Success in brass, poetry and bible reading.
- Introduction of brass tuition through High Life Highland.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

“It is always a very happy place – the children are very welcoming and cheery!” – visitor

Pupil comments:

“Almost everybody tries their best.”

“The PSAs care for us, and so do our teachers.”

“We would like a smoother football pitch!”

“Tha duaisean math again airson 100 puingean!”

“Tha na dìnnearan-sgoile blàsta”.

“Tha e uabhasach cudromach gu bheil sinn ag obair air Mallaig Clean.”

“We liked doing the Frost Unicorn.”

Staff comments:

“I feel my Gaelic has improved massively, gaining confidence in using it.”

“We make the nursery a safe, happy place for each individual child.”

“Individual performance, as well as team sports” – is going particularly well.

“Motivation of most children seems high.”

“We have a wide range of skilled professionals who ensure high quality of provision across the curriculum.”

“There are strong relationships between staff and pupils based on values.”

“Nursery is very welcoming and pupil behaviour is excellent.”

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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 the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Very good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Improving Assessment to support and enhance Learning and Teaching
- Raising attainment in literacy (tools for writing/ Talk for Writing)
- Developing collaborative leadership and all levels to support change and improvement which is relevant and meaningful to the context of the school.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

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