

# Standards and Quality Report

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2021 - 2022

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

## Our Cluster

*Brief and accessible summary (with parents/carers as audience) which may include some or all of the following: local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc. Reports should also include evaluative comment on attendance and exclusion data.*

Following a phased introduction from January 2018, Arisaig Primary & Nursery, Inverie Primary School & Nursery, Lady Lovat Primary, Mallaig Primary School and Mallaig High School became part of a 3-18 management structure. A Head Teacher and two Deputy Head Teachers were appointed as part of the restructure. A new Headteacher for the cluster took up post in October 2020. Principal Teachers have been appointed in two of the Primary schools within the cluster, with two more Point 1 PT's still to be appointed.

Mallaig High School there is currently staffed with 15 full-time teachers and 0.2 German teacher. We have

five Principal Teachers: – three Principal Teachers of Pupil Support, one Principal Teacher of Learning Support and a Principal Teacher of Health and Wellbeing. There is scope to appoint further Principal Teachers, addressing this key priority will enhance our capacity for improvement.

As a small, remote and rural school, we are mindful of the limitations placed on our curricular offer and we are keen to identify and maximise opportunities to expand this. Our teaching team has been enhanced through partnership with West Highland College which has provided us with a Cookery Teacher for two days- delivering practical cookery lessons for S1-3 and enabling us to offer a National 5 Hospitality course for senior pupils. This has been a really positive development. Another significant curricular change has been the addition of Drama. All year groups now have the opportunity to participate in Drama classes. The Drama teacher is keen to work with other departments to explore how Drama can be used to enrich their programmes.

Working with Highland Virtual Academy and West Highland College, we continue to broaden our curricular offer through remote learning. Senior pupils are offered a range of courses including: Psychology (N5 and H); Business Management (H); Photography (H) and Advanced Highers in Maths; Computing Science (N5 and H); Cyber Security (H) and Foundation Apprenticeships in Creative & Digital Media and Social Services and Health Care.

The role of Administrative Team Leader (Schools) is now also in place. This has been a very positive development, which supports the Senior Leadership Team and office colleagues across the 3-18 cluster.

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Other members of the High School team include an Active Schools Coordinator and Developing the Young Workforce School Co-ordinator.

The cluster's SMT aim to take advantage of the opportunities for collaborative working and the sharing of resources that are possible within the cluster, while respecting the separate identities of the individual schools.

The High School was visited by HMIe in January 2020. The main findings were:

*The positive climate for learning based on a respectful and caring environment. The commitment of the wider school community to work well together to meet the needs of young people. In tailoring the curriculum, through the medium of English, to meet the needs of young people within a unique island and rural context.*

*The staff team's ownership and empowerment to use their professional learning to provide relevant and motivating learning experiences and qualifications for young people*

*Provide further opportunities for young people to evaluate their learning. Provide more leadership roles for young people and enable them to take a more active part in shaping change and improvement.*

*Building on recent improvements, continue to raise attainment, particularly in numeracy and mathematics.*

*Put in place strategic arrangements to support continuous improvement based on national Gaelic Medium Education policy and advice. Young people need more regular opportunities to develop their fluency in the language.*

Mallaig Primary School is situated at the heart of the community in the village of Mallaig. It enjoys panoramic views over the harbour. The school has both an English Medium and Gaelic Medium streaming in both Nursery and School. Each stream has 2 classes in primary split into GM P1-3 and GM P4-7 and EM 1-4 and EM 4-7. The school has strong links with local community including the local clergy and local businesses and services.

Lady Lovat Primary School is a beautiful, rural school in the centre of the village of Morar. It has 2 classes, P1-4 and P5-7. It has very strong parent support and enjoys good links with the local community- including volunteers who help out with music.

Arisaig Primary is a historic building in a rural setting on the outskirts of the village of Arisaig. It has two classes, P1-4 and P5-7. The children enjoy opportunities to be active and have good access to music tuition. The school is well supported by parents. In December 21, the new nursery was completed, allowing the nursery to move out of the gym hall in the school and into its own dedicated new building which fully meets the requirements of the Early Learning and Childcare expansion programme.

Arisaig Primary was visited by HMI in June 2019 and revisited in Nov 2021. They commented on the following features:

*The positive relationships across all members of the school and nursery community, which enable children to feel valued, safe and secure.*

*The initial steps taken by the new senior leadership team to identify improvement priorities specifically relating to learning, teaching and assessment.*

*The motivated, articulate children in the nursery who are making good progress in their learning.*

*The need to develop approaches to assessment in line with national guidance, to ensure it informs high quality planned learning and teaching which meets the needs of all children.*

We look forward to welcoming HMI in December and sharing our positive developments in areas of literacy, numeracy and pupil agency.

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Inverie Primary School & Nursery serves the community of approximately 120 people on the Knoydart peninsula. It is a one teacher school with one class and one Early Years Practitioner with the nursery. There is strong parental involvement in the school and the community is very supportive.

The last QI visit for Mallaig, Arisaig & Lady Lovat Primaries was in February 2019. Development areas that were advised included: developing clear numeracy overviews and trackers; establishing clear expectations regarding planning/ assessments and school/Highland resources; developing the remit and purpose of pupil committees; further developing the use of learning conversations; exploring teaching and learning strategies to encourage pupils to think more deeply about their learning and take more ownership of their work; share and spread the good practice that exists across the cluster through peer visits/ CAP time/shared planning

### Local Benchmark Measure: Improving attainment in Literacy & Numeracy

#### LITERACY

	Level 4			Level 5		
	2019	2020	2021	2019	2020	2021
<b>Mallaig HS</b>	100%	90.91%	100%	96.15%	86.36%	95.65%
Virtual Comparator	93.08%	93.18%	91.30%	76.92%	80.45%	70.43%
Highland	91.1%	91.8%	90.2%	73.3%	74.7%	72.8%
National	90.9%	92%	91.7%	71.8%	73.8%	73.4%

#### NUMERACY

	Level 4			Level 5		
	2019	2020	2021	2019	2020	2021
<b>Mallaig HS</b>	73.08%	81.82%	60.87%	50%	77.27%	43.48%
Virtual Comparator	91.92%	90.91%	85.22%	59.62%	67.27%	58.26%
Highland	84.9%	85.73%	81.3%	52.8%	57.4%	49.8%
National	86.8%	88.6%	85.6%	57.4%	61.1%	56.2%

### Breadth and Depth Measures

% of cohort achieving 5+ awards at Level 5 or better by the end of S4.

	2019	2020	2021
<b>Mallaig HS</b>	56.2%	77.3%	47.8%
Virtual Comparator	65.4%	59.6%	56.5%
Highland	45.8%	52.7%	47.6%
National	49.9%	55.4%	53.7%

% of cohort achieving 1+ awards at Level 6 or better by the end of S5.

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	2019	2020	2021
<b>Mallaig HS</b>	65%	84.6%	85.7%
Virtual Comparator	67.5%	71.5%	72.4%
Highland	60.3%	61.2%	63.8%
National	61.8%	64.3%	66%

**% of cohort achieving 3+ awards at Level 6 or better by the end of S5.**

	2019	2020	2021
<b>Mallaig HS</b>	45%	65.4%	66.7%
Virtual Comparator	51.5%	51.9%	56.7%
Highland	40.45%	42.6%	42.4%
National	42.7%	46.3%	47.8%

**% of cohort achieving 5+ awards at Level 6 or better by the end of S5.**

	2019	2020	2021
<b>Mallaig HS</b>	20%	34.6%	47.6%
Virtual Comparator	27.5%	28.1%	27.1%
Highland	18.8%	19.6%	18.2%
National	22.4%	24.2%	24.7%

**% of cohort achieving 3+ awards at Level 6 or better by the end of S6.**

	2019	2020	2021
<b>Mallaig HS</b>	62.5%	52.6%	69.2%
Virtual Comparator	56.3%	61.1%	60.4%
Highland	44.7%	49.8%	51.5%
National	49.6%	52%	54.9%

**% of cohort achieving 5+ awards at Level 6 or better by the end of S6.**

	2019	2020	2021
<b>Mallaig HS</b>	45.8%	42.1%	50%
Virtual Comparator	40%	45.8%	45.8%
Highland	29.7%	34.1%	34.4%
National	35.1%	38.1%	41%

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**% of cohort achieving 1+ awards at Level 7 or better by the end of S6.**

	2019	2020	2021
<b>Mallaig HS</b>	29.2%	26.3%	42.3%
Virtual Comparator	20.8%	33.2%	32.3%
Highland	19.8%	20.9%	23.2%
National	21.6%	24.2%	27.5%

	CfE levels	Cluster				Highland				Scotland			
		P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7	P1	P4	P7	P1,4,7
<b>Reading</b>	June												
	2016	67%	81%	86%	81%	73	67	68		81	75	72	
	2017	69%	55%	60%	61%	70	71	69	70	80	77	76	78
	2018	76%	61%	75%	71%	74	68	71	71	81	77	79	79
	2019	40%	27%	44%	39%	72	69	70	70	82	78	80	80
	2020												
	2021	78%	63%	28%	48%	62	60	63	62	77	73	76	75
<b>Writing</b>	June												
	2016	67%	81%	82%	79%	68	58	60		78	69	65	
	2017	69%	45%	65%	61%	68	64	59	63	77	71	69	72
	2018	76%	56%	75%	69%	73	63	63	66	78	72	73	74
	2019	33%	27%	17%	25%	71	62	60	64	79	73	74	75
	2020												
	2021	56%	44%	32%	40%	57	52	53	54	74	67	69	70
<b>Numeracy</b>	June												
	2016	75%	85%	83%	82%	77	66	61		84	73	68	
	2017	69%	40%	50%	52%	72	68	59	66	83	75	70	76
	2018	83%	56%	73%	69%	77	66	66	70	85	76	75	78
	2019	17%	27%	40%	29%	75	66	62	67	85	77	76	79
	2020												
	2021	83%	44%	24%	40%	68	57	57	60	81	72	72	75
<b>L&amp;T</b>	June												
	2016	56%	88%	100%	87%	82	75	76		85	81	77	
	2017	69%	64%	65%	66%	76	79	76	77	85	83	81	83
	2018	76%	89%	80%	82%	82	78	79	80	87	85	84	85
	2019	27%	55%	39%	39%	79	79	74	77	87	85	86	86
	2020												
	2021	33%	63%	60%	56%	74	72	69	72	84	82	82	83
<b>Literacy</b>	June												
	2016	56%	75%	82%	74%	63	56	55	58				
	2017	69%	45%	60%	59%	61	59	55	58	74	68	66	69
	2018	76%	56%	75%	69%	66	57	59	60	75	69	70	71
	2019	27%	27%	11%	20%	64	57	54	58	76	70	71	72
	2020			bo									
	2021	22%	44%	20%	28%	53%	47%	49%	49%	71	64	66	67

Pupil Count

Year	Primary		
	Primary 1	Primary 4	Primary 7
2016	8	13	18
2017	13	15	20
2018	17	18	15
2019	15	11	15
2021	9	16	21

Attendance Summary Needed

Exclusion Data there were no exclusions in 2021/22

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## Our Cluster Vision, Values and Aims

As we migrated to a 3-18, we revisited our aims as a cluster. Following a period of consultation with pupils, parents and staff we identified Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion as our school values. We are conscious that these need to be further embedded – particularly in the High School.

We aim to be a school full of people who see learning as a good thing and who work together to learn and to improve their skills. We will put our best efforts into everything that we do. We will aim high and try to constantly improve our performance by looking at what we have already done.

We will make special efforts to make sure that everyone across our learning community feels cared for, valued and well supported. We want everyone to be happy and making healthy choices for their lives.

We will be open in our work and try to listen to everyone's opinion. We will show respect for everyone. We will treat everyone fairly. We will learn about, investigate and participate in the world beyond the school gates and the world beyond Lochaber.

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## Pupil Voice: what is working well in our 3-18 Arisaig Primary

Our children and young people identified the following strengths for our school this session:

- More time for reading and more books in library for personal choice.
- More wood in the outdoor classroom and materials for making dens in it.
- Encourage more wild animals in the Outdoor Classrooms
- Foam Frisbees to play with and go to the Outdoor Classroom more.
- A really good basketball for outside.

## Pupil Voice: what changes would you like to see made in our school

Our children and young people identified the following changes they would like to see and the difference these changes could make.

What changes would you like to see made?

- School picnics- start again
- Our hall in school to be fixed so we don't have to walk down for PE and we can do concerts and things again.
- More choice for school lunches and our meals cooked here, themed lunches
- Doing more activities across the school like Art

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- Improve and finish all the work on our playground- we are having lots of accidents. Make sure it is safe
- Get an Astro turf pitch
- A school pet
- Getting more workshops and performances into our school or with the other schools
- More Pokemon toys to play with in school
- A new charging station for our Chromebooks in the wee ones' class
- More storage cupboards in school

### **Pupil Voice: what is working well in our 3-18 Inverie Primary**

Our children and young people identified the following strengths for our school this session:

- Outdoor Classroom- we do lots of learning for different subjects like finding coloured things using our French
- Free play- getting time to choose what to play, building things tall and wide
- I like school. Being outside and playing with the other kids. We play lots of different games together
- I really like maths, we all do well in maths. I liked sports day when we got to meet up with other children. I liked the 3 - legged race. Muireann reminded of my friend from England.
- The cross country in Inverie- I came first!

### **Pupil Voice: what changes would you like to see made at Inverie Primary**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More time for reading and more books in library for personal choice.
- More wood in the outdoor classroom and materials for making dens in it.
- Encourage more wild animals in the Outdoor Classrooms
- Foam Frisbees to play with and go to the Outdoor Classroom more.
- A really good basketball for outside.

### **Pupil Voice: what is working well in our 3-18 Lady Lovat**

Our children and young people identified the following strengths for our school this session:

- Outdoor learning- den making lots of new equipment for outdoor play and learning

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- We made a mini-beast den- we saw lots of different mini-beasts. In the compost bin we saw slow worms
- We painted games on our playground
- Loch Insh trip- lots of outdoor activities and a we stayed over- I hope we are going again!
- We cleared out the music room so we could use it again for music lessons
- Taking part in competitions like the Highland Hoolie and Show racism the red card
- Doing things again with the other schools like cross country but it is a wee bit scary!
- We have a new common room for activities because we're all in one class now
- I enjoyed sports day
- It is nice having our parent sin again for the Open afternoons
- Basketball tournament because we mixed with the other school (and my team came first)
- Continue planting things in the spring
- Lots of learning outdoors- art and things
- It's great that we can go over and use the pitch and playpark across from the school

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- We want the Music Room fully cleared out and to finish our plans for it!
- Finish the painting in the playground- we need the rain to stop to do this!
- We would like a gymnastics space
- Continue to improve the outdoor space
- More open afternoons to have parents in
- More opportunities for tournaments and sports with the other schools in the cluster
- Basketball hoops- for outside
- To have access to the wild space at the back of the school- there is so much space wasted.
- Planting again next year
- Would like a triathlon
- Celebrating big sporting events

### **Pupil Voice: what is working well in our 3-18 Mallaig Primary EM**

Our children and young people identified the following strengths for our school this session:

P1-3

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- Enjoying maths- learning about money
- Making friends and playing with our friends
- Playing with everyone from other classes- I remember when we weren't allowed to because of Covid
- French- I like learning numbers and colours
- The outdoor classroom- I help to keep it clean
- Helping other people on the chromebooks
- Playing nicely in the outdoor classroom
- Learning more about forces- pushing and pulling
- Learning to tell the time
- Getting number questions right
- Playing with all my friends
- Playing with my friends
- Joining in games with other people
- Exploring the school
- No one pushes me
- No one punches you

#### P4-7

- Behaviour is getting better- people have better manners and are using the values and talking about the values help us show them
- More staff helping with First Aid
- Less problems at football at break times
- We can actually join in things with other schools
- School equipment- outdoor classroom and footballs and new PE equipment
- Good Playground equipment
- We can now play together mixing classes
- We can have proper celebrations, events and assemblies- they don't all have to be online
- Good equipment to support our learning- pens, whiteboards, counters, number squares, numicon, chromebooks, calculators
- Meet up with other school for sporting events
- People are being included in games
- School is good fun
- Buddies and teeth mean we can help the little ones
- More ice-packs available
- Cross country and meeting up with the other people
- Room 13 open again with lots of resources
- I like maths- I like adding and taking away
- Pantomime and linking up with other schools
- No online assemblies- it's so much better in person
- Visiting the Mackintosh centre, open afternoons, parents coming in, parents meetings and school dances
- Swapping over for Music and Drama with the P4-7 class teachers

#### **Pupil Voice: what changes would you like to see made? English Medium**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

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### P1-3

- Going on more trips
- I would like to meet up with the other schools more
- I would like to visit the other schools
- People tidying up after themselves

### P4-7

- We need a new pitch there are bumps, puddles and there are people getting hurt at least once a day. Some people have had to go to doctors because of the pitch.
- The cars need protected from us kicking the balls as we have had some broken windows
- We need our fence put back up as stags get in and people can get in and out.
- Safe passages for people to walk past the pitch
- The bell being fixed-we can't hear it in the playground
- We need the car park fenced off
- Carpets and steps need repaired in the school as people trip

## **Pupil Voice: what is working well in our 3-18 Mallaig Primary Gaidhlig Medium**

Our children and young people identified the following strengths for our school this session:

### P1-3

- Sports Day-it was my birthday- it was nice to see the other schools
- School trips- the wildlife park was great
- Working hard in our class- obair cruaidh
- Visits to the Mackintosh centre to see the old folk
- Visits to the Lifeboat
- New groups in the class- sitting with different people on different days
- Going to the Highland Hoolie- taking part in competitions
- Helping the foodbank
- Nursery coming in for transition visits to get ready for school
- Going to the Mòd
- Swimming lessons
- New pupils in the school
- Circular walk
- Halloween

### P4-7

What is working well in our school?

- Playground- supervision in the playground and people can go for help
- Problems with football have improved
- Cleaners in the school
- Drama and Music- doing the Pantomime
- Trips to Loch Insh and outward bound etc
- Being back in school and not having to isolate
- Classes allowed to mix again in school and in playground

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- It's so nice that we are all together again and can play together as during lockdowns we could only meet up online
- Committees in the school are going well- it's good to have them back
- More school trips, meeting up with the other schools and doing things together
- More visitors again- it's good to have people back in the school
- It's good to have tournaments back again and to play with other schools
- New PE equipment
- Linking up with the other schools- Jammin Andy, sports etc
- PSAs- helping us in the playground and helping us in class and taking us out
- Our teachers

### **Pupil Voice: what changes would you like to see made? Gaidhlig Medium**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

#### P1-3

- More opportunities to visit places like Arisaig Gardens, local parks
- Getting everyone together for assemblies in the cluster- not just online
- We would like to visit other Gaelic schools in Skye and Acharacle
- More school trips
- Ice skating trip
- Trip to Eigg Rum
- Trip to Harris
- Go to Inverie
- Christmas shows again
- Visits to the other schools in cluster
- Trip to Traigh

#### P4-7

- Keep the adult support in the playground
- More opportunities to mix with the younger classes- to play, baking, reading. Helping with Gaelic
- We need a new playground/pitch and equipment
- Have access to the hill and area outside the playground (a wild area)
- More equipment to play with
- Start up the tuckshop again
- Have things taken away if we don't look after them
- Playground equipment- more added to the trimtrails but not toys that get broken and left out
- Get everyone to look after the things we have outside

### **Pupil Voice: what is working well in our 3-18 Mallaig High School**

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Our children and young people identified the following strengths for our school this session:

Pupils have taken part in the PASS (Pupil Attitudes to Self and School) Survey. This survey analyses nine key areas related to their attitude to self/school and so gives us an insight into the attitudes that they bring to their learning and the feelings they have about their place in the broader social context of the school.

These areas/ factors are:

- Feelings about school
- Perceived learning capability
- Self-regard as a learner
- Preparedness for learning
- Attitudes to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Response to curriculum demands

Across all areas, our pupils fell into the top category, indicating “High Satisfaction with their school experience. “

The two top scoring categories are preparedness for learning and attitudes to teachers.”

**Recent feedback from the Pupil Council.** Pupils are happy with: the amount of activity going on around the school; school wi-fi; study spaces; very happy with the canteen. Quite happy with the level of choice within classrooms.

### MHS Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Pass Survey- although all factors indicated high satisfaction, a couple Self- regard as a learner and confidence in learning were a bit lower.

Feedback from Pupil Council:

Pupils would like to see a return of the Breakfast Club; more after-schools clubs – but avoid scheduling these for a Friday; toilets- several maintenance issues need to be addressed; permission to use the Gym during PE lessons; S3 would like to see a reduced S3 timetable, allowing for greater specialisation and preparation for certificate classes; Digital resources- pupils prefer older touch screen Chromebooks. One area of the school, the yellow stairwell feels a bit crowded at lunchtime.

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## Our Improvement Journey Headlines Session 2021/22

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

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

#### Health and Wellbeing

##### Progress and impact:

- A new PSE curriculum covering Mental, Emotional, Social and Physical Wellbeing has been developed and put into use across all year groups.
- The school celebrated Pride Month. Junior PSE lessons made LGBT+ flags for display in the school. Rainbow ribbons were made by pupils and all staff wore these. Pupils were encouraged to wear these too. An assembly on Pride Month highlighted the history of the LGBT+ movement and why we celebrate Pride.
- The GL Assessment PASS (pupil attitudes to self and school) Survey was administered to all pupils. This survey will be used to support pupil wellbeing.
- An effort has been made to improve our counselling offer for pupils. Our school counsellor has spoken to every year group and staff to explain what she offers. Posters, emails and announcements on the 'Parents App' have been used to advertise the service. Uptake has increased and more pupils have benefitted from counselling.
- Our school counsellor has run resilience sessions with S2 pupils to target issues with bullying and emotional health.
- A group of young people have undertaken training with local charity Ewen's Room to become Wellbeing Champions. This gives pupils the tools to actively improve their wellbeing and provide peer support, by teaching resilience-building and self-regulation skills.
- PSA staff and PT of Wellbeing are undertaking training in supporting the mental health and wellbeing of children and young people through everyday relationships.
- A new web page has been developed for Health and Wellbeing on the school website: <https://www.mallaighigh.org/health-and-wellbeing>. This page offers a range of support to pupils and parents.
- We have run an Online Safety session with Robert Quigley (Collaborative Lead - Digital) parents across the cluster, highlighting the current challenges faced and resources to help keep young people safe online.
- We have worked with DYW to provide every S3 with a work experience placement and S5/6 a mock interview with an employer from various different industries.

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Working with partners – Ewan's Room, NHS, DYW, Skills Development Scotland, Youth And Philanthropy lead, local employers- continues to be a key strength of this development. Very good progress has been made in this area.

**Next steps:**

Continue to develop the PSE syllabus. Work towards a Rights Aware School Bronze Award; Work with Ewan's Room to improve our counselling offer and extend Wellbeing Champions Project to improve peer support; work towards gaining the LGBT Charter. Introduce How Good is **Our** School - pupil version of our evaluation framework.

**Improvement Project 2:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Raising Attainment Numeracy

**Progress and impact:**

All our Higher candidates achieved A grades.

75% of our National 5 Mathematics Candidates achieved A grades

All our National 5 Mathematics and Applications of Mathematics candidates achieved a pass.

Students are increasingly taking responsibility for their own learning: using homework and weekly tests to review previous learning and supporting each other in revision sessions to ensure all students understand their maths.

Across the cluster all students, from P1 to S6, have benefited from the increased use of manipulatives (physical objects) to deepen students' understanding and helping them make connections between different areas of maths.

We have increased our High School staff, welcoming the many skills our second teacher brings to the school.

We now offer Higher Applications of Mathematics, offering a route for those who don't plan a maths, engineering or physics career, and adding opportunities for Level 6 qualifications in Statistics and Finance.

Celebrating Maths Week Scotland with a variety of activities, including the Maths Wi Nae Borders competition, rocket car building and visits from local businesses to explain how they use maths in work.

Maths PT runs weekly support sessions, these are well attended.

Very good headway has been made developing pupil confidence and making numeracy more relevant to pupils. In our Primary's staff have engaged collegiately and positively with the The Highland Numeracy Strategy and have made very good progress towards its desired outcomes:

- Improved attainment and confidence in numeracy and mathematics across all stages
- Shared understanding amongst staff of how young people progress in numeracy and of effective learning and teaching strategies in numeracy

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**Next steps:**

Increase MHS non-maths teachers understanding of and confidence to support numeracy outcomes in their classes. Build on success of our Maths Week events. Share good practice across the cluster, encourage a better appreciation of numeracy development and exploit opportunities for making links to prior learning.

**Improvement Project 3:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** LITERACY

**Progress and impact:**

A group of teachers from across the 3-18 have formed a working party to progress this development. Good headway has been made ensuring that tracking and monitoring is consistent and timetabled. Baseline diagnostics are used to identify gaps; resources to support literacy and Pupil Support have been used for targeted support.

Staff have engaged with professional learning opportunities in moderation and other opportunities for collegiate working have been planned.

In the Primaries, teachers are familiar with the Highland Literacy Progression and have had training in some aspects of the framework. Writing Rubrics have been agreed and shared. This has led to improved confidence and led to impactful professional dialogue.

MHS teacher has visited primaries to improve planning for progression. The High School has book club. Its enthusiastic members meet regularly and have recently tasked themselves with improving the library. Our English teacher has introduced senior literacy ambassadors who act as reading coaches and mentors for younger pupils.

Staff are more confident about supporting / promoting digital technologies – for example Read and Write.

Literacy has been promoted through engagement with our local book festival – A Write Highland Hoolie. This is an increasingly significant part of our 3-18 calendar, featuring a series of planned whole school events, targeted workshops and competitions. It's also a wonderful opportunity to engage with parents and the wider community.

**Next steps:**

Improving attainment in literacy is a key development project across our 3-18. We have appointed a 3-18 lead to steer and manage this important school improvement.

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**GME Project:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose: Promote GM and GAELIC**

**Progress and impact:**

A 3-18 team has been established to identify priorities for this improvement and create a plan of action. This group has made excellent headway and now have a comprehensive series of actions which they hope will promote the use of Gaidhlig across a range of contexts, embedding it culturally and raising linguistic confidence.

Liaison with and visits from external agencies (Gaelic Books Council, Fèisean nan Gàidheal, Comunn na Gàidhlig, Spòrs Gàidhlig).

Weekly Sradagan after-school clubs.

Pupils attending Royal National Mòd

Actively prioritising and retaining Gaelic-speaking PSA

Participation in almost all local literacy competitions with Gaelic sections. Enthusiastic engagement with local Book festival – A Write Hoolie, which has its own dedicated Gaidhlig programme of activities and competitions.

Highland-wide recognition for sharing of resources and development of Gaelic literacy resources. Pupils visiting and engaging with MacKintosh residents. End of Level Gaelic Rubrics have been created and we will be developing the in between stages at each level this session.

Also attendance at Local Mods last session (Lochaber and Ardnamurchan). This also included Arisaig pupils participating in learners and Mallaig EM pupils participating in learners competitions.

Impact- increased confidence in using Gaelic and Increased opportunities to practise oral vocabulary. A greater sense of relevancy through curricular enrichment.

**Next steps:**

Establish Gaidhlig strategic lead post to take this ambitious improvement forward. Actions include developing a 3-18 Strategy; identifying progression pathways and raising expectations; scheduling workshops for parents and professional learning opportunities for staff.

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## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	1.3 Satisfactory
<b>Learning, teaching and assessment</b>	2.3 Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	3.1 Very good
<b>Raising attainment and achievement</b>	3.2 Satisfactory

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b> <b>Our relationships</b>	Good
<b>Theme 2</b> <b>Our learning and teaching</b>	Good
<b>Theme 3</b> <b>Our school and community</b>	Good
<b>Theme 4</b> <b>Our health and wellbeing</b>	Good
<b>Theme 5</b> <b>Our successes and achievements</b>	Good

Our overall evaluation of our **school's/cluster's** capacity for continuous improvement is:

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

**(Add further comment if required)**

## Planning Ahead

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Full details of the school's 2022/23 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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