

# STANDARDS AND QUALITY REPORT

---

2022/23



**Mallaig High School**  
HIGHLAND COUNCIL | MALLAIG, PH41 4RG

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

# 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

#### **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.

### National Improvement Framework Priorities

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%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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.

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

**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**

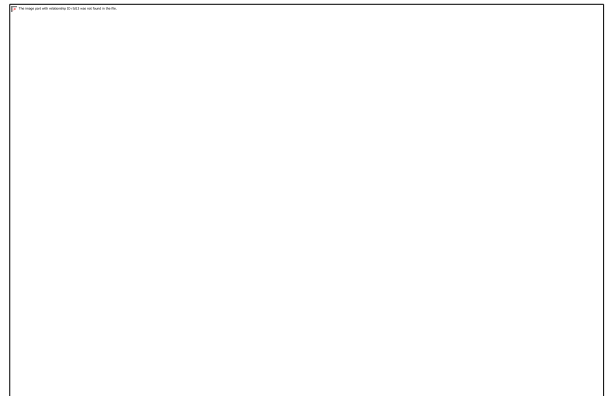
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.**

*Pamela Watt  
Acting Head Teacher  
Mallaig 3-18*

## School Profile

## Pròifil na Sgoile

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn

The following information can be found on [Parentzone Scotland](#). 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.

Mallaig High School is located in a rural, coastal setting serving the local communities of Arisaig, Knoydart, Mallaig, Morar and the Small Isles- Canna, Eigg, Much and Rum. Our local economy has evolved from one based primarily on fishing to one where tourism and service / transport industries are arguably more significant. It's an area of high employment but seasonal unemployment does impact on households.

The headteacher has overall leadership responsibility for our 3-18 cluster, which includes Arisaig, Inverie, Lady Lovat and Mallaig Primary Schools. The High School leadership team comprises a Depute Head Teacher and five Principal Teachers.

Overall children are making the following progress:

**For secondary schools:**

<b>Pupil Numbers</b>	<b>Attendance</b>	<b>Teacher Numbers</b>	<b>Pupil Teacher Ratio</b>	<b>Meeting PE Target</b>
100	91%	14	7.5	Target Met

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
11%	25%	17%	15%	17%	15%

<b>SIMD Q1</b>	<b>SIMD Q2</b>	<b>SIMD Q2</b>	<b>SIMD Q3</b>	<b>SIMD Q5</b>	<b>Unknown</b>
%	XX%	XX%	60-70%	40-50%	XX%

<b>ASN</b>	<b>No ASN</b>	<b>FSM</b>	<b>No FSM</b>	<b>EAL</b>	<b>No EAL</b>
40-50%	50-60%	<10%	>90%	%	XX%

## Attainment in literacy and numeracy:

### Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Most	Almost all	Majority

**Gaelic Medium** 2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Most	Less than half	Most

### Senior Phase

% of S4 achieving 5 awards at National 5 is at 69% - the highest in Highland. S5 26% of our young people achieved 5 or more Highers (second in Highland) and over 50% achieved 3 or more. Likewise, solid results from our S6 students- half this cohort achieved 5 awards at Higher level.

### School Leavers

Half went on to fulltime employment and the rest went on to Higher Education and Further education.

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

---

Responsibility, respect, resilience, creativity, curiosity and compassion.

## 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 Attainment in Literacy

#### Purpose:

To improve writing – this was identified as a priority across our 3-18 and reflects the National Improvement Priority to improve attainment, particularly in literacy and numeracy. Over the last two years, Highland Council have made a number of training materials available to enhance the teaching of Writing and other aspects of

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn

Literacy in the BGE and to support Writing across the Curriculum throughout the Secondary sector. There is now an opportunity to deploy this training over the next three years.

**Progress:**

Evaluation of how writing is used and assessed across the curriculum- good headway has been made with this- action points have been taken from review of jotters and BGE texts across the curriculum.

Writing across the curriculum has been revived- BGE programmes have been adjusted to include more opportunities for extended writing. Development of vocabulary has been targeted by the English department.

**Next steps:**

Whole school professional learning events have been scheduled- including familiarisation with Highland Literacy Road Map's main principles for planning and assessment. Apply key principles to (subject)extended writing tasks. Incorporate component parts into our reporting to parents. Plans for targeted promotion of vocabulary to be extended to other subjects.

**Impact:**

Improved pupil skills in Reading Comprehension and writing- reflected in ACEL data

School Priority:

**Raising attainment in Numeracy.**

**Purpose:**

Numeracy is linked to better employment opportunities. It is essential for individuals to develop logical thinking and reasoning strategies in their everyday activities- making sense of numbers, time, patterns and shapes for activities like managing our finances, cooking, handling timetables and general problem solving. Currently a majority of pupils report a lack of confidence with numeracy and this impacts on their attitude and engagement.

**Progress:**

Raise awareness across subjects of core curricular numeracy skills. Our PT maths has worked successfully across our 3-18, observing use of resources and making available programmes used to develop number facts.

Resources for number facts have been sourced and rolled out.

Maths tutor has been established.

Maths Week – well planned, varied schedule which involved local businesses.

Enhanced transition programme- P7 pupils from across our associated primaries – including the islanders (who joined remotely) attended numeracy lessons.

**Impact:**

This collegiate approach has helped teachers share good practice.

High school department has a better understanding of P7 numeracy skills and therefore better placed to meet our new S1s where their learning is at.

Pupils have engaged positively with Maths Tutor programme and have developed independent learning skills and responsible attitudes.

Maths week- pupils developed their appreciation of need for numeracy across a range of occupations.

Positive feedback from pupils who all report they are less anxious about move to high school.

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailleachd • Furachas • Co-fhaireachdainn

Staff have been surveyed and pupils' maths resilience has been gauged.

**Next steps:**

Continue to schedule meetings with primary colleagues, with a view to share good practice with recording in maths.

Deliver whole school professional learning event to enable teachers to better help students to transfer numeracy skills from the maths classroom to their own subject. Provide materials to support the teaching of problem-solving skills.

Build on successful maths week events.

School Priority:

## Health and Wellbeing

**Purpose:**

Improve the health and wellbeing of our young people, ensuring they are all safe, healthy, achieving, nurtured, active, respected, responsible and included. This is a National (National Improvement Framework) and Highland Council priority.

**Progress:**

Pupil Attitudes to Self and School (Pass)

PT Health and Wellbeing has made excellent progress reviewing and updating whole school Personal and Social Education curriculum.

PT Health and Wellbeing now co-ordinates mental health support for our students.

Six pupils were trained to become Wellbeing Champions by Ewen's Room. Two senior pupils are currently setting up a wellbeing project to support their peers.

Thirteen staff members completed training with LGBT Youth Scotland,

We have formed our first LGBT+ Champion Group, a safe space for LBGT+ pupils, staff and allies to meet and discuss how we can improve the experiences of LGBT+ individuals in our school.

**Impact:**

Better understanding of pupils feelings about school; perceived learning capability; self-regard as a learner; preparedness for learning; attitudes to tutors; general work ethic; confidence in learning; attitudes to attendance; and response to curriculum demands.

Pupils are better supported by counselling service and wellbeing champions.

Ewen's Room state that their programme of training gives pupils "the tools to actively improve their wellbeing and provide peer support, by teaching resilience-building and self-regulation skills".

Teachers have an increased knowledge around LGBT identities, the barriers faced by LGBT pupils in education and a greater understanding of inclusive practice to support and include LGBT pupils.

These a pupil-led improvements and create more opportunity for pupil voice. They have also led to a much more inclusive ethos.

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailleachd • Furachas • Co-fhaireachdainn

Several whole school assemblies have had a health and wellbeing focus- one was led by a parent and others by the Police.

Greater awareness of negative impact of drugs, including tobacco and vaping on health.

### Next steps:

Use strategies from PASS to improve attendance; continue to work towards Rights Respecting Schools

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

---

Funding was used to provide free breakfast club for all students. This provides a nutritious start for youngsters, other benefits of breakfast clubs include better behaviour and attitude to learning and has been linked to better attendance. Many of our children travel some way, leaving early and appreciate the chance to have something to eat before class. Fresh fruit is also available at break.

Targeted individual numeracy and literacy support for pupils in S1, 2 and 3. This has helped improve attainment and engagement with other subjects.

### Wider achievements

- We've scheduled drama lessons for all year groups, this has helped our young people develop their teamwork skills and abilities to think imaginatively. Drama lessons are also linked to developing empathy. Our drama teacher has worked across a range of subjects and, in particular, has supported Health and Wellbeing.
- The return of cookery has been a highly positive development. Our tutor has been provided by UHI/ West Highland College. Feedback from pupils has been very encouraging, as evidenced by uptake of cookery in the senior school and feedback from parents at parents' evenings;
- S3 pupils took part in a residential visit to Edinburgh. This was a wonderful opportunity for them to not only visit our National Museums and Art Galleries, but also gave them the chance to navigate the city using a range of public transport.
- Youth and Philanthropy Initiative- the whole of our S3s participate in this inspirational programme. The winning team attended the National Conference in Perth.
- Our Music Department performed a Pantomime- three nights- all sold out. Music was all performed by our own musicians. This development included the majority of the school- feedback from all stakeholders – pupils, parents, staff, wider community was remarkably positive.
- We participated in community Christmas events, including coffee, cake and craic for residents of the Macintosh care home.
- Mallaig High students participated in the Young Enterprise Programme, highlights included events such as Dragons' Den, Christmas Market in Inverness and Regional Finals.
- Our S1s and S2 performed at Lochaber Wind Band Concert at Lochaber High School.
- Developing the Young Force have supported various valuable events- work place visits, whole school presentations and learning events and work experience.
- Extended transition- P7s from the cluster attended Mallaig High on a Monday afternoon- very positive feedback from parents and pupils.
- Formal S3 summative assessments, scheduled in February.

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn



- Residential trips- small group of senior Higher French pupils went to the South of France ahead of their speaking assessments (in February) and 25 youngsters went to Paris in June.

## Comments from learners, families, stakeholders and staff

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

Learners: (PASS -Pupil Attitudes to Self and School Survey)

- In comparison with other schools nationally, S1-4 pupils were in the top percentile for satisfaction in every factor surveyed, including: 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 and response to curriculum design.
- In comparison with other schools nationally, S5-6 pupils were in the top percentile for satisfaction in the majority of factors surveyed, including: feelings about school, perceived learning capability, self-regard as a learner, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning and response to curriculum design. S6 pupils were in the second from the top percentile for attitudes to attendance.

#### Information from Highland Cares and our own school Focus Groups

- Groups were positive and felt safe in the school and in the local community.
- Groups appreciated the reintroduction of activities – football and rugby were cited as examples and they like the opportunity for competitions and tournaments with other schools.
- Pupils appreciate some of the small clubs which run in the school: Book Club, Catan Club, Volleyball.
- Dancing (in the Village Hall) is appreciated as is Girls' Club
- The opportunity for a large number of pupils to be involved in the pantomime (backstage as well as acting/singing etc) was acknowledged and the pantomime seems to be a really popular school event which was spoken about very positively by both groups.
- Guidance staff checking in with pupils individually
- Seniors felt that the absence of a formal uniform was a good thing.
- Seniors felt that there is, in general, good behaviour in the school and they appreciated the attention they get from subject teachers in the small classes.
- Almost all pupils said they had at least one adult, in school, they could speak to.
- Almost all pupils felt listened to.

#### Some of the things which could be improved/concerns:

- Pupils would like to see the Youth Club being reintroduced.
- S2 feel slightly 'badly done to' – they feel they are an unpopular year group with many staff
- More attention could be paid to pupils' mental health (although there was appreciation of the Guidance check ins)
- Lack of certainty about the availability of counselling on offer in the school.
- Younger pupils expressed concern that there were some non-attending pupils
- S6 Common Room is very outdated
- There isn't an opportunity to play 'proper' rugby.

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion

Dleastanas • Spèis • Seasmhachd • Cruthachailachd • Furachas • Co-fhaireachdainn

- Classes don't always 'move on' if there are absent pupils (a class of three pupils was given as an example and the remaining pupil felt anxious about the feeling of not always making sufficient progress).
- More opportunities to participate in tournaments/competitions with other schools – debating, public speaking, art competitions, writing competitions etc
- Places for young people to hang out with their friends.

How pupils felt some of these things could be improved?

- Reintroduce Youth Club
- Could Guidance staff schedule more frequent check-ins with pupils ie be pro-active in checking on mental health rather than waiting to be approached by a pupil.
- Posters re counselling service to be displayed on noticeboards and in classrooms
- Invest in the Common Room
- Set up some shelters around the area for young people to meet with friends when the weather is bad

Parents/ families

Most parents/ carers reported that their child/ children were happy at school. Likewise most said their child feels safe at school. Most feel that their child/ children are making good progress at school and almost all feel that staff care about pupils. While the majority of families feel that we set an appropriate amount of homework, almost a third disagreed. Most parents felt that the school responds well to any concerns raised. General concerns- access to senior common room and S3 maths class sizes have been resolved.

Staff

By and large, single member departments, teachers have identified their own improvement projects. General concerns: long term impact of Covid on learners; staffing for English is inequitable; limited choice for S4 curriculum; need for more collegiate activities, focused on supporting learning and teaching; poor attendance from individual pupils. General concern about reintroduction of assignments at National 5 and Higher levels and the knock-on effect this will have on teaching time- already some subjects have said getting through all the course content can be challenging.

## 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	SECONDARY
<b>QI 1.3</b> Leadership of change	Choose an item.	Choose an item.	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Choose an item.	Good

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

<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Choose an item.	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	Choose an item.	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Continue to have raising attainment and health and wellbeing as our key priorities. This year the focus will be very much on learning and teaching- quality assurance, class visits, sharing good practice and identifying how we can improve this. In response to parental feedback we will have to revisit our school homework policy. Several subject areas will also look to using National assessments in S3.

In terms, of Health and Wellbeing our foci will be on building resilience and positive, inclusive attitudes. Both learning and teaching and health and wellbeing developments will be supported as we embed our new tracking and monitoring programme.

An important key priority will be responding to feedback from our pupils- particularly their concerns about having nowhere to hang out after school and, locally, the limited opportunities for recreational activities. We have already secured funding (from Highland Cares) which will make a significant difference- key priority will be to make sure this put to best use and that pupil voice is central to any decisions.

## Planning ahead

### A' planadh air adhart

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