



## Mallaig Primary School

HIGHLAND COUNCIL

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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%	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.

**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.

Pamela Watt  
Acting Head Teacher  
Mallaig 3-18

## School Profile

### Pròifil na Sgoile

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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 63 children attending the school with 23 children in nursery, ranging from N4 - P7. P1 – 3 and P4-7 are taught multi-stage classes in both English Medium and Gaelic Medium. There are 27 children in Gaelic Medium and 36 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. Staff and children from other schools work together and utilise relevant opportunities to work together.

As the school roll comprises a small number of children in English and Gaelic stream, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Good progress	Good progress

Gaelic Medium:

<b>Gaelic reading</b>	<b>Gaelic writing</b>	<b>Gaelic listening and talking</b>
Good progress	Good progress	Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Our school values are responsibility, respect, resilience, creativity, curiosity and compassion.

Our Aims are under review with further consultation next session with the whole school community.

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## 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:

Since 2018, attainment in literacy across the cluster has declined. Combined 2022 achievement of a level data showed that less than half of children in P1, 4 and 7 were achieving the appropriate levels in writing. This figure was marginally higher for reading.

A focus on learning, teaching and assessment in reading and writing is required to address this decline in attainment and ensure children are attaining expected levels.

##### Progress:

Writing rubrics have been developed and implemented across the cluster to support assessment of children's progress.

Attitudes surveys were conducted in Term 1 and Term 4.

All teachers participated in cluster moderation activities to support professional judgements around achievement of a level in writing.

Senior leaders and at least one teacher from each cluster school undertook Highland Literacy for All training.

All primary teachers and support staff undertook an introduction to the Talk for Writing approach during the February in-set day.

All teaching staff have reviewed approaches to planning and these will be finalised early next session.

##### Impact:

Teacher confidence in identifying targets to support and progress learning has increased. Rubrics have supported teacher judgement around achievement of a level as observed in termly tracking meetings.

Surveys within INCAS reflected an improvement in attitudes towards learning from Term 1 to Term 4 in most pupils.

Feedback from teachers on moderation activities was positive with greater confidence in achievement of a level.

Teaching staff have continued to develop their understanding about their role in gathering information to inform planning for targeted learning and teaching as well as for the identification of Dyslexia, where necessary.

Observations of learning show that most teaching staff are beginning to trial aspects of the Talk for Writing approach. It is too early to say if this is having an impact.

Consistent approaches to planning using the Highland progression frameworks are in place. All teachers plan appropriately over different timescales to meet the needs of learners.

Approaches to teaching reading comprehension skills were reviewed and a consistent approach agreed using 'Epic 8.'

A whole cluster approach to teaching reading comprehension has been established for P4 – P7 learners. Attainment in reading is improving and all children are making good progress in this area.

**Next steps:**

Our teaching team will continue to work collaboratively, complete training and to share good practice and the principal focus for next session will be Talk for Writing Fiction and Non-Fiction.

School Priority:

**Raising attainment in Numeracy**

**Purpose:**

Since 2019, attainment in numeracy across the cluster has improved for most cohorts, however, overall attainment levels remained below those reported in 2018. Combined 2022 achievement of a level data showed that just more than half of children in P1, 4 and 7 were achieving the appropriate levels in numeracy. Teacher observation, summative and diagnostic assessments highlighted a gap in children's understanding of basic facts.

A focus on using the Highland Numeracy Progression Basic Facts tracker was required to address this decline in attainment and ensure children are attaining expected levels.

**Progress:**

An attitudes survey of children towards numeracy was undertaken in Term 1 and 4.

National Standardised assessments for P1, P4 and P7 were completed.

Physical manipulatives were purchased for all classes.

All children across the cluster participated in Maths Week – *Maths in Everyday Life*.

Almost all teaching staff use retrieval practice to recap previous learning.

Most children have opportunities to set targets for numeracy and review these with their teacher.

**Impact:**

Over the session most children's attitudes to numeracy increased between Term 1 to Term 4. This reflects greater enjoyment and motivation.

Assessment data for P1, P4 and P7 showed majority of pupils achieving expected standard.

Observations of learning show that manipulatives are being used well by teachers to support children to engage in mathematical ideas. Children independently access manipulatives to support their learning.

Feedback from the week reflected that pupils enjoy theme days/weeks through questionnaires. All pupils see relevancy of numeracy skills and can reflect on their learning.

Most children are observed to recall previous learning and apply this to learning of new concepts.

Most children can be seen to take responsibility for their learning and can set realistic targets for learning.



Numeracy/Maths resources in Gaelic were developed including Maths diagnostics

This will continue to be developed and further feedback sought.

**Next steps:**

Basic facts will continue to be a focus to support further attainment for pupils.

School Priority:

## Health and Wellbeing

**Purpose:**

To improve the health and wellbeing of our young people, ensuring they are all safe, healthy, achieving, nurtured, active, respected, responsible and included.

**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 a different group

All pupils from Nursery to P7 took part in community engagement activities including visits to Nursing Home, participation in performances and visiting businesses and places in the local area, writing articles for West Word, attendance at the Mòd

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

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

**Impact:**

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

A small number of pupils reported that some of these experiences they have not had before

Almost all pupils reported back positively on the experiences.

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

**Next steps:**

Ensure that every class has the opportunity for specialist PE input and time for class teachers to liaise with PE teacher on planning within the WTA. Ensure that pupils are confident in using the wellbeing indicators to talk about themselves and to set targets.

School Priority:

## Gàidhlig

**Purpose:**

This year was the first dedicated Gaelic SIP Action Plan for the Cluster (previously this has been covered within literacy/attainment action plans etc) The need for a strategic plan for Gaelic within the cluster is crucial, particularly when we are in a situation where Gaelic recruitment is a national concern.

The aim of the project is to improve the resourcing and experiences for staff and teachers (not just in GME) but also within the Cluster community.

**Progress:**

We have identified a Gaelic Strategic Lead

**Impact:**

A specific Gaelic improvement plan has been created by Strategic Lead and targets will be carried forward into next session.

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

GME staff have worked on the development of resources and progression pathways across the curriculum, and this will continue into next session

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

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

Early and first writing rubrics for all stages between benchmarks created and currently being trialled. Staff feedback is that this has increased their confidence in making robust judgements on attainment in writing.

Most pupils have identified these at celebration assemblies as positive achievements and have shared this with peers and other staff within assembly and newsletters.

### **Next steps:**

Dedicated development time for GM staff and the development of an oral language progression and completion of second level writing rubrics will be prioritised next session.

## **Progress and impact of Pupil Equity Fund** **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

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Although we have had significant, ongoing staffing challenges the social support has helped pupils and small group interventions have seen improvement in Literacy and Numeracy attainment.

## **Wider achievements** **Coileanaidhean nas fharsainghe**

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- Participation in Gaelic Events e.g Cuach na Cloinne, National Mòd and Local Mòds
- Inter-school sports Lochaber wide e.g swimming gala, cross country
- Literary competitions e.g Write Highland Hoolie, John Muir
- Cluster events
- Fèis na Linne and Fèis Oigridh na Mara
- Visiting groups and specialists.
- Opportunities for children to represent school.
- Pantomime participation at Christmas
- MacKintosh Centre Visits
- Library visits
- Loch Insh Skiing
- Enterprise linking with Local Community
- Craft Fayre



# Comments from learners, families, stakeholders and staff

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

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### Parent Feedback

- “Visiting groups and specialists are positive”
- “Opportunities for children to represent school is good”
- “Rewards system is meaningful”
- “Communication with teachers good.”
- “Skills recognised as being an important part of education.”
- “Pantomime participation at Christmas was a positive experience”
- “Local Mòd participation a positive.”
- “Child is motivated and happy and is progressing.”
- “Staff care about children.”
- “The pitch is not suitable for outdoor games and is not a safe surface for play, with frequent injuries.”
- “Successes across different platforms - children representing the school at various events/ competitions (mod, Gaelic football, BBC Radio nan Gael etc).”
- “Child's confidence in digital technology has continued to grow.”
- “Greater opportunities for cluster/ stage partnerships with pupils mixing.”
- “Everything is going really well, she loves school and seems to be getting on pretty well at most things.”
- “She has been happy at school, enjoying her learning & is progressing well.”
- “In nursery, children learned lots through play. Lots of activities and excursions.”
- “Everything went well.”
- “Interesting and varied learning opportunities across the curriculum.”
- “Progress in Literacy and Numeracy.”
- “Although time consuming the work with the H.S. to produce the panto was a fantastic opportunity with a great result.”
- “ASG day in Mallaig P.S a positive experiences”
- “Too much assessment and time spent on various assessments. I don't think this level of assessment is beneficial for the children. I would have thought the teachers would gain enough information from 1 type of assessment. Some questions were intrusive.”
- “Feel the last term of school is very busy the children are very tired in this term, don't know if there is any possibility of trying to spread some events out during the year, instead of it all in this term realise certain events can't be moved like the mod. Such a lot of dojo messages to keep up with especially with having children in different classes.”
- “Have a child in Gaelic nursery and GM1-3 both classes I feel are very well run. Learning about farm animals and life with the nursery was extremely popular especially with the ducklings. Also the Egyptian topic in G1/3 very popular.”
- “Nursery is commendable. Staff are caring, organised and professional.”
- “Greater supervision/ more frequent patrolling of the playground.”

### Pupil Feedback

- “ I think Gaelic is important because one day it could be a country with its own language”
- “I think gaelic is a way for the community to get together”
- “ Trips and visitors are important because people can get to have fun and people get to see the people that inspire them”
- “It is important to learn gaelic because I might be a gaelic teacher one day.”
- “Gaelic is important for the community because I am Gaelic!”
- “ Gaelic is important because not many people speak it and it is very important to scotland”
- “ If I achieve something outside school I tell a parent to put it on dojo.”
- “ I share my achievements by writing about in in West Word”
- “ Visitors and trips are important because they help us and let our imaginations go wild!”
- “ Gaelic is important because If people who are younger talk to the elderly in gaelic it makes them happy.”

“ I would like it if the older children could read to the younger children”  
 “Visitors and trips inspire people!”  
 “ The activities I do develop life skills”  
 “It is good to have visitors into the school because it nice to see people and find out about their jobs in life”  
 “ We are able to talk to staff and friends and we have star awards to reward those who are doing extraordinarily well”  
 “ I loved the ski trip so much”  
 “Visitors and trips are important because if you want to run a businesses or work in old folks home or if you want to be a authors it gives you experiences”  
 “ I would like to have an UNO club!!!”  
 “ Our enterprise was a good experience because we did the business which is good because you don’t need to pay for the school trips all the time”  
 “ Visitors and workshops are good so you get inspiration for when you are older and what you want to be”  
 “ I would love and Art club.”  
 “ We do weekly updates for our parents”  
 “ I would love more swimming lessons”  
 “ I would like more holidays clubs”

## 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	Good	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Very good	Good	Choose an item.

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

### Raising Literacy Attainment

- Writing: develop staff training in Talk for Writing during 2023-24 session.
- Comprehension: gain familiarity and implement Epic 8 comprehension strategies.
- Wraparound spelling in EM4-7
- Families: develop ways to support families to support children and to engage with the school

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### **Raising Numeracy Attainment**

- Mathematics: roll out training to staff
- Basic facts: whole-school progression/embedding
- Standard written form: adopt agreed format across schools
- Continue to develop maths diagnostics and trial (with feedback from ASG schools)

### **Health**

- Maintain opportunities for inter-school tournaments etc, both locally and Lochaber/Highland-wide.
- Regain Green flag.
- At least one community-engagement activity per term

## **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 [www.mallaigcluster.org.uk](http://www.mallaigcluster.org.uk) or by contacting the school office