



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

**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 91%	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 2024-25. This report 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 what we do. 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
Mallaig 3-18 Schools

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School Profile

Pròifil na Sgoile

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.

Attendance
93%

Average Class Size
16.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
76

Teacher Numbers
5

Pupil Teacher Ratio
12.7

N3
0%

N4
23.6%

P1
7.8%

P2
15.8%

P3
14.5%

P4
13.2%

P5
9.2%

P6
9.2%

P7
10.5%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
30-40%

SIMD Q4
60-70%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
40-50%

No ASN
50-60%

FSM³
0-10%

No FSM
90+%

EAL⁴
0-10%

No EAL
90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Majority

Listening and talking

Majority

Numeracy

Most

Gaelic Medium 2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (C1, P4, P7 combined):

Gaelic reading

Most

Gaelic writing

Majority

Gaelic listening and talking

Majority

We have had no exclusions this year.

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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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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 learners.
- 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:

Improving Attainment in Numeracy

Purpose:

Improving numeracy remains a core priority to ensure that all learners at Mallaig 3–18 Schools acquire the essential skills needed for everyday life, lifelong learning, and employment. Numeracy is a foundational element of equity in education, and improving attainment in this area directly supports national and local strategic aims.

Progress:

- ✓ Staff engagement in high-quality CLPL (e.g. Highland Numeracy Progression)
- ✓ Better awareness of Highland Numeracy Framework
- ✓ Improved tracking and monitoring of progress
- ✓ National standardised assessments were undertaken by all classes.
- ✓ Termly tracking meetings with SMT. Pupils requiring further challenge or support are identified and interventions agreed.

Impact:

- ✓ Building a shared understanding of progression and pedagogy has Increased confidence in teaching Numeracy and raised attainment in this area.
- ✓ Increased learner engagement and confidence.
- ✓ A consistent focus on numeracy across all stages will ensure learners reach or exceed expected levels and are well prepared for transitions.
- ✓ Teachers more confident about standards/ judgements.
- ✓ Improved support/ targeted interventions for learners.
- ✓ Most pupils have are achieving national expected levels of attainment. Some children are achieving beyond their expected level.

Next steps:

- Improving attainment in numeracy will continue to be a priority across our schools.

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- We've identified two high quality resources aimed at supporting numeracy and intend to introduce from August. We will schedule professional learning opportunities for our teachers. 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.

School Priority:

Improving our Assessment for Learning

Purpose:

Improve staff understanding of assessment frameworks and moderation techniques. Authority evaluation identified a need for greater consistency across schools, in terms of our own self-evaluation. We recognised there needs to be greater consistency across our cluster and that moderation activities and scrutinising data are an excellent opportunity to share good practice and raise attainment.

Progress:

- ✓ Moderation is now a regular collegiate activity. We use national/ regional exemplars and stage moderation to clarify expectations. Engaged in professional dialogue about what “achieved a level” looks like.
- ✓ Some progress has been made towards using rich tasks which integrate a range of skills and assessments.
- ✓ Good progress has been made towards digitalising assessments, tracking and monitoring.

Impact:

- ✓ Increased confidence and consistency in teacher judgements.
- ✓ Improved reliability of assessment information used for tracking and reporting.
- ✓ Greater professional collaboration and collective responsibility for standards.
- ✓ Staff feel supported and professionally challenged.
- ✓ Assessment decisions are more valid and equitable.
- ✓ Leads to improved learning, teaching and curriculum design.
- ✓ Through rich tasks, learners experience a range of opportunities to demonstrate skills and understanding.
- ✓ Rich tasks can encourage pupil choice and can be linked to real life.
- ✓ Learners experience coherence and progression in their learning.
- ✓ Clearer picture of attainment trends and gaps across the school.

Next steps:

- Create a Whole-School Moderation Calendar.
- Build in regular time for moderation across stages and with cluster partners.
- Ensure coverage of literacy, numeracy and interdisciplinary learning across the year.
- Develop and Share Rich Assessment Tasks.
- Co-create a bank of rich tasks that reflect breadth, challenge and application.
- Align these tasks clearly to benchmarks and levels.
- Deepen Learner involvement.
- Involve pupils in self- and peer-assessment routines consistently.

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- Continue to strengthen use of assessment information.
- Embed regular review meetings to analyse assessment data and plan next steps.
- Through developing teacher confidence, ensure we make the best use of SNSA and formative assessment evidence together to identify gaps.

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. 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 - usually fortnightly.
- ✓ All upper pupils took part in Cluster wide sports activities. These included Cross-Country and rugby.
- ✓ Mallaig Primary hosted cross cluster and ASG Seachdain ne Gàidhlig.
- ✓ Some pupils had the opportunity to represent the school at Lochaber wide sports events including Cross Country, Tag Rugby, Swimming Gala.
- ✓ Almost 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.

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

Next steps:

- Strengthen Pupil Voice mechanisms
- Ensure regular and structured opportunities for pupils to contribute to decision-making (e.g. pupil councils, focus groups, learner consultations).
- Gather feedback from a wide range of learners, including those with ASN, through accessible formats (e.g. visuals, one-to-one discussions, digital tools).
- Act on pupil views and communicate the impact of their contributions through 'you said, we did' displays or updates.
- Promote an inclusive ethos across the school
- Deliver LEANS programme, adapt for younger children. Share key messages with parents.

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- Review policies and classroom practices to ensure they reflect inclusive values and support the needs of all learners.
- Celebrate diversity through assemblies, displays, and inclusive curriculum content that reflects different abilities, cultures, and identities.
- Provide training and guidance to staff on inclusive language, interactions, and relationships.
- Raise awareness and understanding of neurodiversity.
- Deliver staff CPD on autism, ADHD, PDA and other neurodivergent profiles with a focus on strengths-based approaches.
- Use stories, role play, and age-appropriate resources to help all children understand and respect neurodiversity.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Mallaig Primary used Pupil Equity Funding (PEF) to support children most affected by poverty through targeted interventions in:

- Small group tuition
- 1:1 support and mentoring
- Health and wellbeing
- Literacy and numeracy development

These approaches align with our improvement priorities and Highland Council's aims of achieving excellence and equity for all learners.

Progress:

Groups tailored by stage and need, focusing on phonics, reading fluency, number bonds, and problem solving strategies. Enhanced use of manipulatives and digital tools in early stages.

Impact:

Learners showed increased confidence and engagement. Teacher judgement and standardised assessments indicated measurable progress in reading age and mental agility for most participants. Targeted children are more willing to take part in class discussions and independent work. Pupils better able to identify and express emotions. Reduced incidents of emotional dysregulation for supported pupils. Staff reported improved relationships and emotional safety.

Wider achievements

Coileanaidhean nas fharsainghe

- Inter-school sports Lochaber wide e.g swimming gala cross country P4-7, Tag Rugby P4-7 (P4/5 won their tournament.)
- Cuach na Cloinne – GM 4-7 competed in Lochaber
- Literary competitions - Write Highland Hoolie.
- Cluster events - basketball tournament,
- Participation in the Mod
- P6/7 visited the Newton Room in Lochaber
- Visit to the church at Christmas for carols and a service
- Walk to school week May
- World Book day activity day

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- P4-7 singing carols for the Christmas Lunch in the community centre.
- Movie nights
- Ewen's room visits across the year, from nursery to P7
- Continuation of 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 6th Green Eco Schools Flag Mallaig Primary School is one of the few schools in Scotland to receive a special commendation for our Eco-Schools work
- Christmas Ceilidh
- P4-7 trip to the Highland Cinema
- P4-7 trip to Glenfinnan
- Library visits
- Loch Insh Skiing
- Christmas Craft Fayre - P4-7 produced and sold enterprise projects
- P1-3 undertake online Kodaly lessons across the year
- Swimming lessons at Mallaig Pool for all primary pupils
- Cluster Sports Day
- Bikeability
- Participation at local Mods
- Participation at National Mod

Comments from learners, families, stakeholders and staff

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

Learners

P1-3

"I feel listened to"

"I feel listened to in class and the playground."

"I can share my ideas."

"I have friends all the time."

"I enjoy coming to class."

"My teacher knows me."

"The best thing about class is "the seagull" "The animals and maths" "PE" "free time"; "maths and big start"; "the pictures we made for the wall" and "Mr Cameron is still called Mr Cameron. Free time" "my teacher is great at teaching" "my teacher is great at helping people".

My class would be better if – "there was more activities"; "nothing", "it had more colours" "more playtime"; "more hot wheels"; more painting; "we had a weather station"

P4-7 I feel listened to; I feel safe sharing in class; I have friends; "I enjoy coming to class- all the time"; I like my classroom.

The best thing about class is- sit next to my friends; seeing my friends; "Fun 31" "that I can see my friends and that makes me happy "Mrs Subryan's smile"; "everything"

My teacher is great at: "teaching" "helping me and teaching me"; "learning making me feel happy", "smart and safe" "making us happy"; "teaching and movie nights"; "movie nights" "calming people down"; "math".

My class would be better if "P5-7 listened more"; "we did more maths" "we get to choose our seats."

Parents

Participation in Gaelic cultural events, academic progress of my child and having regular feedback on how we can support at home. She is happy to share her learning and progress and is happy to go to school. Great to have stability in leadership. Child's main teacher has high standards and good communication. Feel the school genuinely understands and values our child.

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Integration into a new class has gone really well.

My child has grown in confidence and expressing feelings as well as willingness to try new things ... good class topic projects.

Gaelic vacancy and different teachers covering but the school worked to ensure as much stability and consistency as possible. Consistent cover teacher really helped with this stability. Having full, or nearly full, GM coverage next year will be a huge benefit.

Areas we need to think about:

- Stretching more able children;
- The playground is a real area for concern, aging play equipment and lack of quiet spaces.
- Ensuring consistency of staffing

Staff

This year I taught a different stage and enjoyed it much more than I thought I would. Have learned a lot. Children have all moved on! I felt working with colleagues went well. There is a greater sense of collegiality. Good to have Acting HT installed as HT. HT in every school at some point across the week. PT working well across all our schools to promote Gaelic as our L3 and help develop pupil and staff confidence. Writing has improved for all children.

Very good deployment of pupil support staff and staff development.

Things to think about- improving attendance at our parental workshops. Promoting positive behaviour, embedding principles of Rights Respecting School

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	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 are confident in our capacity for continuous improvement.

Key priorities for improvement planning

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Prìomhachasan airson planadh airson leasachadh

Raising Attainment in Literacy and Numeracy

Improve pupil progress through making best use of assessment and data to inform teaching.

Further develop high-quality learning and teaching in reading, writing, and numeracy.

Enhance professional dialogue and moderation within the school with cluster and ASG partners.

Promoting Inclusion and Equity

Ensure targeted support for pupils impacted additional needs.

Develop staff confidence and capacity to meet the needs of neurodivergent learners.

Continue to build a nurturing approach across the school.

Empowering Pupil Voice and Participation

Strengthen opportunities for children to lead learning and influence change through pupil groups and decision-making forums.

Embed the UNCRC and rights-based approaches across the curriculum and school life.

Enhancing Outdoor and Interdisciplinary Learning

Maximise use of the local environment to enrich the curriculum and promote health and wellbeing.

Strengthen planning for progression in outdoor learning and real-life contexts, particularly in STEM and sustainability.

Promote Gaelic across the school,

Raise awareness about its cultural significance; strengthen ethos and visibility of Gaelic across the school, raise profile of Gaelic as our L3.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 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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