



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

MALLAIG PRIMARY/ELC



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%

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

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
92.1%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
52 (+20)

Teacher Numbers
5

Pupil Teacher Ratio
10

N3
5%

N4
95%

P1
~%

P2
11.5%

P3
23.1%

P4
17.3%

P5
19.2%

P6
11.5%

P7
13.5%

SIMD Q1¹
0-10%

SIMD Q2
0-10%

SIMD Q3
30-40%

SIMD Q4
60-70%

SIMD Q5
0-10%

Unknown
0-10%

ASN²
50-60%

No ASN
40-50%

FSM³
30-40%

No FSM
60-70%

EAL⁴
0-10%

No EAL
90+%

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

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Most

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

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Majority	Majority

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Together, we learn, grow and shine.

Còmhla, bidh sinn ag ionnsachadh, a' fàs agus a' deàrrsadh.

Across Mallaig 3–18 Schools, our shared values of Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion underpin all aspects of school life. They shape our relationships, guide our learning and help us create inclusive, nurturing communities where every child and young person can thrive.

Our aims:

- To ensure our children achieve their physical, emotional, social and intellectual potential through a supportive, inclusive and welcoming environment that promotes a strong sense of belonging, community and respect for the rights of every child.
- To strive for academic excellence by providing high-quality learning and teaching and setting high expectations for all learners.
- To encourage creativity, curiosity, critical thinking and a sense of responsibility towards the environment and the wider world.
- To foster an appreciation of cultural diversity, global citizenship and respect for the rights, views and experiences of others.
- To promote healthy lifestyle choices, including an understanding of how to maintain positive physical and mental wellbeing.
- To promote positive relationships and behaviour, underpinned by our school values of Responsibility, Respect, Resilience, Creativity, Curiosity and Compassion.
- To empower children and young people to participate meaningfully in decisions that affect them and to make a positive contribution to their school and wider 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 1: Raising Attainment- Writing	
School Improvement Plan Priority 1	
Summary of progress	Next steps
Good progress was made in improving attainment in writing across the school. Staff used baseline assessments to identify gaps in learning and implemented targeted interventions to support individual learners. Protected literacy sessions, Talk for Writing and Colourful Semantics supported the development of core writing skills, while moderation activities strengthened professional dialogue and consistency of expectations. Learners demonstrated increasing confidence in writing, greater independence and improved use of sentence structure, vocabulary and figurative language. Positive progress was made against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and Performance Information, with staff making effective use of assessment evidence to inform planning and support.	Increase opportunities for extended and longer-form writing, particularly by the end of First Level. Develop greater writing independence across all stages and provide opportunities to write across a wider range of genres. Continue participation in moderation activities, including opportunities beyond the cluster through Moderation West and collaborative professional networks. Review and refine writing rubrics to ensure appropriate challenge, progression and consistency across levels, including Third Level. Introduce standardised approaches to assessment and moderation, including moderation of common writing tasks and agreed criteria for progression between rubric levels. Engage with the National Improving Writing Programme to strengthen staff understanding of effective writing pedagogy and assessment, and use this professional learning to further improve outcomes for learners.
Impact	

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Learners demonstrated increased confidence in writing and greater independence when applying writing skills. Staff reported improvements in sentence structure, vocabulary development and the use of figurative language, particularly through Talk for Writing approaches. Moderation activities supported greater consistency in teacher judgement and increased staff confidence in assessing writing.

School Priority 2: Strengthening Gaelic and Gàidhlig learning.

School Improvement Plan Priority 2

Summary of progress	Next steps
Good progress was made in promoting Gaelic language learning and strengthening Gaelic Medium Education. Literacy and Language Progressions were completed and introduced, supporting greater consistency in planning and assessment. Learners participated in a range of Gaelic language and cultural opportunities, including Seachdain na Gàidhlig, local and national Mòd activities and Cuach na Cloinne. Progress was made against the National Improvement Framework drivers of Curriculum and Assessment, Teacher Professionalism and School Leadership through the continued promotion of Gaelic language, culture and learner achievement.	Review and further develop the Gaelic Literacy and Language Progressions, working collaboratively with Mallaig High School to strengthen progression into Third Level and support continuity across the 3–18 curriculum. Further develop approaches to tracking and monitoring attainment in L3 Gaelic to support assessment, progression and targeted support. Increase opportunities for learner voice. Strengthen partnerships with other Gaelic settings through regular visits, professional dialogue, moderation activities and the sharing of effective practice. Continue to promote Gaelic language and culture through participation in local and national cultural events, enrichment activities and community partnerships. Provide learners with a wider range of opportunities to use Gaelic in authentic and meaningful contexts, both within and beyond the classroom.

	Strengthen engagement with families by promoting the benefits of Gaelic Medium Education and ensuring that prospective nursery and P1 parents are well informed about Gaelic learning pathways and opportunities. Continue to gather evidence of learner progress and achievement in Gaelic to support self-evaluation and ongoing improvement.
Impact	
Learners benefited from increased opportunities to engage with Gaelic language and culture, helping to strengthen confidence, motivation and cultural awareness. Pupils successfully participated in local and national Mòd events, Gaelic sporting activities and wider cultural experiences, providing opportunities for achievement, performance and personal success. These experiences supported learners to develop confidence in using Gaelic, fostered pride in their linguistic and cultural heritage and promoted positive attitudes towards language learning. Gaelic Medium learners demonstrate increasing confidence and fluency in using Gaelic in their daily interactions, regularly choosing to converse with one another in Gaelic during class and social situations.	

School Priority 3: Promoting Positive Relationships, Inclusion and Children's Rights

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
Good progress was made in promoting positive relationships, inclusion and children's rights. Rights Respecting Schools approaches were further embedded through the development of class charters, rights-based assemblies and curriculum resources. Staff engaged with LEANS learning and professional development in restorative approaches and solution-orientated practice. (LEANS is a neurodiversity and inclusion programme which helps children develop an	Continue the school's Rights Respecting Schools journey and further embed rights-based approaches across school life. Implement a consistent cluster-wide Promoting Positive Relationships and Behaviour Policy. Continue professional learning in restorative approaches, solution-oriented practice and inclusive practice. Implement the CIRCLE Inclusive Classroom Resource to support inclusion and remove barriers to learning.

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understanding of difference, fairness, belonging and positive relationships.) Positive progress was made against the National Improvement Framework drivers of School Leadership, Teacher Professionalism and Parental Engagement, helping to strengthen inclusion, wellbeing and learner participation.	Strengthen parental engagement and develop consistent approaches to communication with families. Continue to develop learner voice and opportunities for pupils to influence school improvement and decision-making. Continue to revisit / embed LEANs.
Impact Learners developed a greater understanding of children's rights and responsibilities through class charters and rights-based learning. LEANS learning supported awareness of inclusion, diversity and positive relationships. Staff reported that assembly and RME resources provided a consistent framework for discussing rights and wellbeing. Emerging use of emotional check-ins supported learner wellbeing and strengthened relationships between staff and pupils.	

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

Good progress was made in reducing barriers to learning and improving equity for targeted learners. Our Pupil Equity Funding is primarily used to provide additional Pupil Support Assistant time, enabling targeted small-group and one-to-one interventions for learners requiring additional support in literacy, numeracy and wellbeing. Support was tailored to individual needs and informed by ongoing assessment, teacher professional judgement and attainment data.

Targeted learners benefited from regular, focused support which improved engagement, confidence and participation in learning. Additional PSA time enabled staff to reinforce learning, revisit key concepts and provide scaffolding that helped learners make progress towards individual literacy and numeracy targets.

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Wider achievements

Coileanaidhean nas fharsainghe

Literacy, Music and the Arts

Pupils enjoyed a highly successful literacy and arts programme, with all children participating in creative competitions and workshops led by visiting authors and illustrators. Gaelic Medium pupils also had the opportunity to perform at a regional celebration event as part of the prize-giving ceremony.

Our annual Nativity performances were exceptionally well attended and provided every pupil with an opportunity to participate. The performances received very positive feedback from families and the wider community.

A school music concert showcased the talents of pupils across a range of instruments and musical styles. We remain grateful to our visiting instructors and partners who continue to support music tuition and enrichment opportunities throughout the year.

Pupils also enjoyed a visit from a local secondary school string ensemble, whose performance was greatly appreciated by staff and pupils alike.

Gaelic and Cultural Learning

Pupils shared their learning during a successful St Andrew's Day assembly and participated in a range of activities celebrating Gaelic language and culture. Additional Kodály music sessions have been secured, extending opportunities for pupils to develop their musical skills and understanding.

The school was also successful in securing funding to support a dedicated Gaelic celebration day later in the session.

Outdoor Learning and Educational Visits

A highlight of the term was the residential ski trip, where pupils participated in skiing or snowboarding alongside a range of outdoor and evening activities. Staff were particularly proud of the resilience, manners and positive attitudes demonstrated throughout the week.

Pupils who did not attend the residential trip enjoyed an alternative activity day, ensuring that all children benefited from a memorable experience.

Older pupils also enjoyed a cinema visit which was generously funded by a local community partner.

Community and Enterprise

Pupils demonstrated impressive entrepreneurial skills through a school enterprise project, raising significant funds to support educational visits and wider achievement opportunities. Additional community fundraising activities further reduced costs for families and helped ensure that experiences remained accessible to all.

The annual Christmas Lights Switch-On was very well attended and highlighted the strong partnership between the school, Parent Council and wider community organisations.

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Health and Wellbeing

Swimming sessions continued successfully throughout the year thanks to the support of local partners and staff. Pupils also enjoyed seasonal celebrations and parties, contributing positively to wellbeing and school community spirit.

Pupils in the upper stages participated in leadership development sessions, helping them build confidence, teamwork and leadership skills.

School Improvement and Partnerships

The school continues to benefit from strong partnership working with a range of organisations that support pupil wellbeing, inclusion and achievement. These partnerships provide valuable opportunities for children and help enrich the curriculum.

Despite significant disruption caused by power outages during the winter months, pupils, families and staff demonstrated remarkable resilience and adaptability.

Successes and Achievements

The school was delighted to reach the final of a prestigious Gaelic competition for the first time, marking a significant achievement for pupils and staff and reflecting the growing strength of Gaelic learning across the school.

Comments from learners, families, stakeholders and staff

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

Pupils reported very positive experiences across most aspects of school life, particularly in relation to feeling safe, being supported by staff and accessing learning opportunities. Almost all pupils felt there was an adult they could speak to if worried and were happy with the quality of teaching they receive. Children valued the range of activities available beyond the classroom and felt encouraged to achieve their best. Most felt their views were listened to and taken into account by the school. The strongest area for development related to relationships between pupils, with fewer children agreeing that all pupils treat one another fairly and respectfully.

Nursery Parents/Carers

Feedback from nursery families was overwhelmingly positive, with almost all respondents expressing satisfaction with the setting. Parents felt their children were safe, happy, well supported and making good progress. Families reported strong relationships with staff and confidence that practitioners know their children as individuals. Communication about learning and development was viewed positively, with parents valuing the regular feedback they receive. Opportunities for greater parental involvement in parent groups and shared learning activities were identified as areas that could be strengthened further.

Primary Parents

Most parents reported positive experiences of the school, particularly regarding relationships with staff, the quality of teaching and opportunities to engage with the Parent Council. Parents generally felt that staff treated children fairly and that their children enjoyed attending school. Feedback highlighted confidence in many aspects of learning and teaching, although views were more mixed regarding communication about progress, assessment and support for learning at home. Responses relating to relationships indicate the importance of continuing to strengthen communication, partnership working and confidence in school processes.

What do you feel the school does particularly well:

The opportunities my child has experienced in GM are fantastic, with staff going above and beyond to ensure these experiences for them
Very good at listening to parents and communicating
Staff are approachable and have child's best interest at heart.
Lovely, supportive staff
Provide a nurturing environment
I think the class teacher strikes a good balance between nurturing and a firm, predictable approach.
Offers a fun and inclusive learning environment
All teachers greet the kids which is nice

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Working in groups
Regular posting on dojo.

How can we improve?

Continuity in GM education

Feel happy at the moment with my children's teachers,

Introduce more lessons and activities that are adapted for children with additional needs. A child may be physically present in the classroom, but if they do not understand what is happening or are unable to access the task being set, they may not feel truly included. Providing more tailored opportunities for these children to participate, succeed, and showcase their strengths would help them feel valued and fully involved in school life. Improve Gaelic offering

Improve communication.

More cluster days.

We need a grass play area.

Embrace the outdoor curriculum.

Partner Agencies

Partners reported strong and productive relationships with the school and valued opportunities to work collaboratively to support children and families. Most respondents agreed that partnership arrangements are effective, with clear roles and responsibilities and positive joint working. Partners felt their contribution was recognised and valued by the school. Information sharing and collaborative planning were viewed positively overall, supporting effective multi-agency working. A small number of partners identified scope to further strengthen evaluation of partnership impact and arrangements for sharing information about children's progress.

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	Very good	Satisfactory
QI 2.3 Learning, teaching and assessment	Very good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good
Other QIs reviewed	Add comment	

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

Key Priorities for Improvement Planning 2026–27

Mallaig Primary School will continue to focus on the following improvement priorities:

Raising Attainment in Literacy
Gàidhlig and Languages
Promoting Positive Relationships, Inclusion and Children's Rights

Alongside these priorities, the school will engage with Scotland's Curriculum Improvement Cycle (CIC) and emerging Know–Do–Understand (KDU) model. This work will provide a framework for reviewing curriculum design, progression and assessment, ensuring that learning remains ambitious, inclusive and relevant to the needs of all learners.

Priority 1: Raising Attainment in Literacy

The school will continue to build upon improvements in writing through the use of Talk for Writing, Colourful Semantics, moderation and targeted interventions. A particular focus will be placed on developing writing independence, increasing opportunities for extended writing and ensuring consistency in assessment and expectations across the school. Moderation activities within and beyond the cluster will support greater confidence in professional judgement and improve consistency in standards.

Priority 2: Strengthening Gàidhlig and Languages

The school will continue to strengthen Gaelic language learning across both Gaelic Medium and English Medium pathways. Priorities will include developing progression pathways, improving tracking of L3 Gaelic attainment, increasing opportunities for learner voice and enhancing engagement with Gaelic language and cultural experiences. The school will continue to work collaboratively with other Gaelic settings and strengthen learners' understanding of progression into Gaelic Medium Secondary Education.

Priority 3: Promoting Positive Relationships, Inclusion and Children's Rights

The school will continue its Rights Respecting Schools journey and further develop restorative, relationship-centred approaches. Particular attention will be given to establishing greater consistency in approaches to behaviour, parental communication and inclusion across the school community. Staff will continue to build on LEANS learning, children's rights and emotional wellbeing approaches to ensure all learners feel safe, respected and included. Embed CIRCLE guidance within planning, classroom organisation, routines and learning environments.

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Curriculum Improvement Cycle

The Curriculum Improvement Cycle will underpin all improvement priorities by supporting staff to review progression, curriculum design and assessment. As part of this work, the school will:

Review and refine curriculum pathways across English Medium and Gaelic Medium provision.

Explore the emerging Know–Do–Understand model and its implications for planning, learning and assessment.

Strengthen progression frameworks in literacy, numeracy, health and wellbeing and Gaelic.

Ensure children's rights, learner voice and inclusion are embedded within curriculum design.

Develop meaningful opportunities for learners to apply knowledge and skills through interdisciplinary, community and outdoor learning.

Continue to strengthen collaboration across the Mallaig 3–18 cluster, enabling learners and staff to benefit from shared expertise, moderation and professional learning.

Build upon the unique opportunities available across the cluster, including Gaelic language and culture, outdoor learning, local heritage, sustainability and partnerships with community organisations.

Through the Curriculum Improvement Cycle, Mallaig Primary School will continue to develop a curriculum that is ambitious, inclusive and responsive to the needs of its learners, whilst reflecting the unique opportunities available within the local community and wider West Highland context.

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.