

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



Mallaig High School

HIGHLAND COUNCIL | MALLAIG, INVERNESS-SHIRE PH41 4RG

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleasanais • Spèis • Seasmhachd • Cruthachail eachd • Fùrachas • Co-fhàireachdainn

School Profile

Pròifil na Sgoile

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 sources.

Mallaig High School is located in a rural, coastal setting serving the local mainland communities of Arisaig, Inverie on the Knoydart Peninsula and Morar and Mallaig. We are also the secondary school for the Small Isles: Canna, Eigg, Muck and Rum. 10 of our children, from the small isles and Knoydart, board through the week in our school residence.

There are currently 107 children on our school roll.

The headteacher has overall leadership responsibility for Mallaig High, Arisaig, Inverie, Lady Lovat and Mallaig Primary Schools. In Mallaig High the headteacher is supported by a Depute Headteacher and five Principal Teachers.

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. All/Almost all/Most/Majority/Less than half/Few children who face barriers to learning are making very good/good/satisfactory progress towards meeting their individual targets.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Data relating to our context:

Pupil Numbers
101

Attendance
87.3%

Teacher Numbers
13

S1
19

S2
19

S3
14

S4
22

S5
18

S6
8

SIMD Q1
0-10%

SIMD Q2
0-10%

SIMD Q3
60-70%

SIMD Q4
30-40%

SIMD Q5
0-10%

Unknown
0-10%

ASN
60-70%

FSM
0-10%

EAL
0-10%

Glossary:

FTE: Full Time Equivalent

SIMD: Scottish Index of Multiple Deprivation

SIMD1: % pupils living in most deprived areas

SIMD5: % pupils living in least deprived areas

ASN: Additional Support Needs

EAL: % of learners whom English is an Additional Language

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Most

Level 4

Reading	Writing	Listening and talking	Numeracy
Less than half	Less than half	Less than half	Few

Gaelic Medium 2023/2024 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

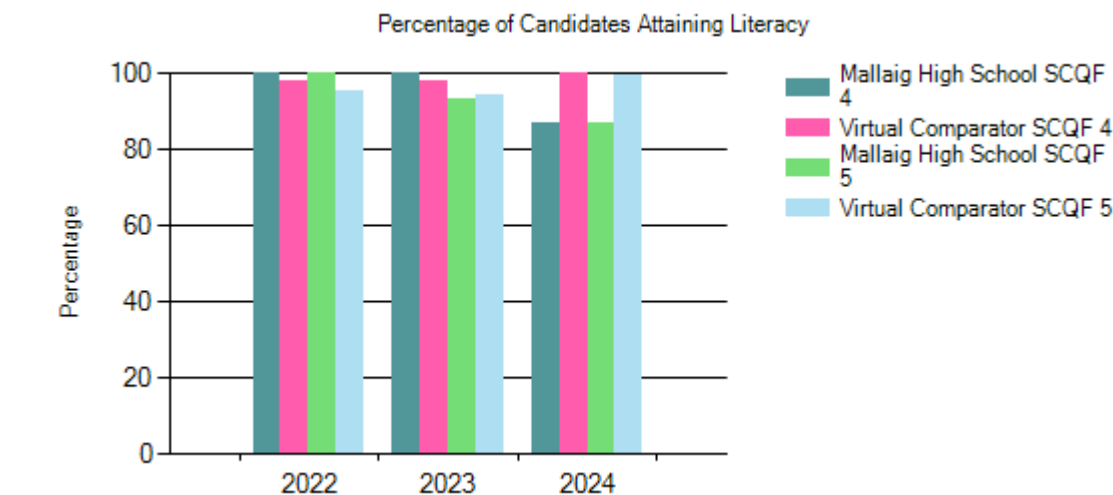
Level 3

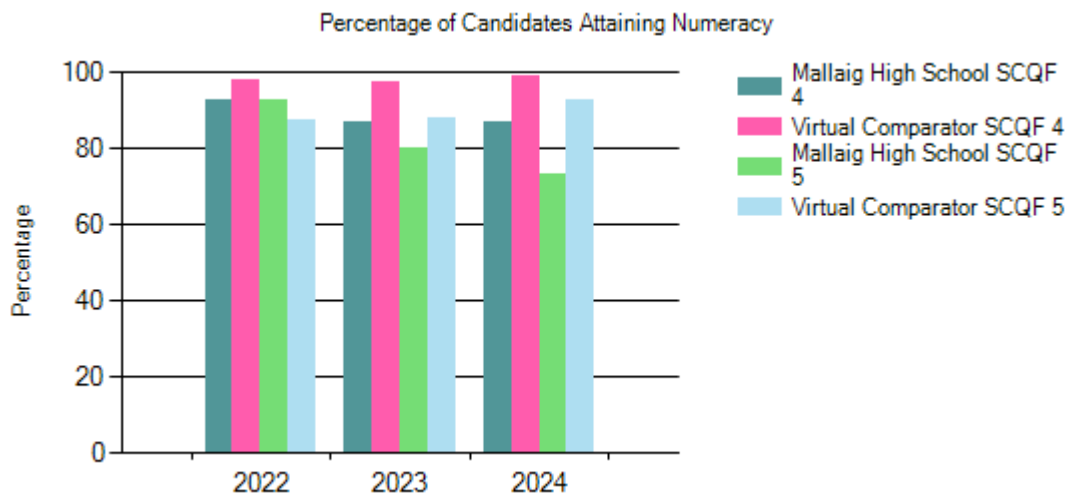
Gaelic reading	Gaelic writing	Gaelic listening and talking
All	All	All

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
c	c	c

Senior Phase



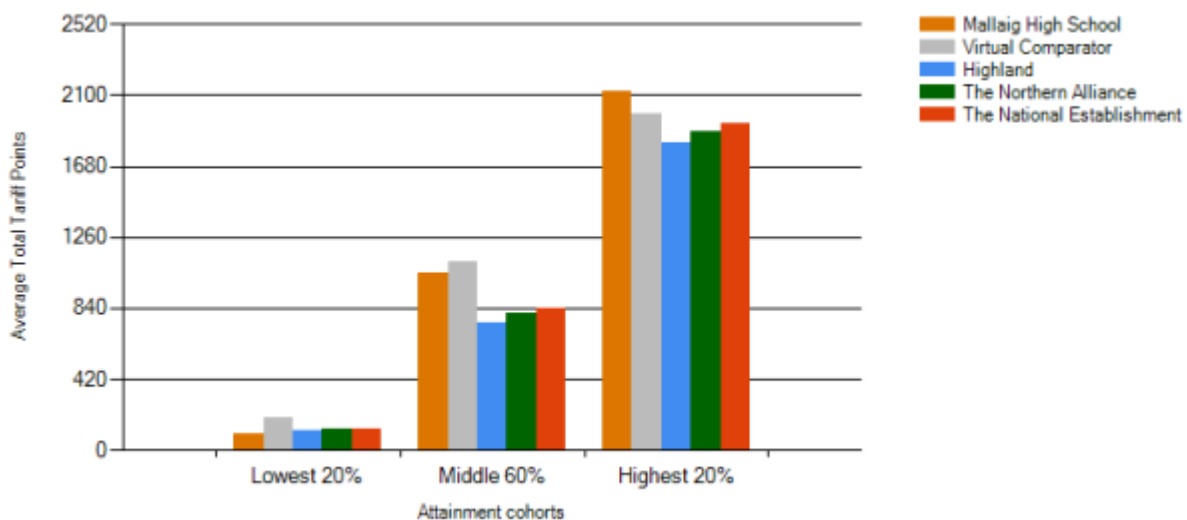


Numeracy performance at SCQF Level 4 (77.78%) is significantly lower than comparators this year and has declined from previous years (94.12% in 2022).

Literacy and Numeracy combined at Level 4 (77.78%) is well below the virtual comparator (94.44%) for 2024 — an area for targeted improvement.

Attainment for all

Average total tariff points



Attainment versus Deprivation:

Pupils in SIMD Decile 6 performed much higher than the national average, showing real strength in supporting pupils from moderately disadvantaged backgrounds.

Breadth and Depth of Qualifications:

All pupils gained at least 5 qualifications at SCQF Level 4 or higher. Over two-thirds of pupils achieved 6 or more awards at SCQF Level 5, and five pupils achieved 7 or more at Level 6. A notable number of students achieved qualifications across Level 6 and Level 7, indicating strong individual achievements and support for academic depth.

Sustained Literacy Performance:

88.89% achieved SCQF Level 4 Literacy and 77.78% achieved Level 5, sustaining high literacy outcomes over three years.

Literacy performance in 2023 and 2022 exceeded the virtual comparator, with 100% achieving Level 5 in 2022.

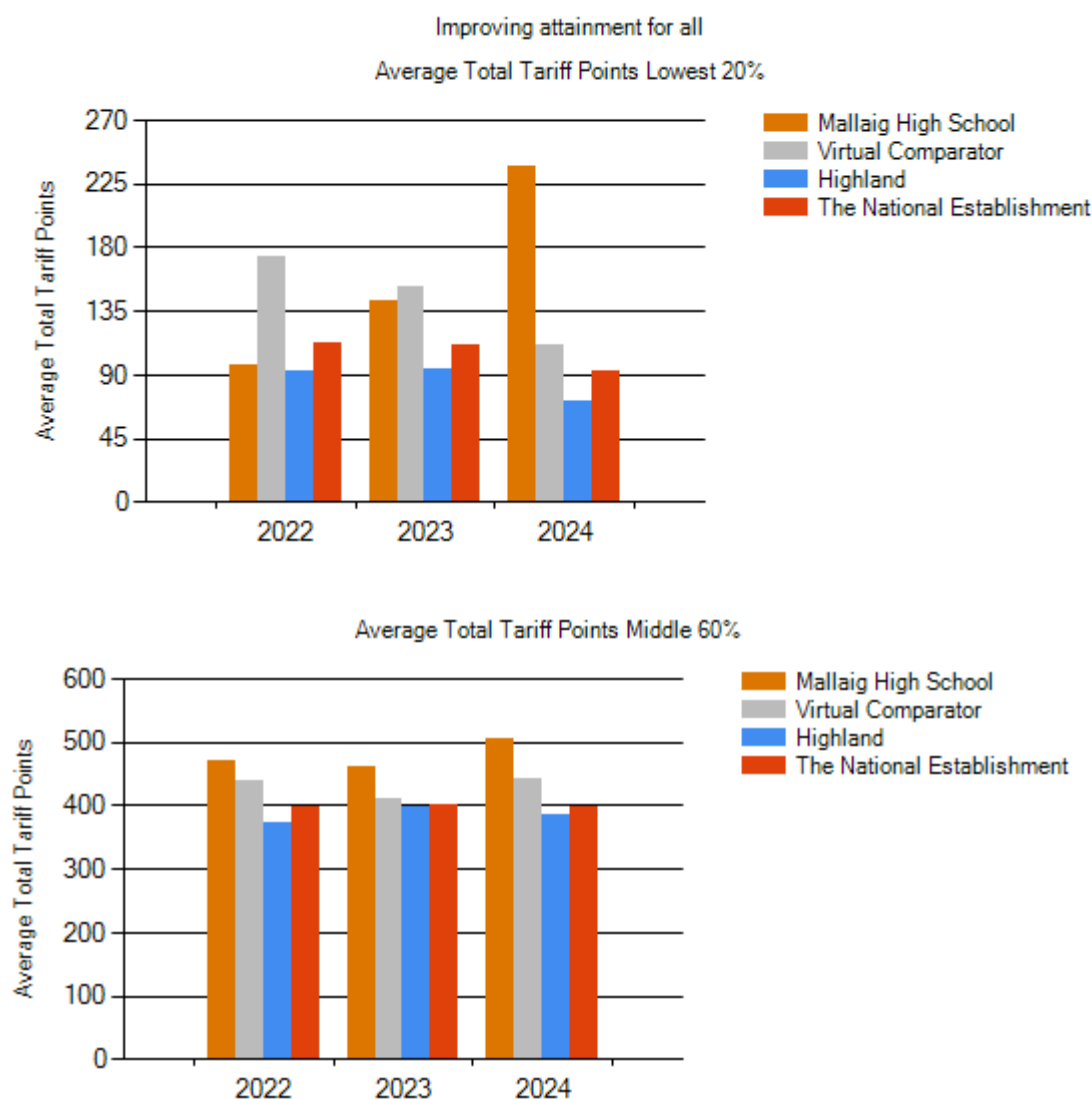
Cohorts – Attainment for All

Mallaig High School's attainment across the Lowest 20%, Middle 60%, and Highest 20% performing pupils is broadly in line with the Virtual Comparator, Highland, and the National average.

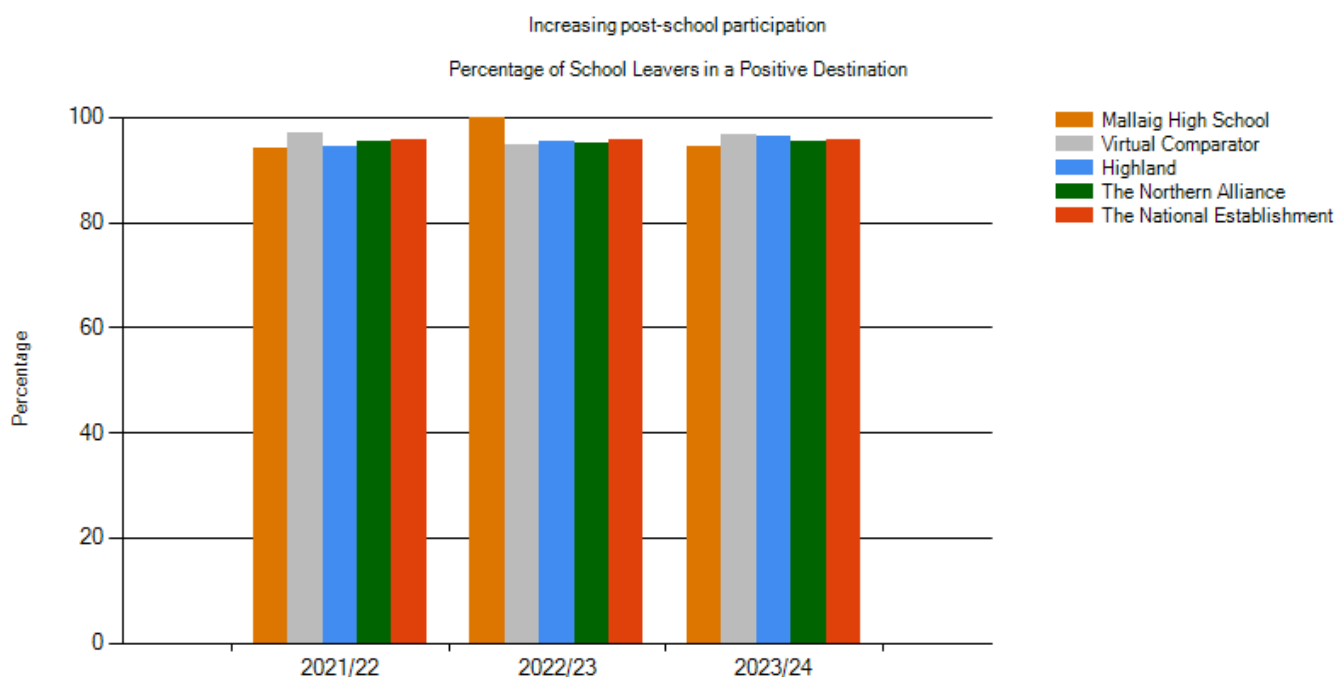
The Middle 60% and Highest 20% groups perform particularly strongly, indicating effective teaching and learning across the majority of learners.

The Lowest 20% cohort performs similarly to comparators, showing no significant gap, which reflects well on equity of support.

Overall, the data suggests that Mallaig High School provides a balanced and inclusive learning environment, enabling all learners to achieve well.



Destinations of School Leavers



Strong Positive Destinations

Slightly below national and comparator figures this year.

94.44% of leavers went to a positive destination (employment, further/higher education or training). Mallaig High has consistently ensured that the vast majority of pupils move on successfully to positive post-school destinations.

The 2022/23 100% success rate is a particular highlight.

The small cohort size each year makes individualised support more impactful, and year-on-year data should be interpreted in that context.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is to provide a nurturing and inclusive learning environment that empowers every pupil to achieve their academic potential, develop critical thinking skills, and become compassionate, responsible global citizens. We are committed to fostering a love of learning, encouraging creativity and innovation, and preparing our young people to thrive in an ever-changing world.

Our Aims

Empower Every Learner

We aim to help every young person achieve their potential through high-quality, engaging teaching that nurtures curiosity, fosters creativity, and builds confidence in learning.

Promote a Culture of Responsibility and Respect

We strive to create a positive school ethos where all members of our community are treated with dignity, and where young people are encouraged to take ownership of their learning and actions.

Champion Inclusion and Compassion

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Fùrachas • Co-fhaireachdainn

We are committed to providing a safe, supportive, and inclusive environment that values diversity and promotes empathy, equity, and wellbeing for all.

Build Resilience and Lifelong Skills

We equip our pupils with the resilience, adaptability, and critical thinking skills they need to thrive in a rapidly changing world and to contribute meaningfully to their communities.

Inspire Global Citizenship

We encourage learners to look beyond the classroom—to understand global issues, embrace sustainability, and act with integrity and compassion as responsible citizens of the world.

Foster Innovation and Excellence

We support a forward-thinking learning culture where creativity is encouraged, high standards are upheld, and achievement in all its forms is celebrated.

Work in Partnership with Families and the Community

We value strong partnerships with parents, carers, and our local community, recognising that collaboration enhances outcomes and strengthens our shared vision for success.

Review of progress of improvement plan projects for 2024/25

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Improvement Plan Priority 1 Improving tracking and monitoring	
Summary of impact	Next steps
Raised Attainment <ul style="list-style-type: none">Earlier identification of underachievement has led to timely interventions and targeted support, resulting in improved attainment across key year groups.Data-driven approaches have supported a more consistent progression across the BGE and Senior Phase. Enhanced Pupil Engagement <ul style="list-style-type: none">Regular, personalised feedback and meaningful target-setting have improved pupil ownership of learning, motivation, and engagement.Greater visibility of pupil progress, strengths and areas for development supports stronger planning for post-school pathways, contributing to sustained positive destinations. More Informed Professional Judgement <ul style="list-style-type: none">Staff are better equipped to make accurate, evidence-based assessments and predictions, which improves reporting, moderation and planning. Focused Support and PSA Deployment <ul style="list-style-type: none">Monitoring tools have helped allocate PSA time and resources where they are most needed, maximising impact on wellbeing and learning.	<p>Continue to refine and streamline tracking tools to ensure they are purposeful, user-friendly, and used consistently across the school.</p> <p>Provide ongoing professional learning for staff to strengthen confidence in data analysis, moderation, and professional judgement.</p> <p>Use tracking data more effectively to inform targeted interventions, PSA deployment, and curriculum planning.</p> <p>Further develop systems for sharing progress with learners and parents to enhance ownership, dialogue, and support. Increase pupil engagement and leadership of learning.</p> <p>Strengthen links between tracking data and wider achievement, wellbeing indicators, and transitions planning.</p>

Improved tracking and monitoring strongly aligns with and supports the six key drivers of improvement within the National Improvement Framework (NIF). We have made some positive progress in improving our tracking and monitoring systems, with clearer identification of need and more responsive support now evident across the school. However, this area will remain a school improvement priority to ensure consistency across departments and to fully embed data-informed planning at all levels.	We will further develop our approaches to parental engagement by creating more structured and accessible opportunities for parents to discuss their child's progress, contribute to learning, and feel meaningfully involved in school life.
--	--

School Improvement Plan Priority 2 Enhance our Developing the Young Workforce (DYW) and Broader Achievement offer	
Summary of impact	Next steps
<p>This articulates with National Improvement Framework Drivers and How Good is our School Quality Indicators – we have made good headway with this priority.</p> <p>We have made good progress in creating meaningful opportunities for pupils to engage with the world of work and develop wider skills for life and learning. A growing number of learners have benefited from work experience placements in partnership with local businesses and community organisations.</p> <p>There has been notable progress in wider achievement pathways, with increased participation in the Duke of Edinburgh's Award, John Muir Award, Eco Schools, and Heritage Hero Awards. These activities have enhanced pupil confidence, resilience, and teamwork, while deepening their sense of responsibility and connection to place.</p> <p>We have also strengthened our careers education offer, including talks from industry professionals, college liaison sessions, and career conferences which have helped broaden aspirations and develop career management skills. While some progress has been made in embedding employability skills across the curriculum, this will remain a priority area for further development, particularly in tracking and evidencing pupil skill progression.</p>	<p>Embed tracking introduce My World of Work National Digital resource, celebrating wider achievement, including leadership, enterprise, and volunteering</p> <p>Ensuring all learners leave school with a rich profile of skills, qualifications, and personal achievements.</p> <p>Place greater emphasis on the development of meta-skills such as creativity, communication, collaboration, initiative, and adaptability.</p>

School Improvement Plan Priority 3 Ensuring an ethos of inclusion, participation and positive relationships	
Summary of impact	Next steps
<p>Very good progress was made in this area. We achieved our LGBT Charter Silver award and the Bronze Rights Respecting Schools Award. Both have had a significant positive impact on the ethos, relationships, and values of our school community. This achievement reflects our commitment to placing children's rights at the heart of our school culture, promoting inclusion, respect, and wellbeing for all.</p> <p>Increased pupil participation in decision-making, including contributions to class charters, assemblies, and leadership groups</p>	<p>Building on the strong foundation established through achieving the Bronze Rights Respecting Schools Award, we will continue to deepen our rights-based approach by:</p> <p>Working towards the Silver RRSA, ensuring that children's rights are fully embedded in the daily life, language, and relationships across the school.</p>

<p>This priority has links to all the NIF drivers. Improved relationships and behaviour, underpinned by shared values of respect, empathy, and fairness:</p> <p>School Leadership Provides strategic direction and fosters a culture of rights, respect and responsibility</p> <p>Parental Engagement- Encourages shared understanding of values and collaborative approaches to wellbeing</p> <p>Teacher Professionalism-Supports inclusive, rights-based pedagogies and a nurturing classroom climate</p> <p>Assessment of Children's Progress Enhances pupil voice in learning conversations and target-setting</p> <p>School Improvement- Demonstrates a commitment to inclusion, participation, and citizenship development</p> <p>Curriculum, Learning, Teaching & Assessment- Embeds global citizenship, sustainability and rights into the wider curriculum</p> <p>HGIOS4</p> <p>2.1 - Safeguarding and Child Protection- Strengthens a culture where children know their rights and feel safe and respected</p> <p>2.4 – Personalised Support- Supports inclusive and responsive approaches to meeting individual needs</p> <p>3.1 – Ensuring Wellbeing, Equality and Inclusion Embeds children's rights and respectful relationships at the core of school life</p> <p>3.2 – Raising Attainment and Achievement- Promotes achievement beyond the classroom and values contributions to school and society</p> <p>Through the RRSA journey, pupils have developed a stronger understanding of their rights and the rights of others. This has empowered them to become more active, responsible citizens, with increased confidence in contributing to school life and the wider community. Staff have embedded rights-based language and approaches across learning and teaching, and there is now greater consistency in promoting equity, inclusion, and pupil voice throughout the school.</p>	<p>Strengthening pupil voice structures, empowering learners to lead on decision-making, improvement planning, and rights-based initiatives.</p> <p>Ensuring the school charter is fully embedded and consistently referenced in learning, behaviour, and pastoral systems.</p> <p>Enhancing global citizenship education by linking rights-based learning to sustainability, diversity, and the UN Sustainable Development Goals (SDGs).</p> <p>Providing professional learning for staff to ensure consistency in promoting rights, inclusion, and respectful relationships across all stages.</p> <p>Increasing opportunities for partnership working with families and the wider community, promoting shared ownership of our rights-respecting culture.</p>
--	--

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy (Reading and Spelling):

Targeted literacy support is having a positive impact on reading fluency for several identified pupils. These learners are now reading with increased confidence and are more willing to attempt challenging words rather than disengaging. Their word recognition and decoding strategies have improved, and many are beginning to show a broader vocabulary, including the use of more adventurous and subject-specific words in their writing and speech.

While spelling remains a development area, pupils receiving phonics-based interventions are beginning to show steady progress. Reading comprehension will be a continued focus, as some learners still require support to fully understand and engage with texts.

Numeracy:

Progress is also evident in basic number understanding and number processes, particularly in relation to number bonds and early operations. Several pupils have shown improved confidence in class, reflecting the success of targeted numeracy interventions. Further work is needed in areas such as timetables, measurement, and fractions, where some learners continue to experience difficulty. A small number of pupils present with characteristics consistent with dyscalculia; these pupils will require ongoing, individualised support as they move into the next stage of their learning.

Wider achievements

Coileanaidhean nas fharsainghe

Youth and Philanthropy Initiative
Duke of Edinburgh- Silver and Bronze Awards
French Residential Trip
Geography Field Trip to Edinburgh
Debating workshops
Young Enterprise Scotland
Visit to Lifeboat Station
Work Experience Programme
Industrial Cadet Awards
European Space Agency- satellite and radio comms project
School Radio Club
High School Physics Pupils leading learning across our primary schools
Eco Club – Busy Bee work shops across all our primary schools
Bumblebee Friendly Schools Gold Award.
LGBT Charter Silver award
STEM activities and visits to Newton Room
Glencoe History excursion
Armada History excursion
Mock Interviews
S1-3 Screen Machine – Wicked

Comments from learners, families, stakeholders and staff

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

Pupils

I feel staff respect pupils; I feel safe; I enjoy most of my lessons; French is amazing; we love HE; the toilets are rubbish; school lunches are okay; I like the choices at lunch time; I'd prefer it if the S2s could go down the road; most of our teachers respect us; I get help when I need it; I enjoy coming to school most days; I really enjoy French; it's great we've got a PE teacher; PE is great; I liked going to the screen machine even though the film wasn't great and far too long; I wish we could have woodwork; I like it when I get a choice; I think eco club is great; doubles are too long.

Parents

My children enjoy coming to school; my child is making good progress, my child gets on well with their Guidance teacher; it's a shame there's no technical; we'd prefer school uniform; Bingo was amazing, what a great night. I totally understand that it's because we are a wee school, but I am very concerned about the lack of subject choice for our children- especially for practical subjects like HE and technical.

Staff

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Fùrachas • Co-fhàireachdainn

This year our leadership at all levels has been demonstrated by new course in Psychology, introduction of our new anti-bullying policy; introduction of restorative justice practices; we have worked collaboratively on CPD and working in trios; I have enjoyed working with Ullapool HS to develop new course; vision and values could be more prominent e.g in assemblies; in main entrance and website; our vision and values have been kept central throughout management change; we respect pupils identity; we ensure well being, equality and inclusion- this is an area we do well as a school, as evidenced by our Highland Health and Wellbeing whole school survey. Formative assessment is done well.

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 progress as follows:

	2024/25
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	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

Improvement Priority Title
1. Raising Attainment – tracking and monitoring
2. Promoting Positive Behaviour
3. Senior curriculum offer

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.

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
-----	------------	------	----------	----------------	-----

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Fùrachas • Co-fhaireachdainn

100%	91% - 99%	75% - 90%	50% - 74%	15% - 49%	Less than 15%
------	-----------	-----------	-----------	-----------	---------------

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachail eachd • Fùrachas • Co-fhaireachdainn

