



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Mallaig High School



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%

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 in the village of Mallaig, serving young people from Mallaig, Morar, Arisaig, Lochailort, the Small Isles and Knoydart. Mallaig 3-18 Schools also comprises four associated primary schools: Arisaig Primary School, Inverie Primary School, Lady Lovat Primary School and Mallaig Primary School

There are currently 101 children and young people on the school roll. The Head Teacher is supported by one Depute Head Teacher in the High School and one for the Primaries. There are 5 Principal Teachers.

We are also the secondary school for the Small Isles: Canna, Eigg, Muck and Rum. 14 of our children, from the small isles and Knoydart, board through the week in our school residence.

More than 60% of pupils use school transport- this includes the school boat. Of our current pupils, 60% have recognised additional support needs and less than 10% are registered for free school meals.

As the school roll comprises a relatively small number of children and young people, attainment and progress will be expressed in overall statements, rather than by specific year groups or Curriculum for Excellence levels. This is to ensure that the identity of individual pupils is not disclosed.

Overall, attainment across the school in literacy and English, and numeracy and mathematics, is good. Young people achieve appropriate Curriculum for Excellence levels in literacy and numeracy and, across the school, a few young people are exceeding nationally expected levels.

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

Senior Phase attainment at Mallaig High School was very strong, with young people achieving well across a range of National Qualifications and demonstrating positive progress in attainment, achievement and post-school pathways.

We have had no exclusions this year.

Where numbers are very small, exclusions data may lead to individual pupils being identified. For this reason, detailed exclusion data is not contained in this report. If you have any questions about exclusions, please contact the school directly.

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
104	89.4%	13

S1	S2	S3	S4	S5	S6
17	20	19	14	21	13

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0-10%	0-10%	50-60%	30-40%	0-10%	0-10%

ASN	FSM	EAL
60-70%	0-10%	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 – percentage 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
Most	Most	Most	Most

Level 4

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

Gaelic Medium 2024/2025 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

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

Level 4

Gaelic reading

Majority

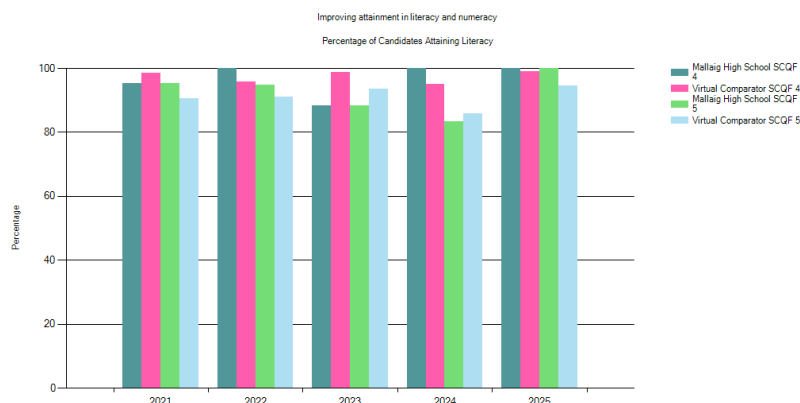
Gaelic writing

Majority

**Gaelic listening
and talking**

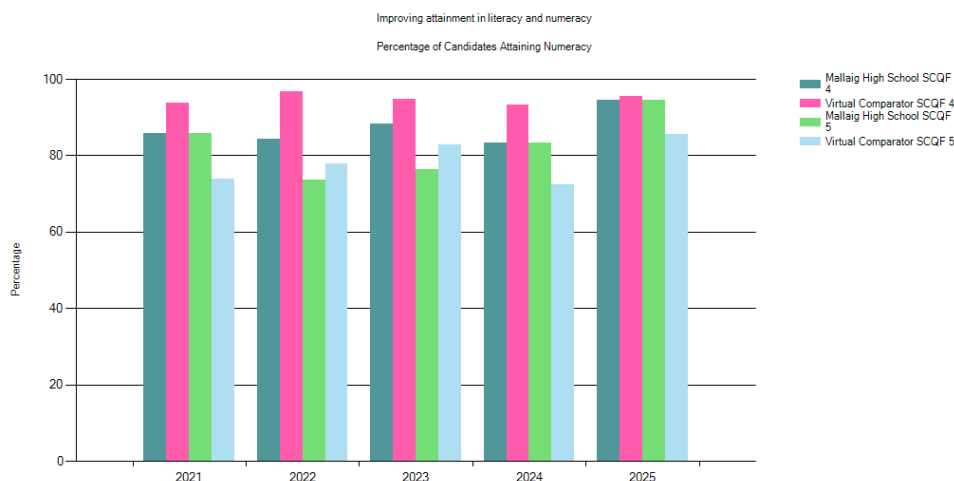
Majority

Senior Phase



Literacy attainment at Mallaig High School remains strong, with almost all candidates attaining SCQF Level 4 and SCQF Level 5 literacy in 2025. Performance has been consistently high over the past five years, with Level 4 attainment at or near 100% in most years and Level 5 attainment showing a strong position against the virtual comparator.

In 2025, Mallaig High School outperformed the virtual comparator at SCQF Level 5 and matched or was very close to comparator performance at SCQF Level 4; the overall picture demonstrates sustained strength in literacy outcomes and continued positive impact from targeted support and whole-school approaches to literacy.



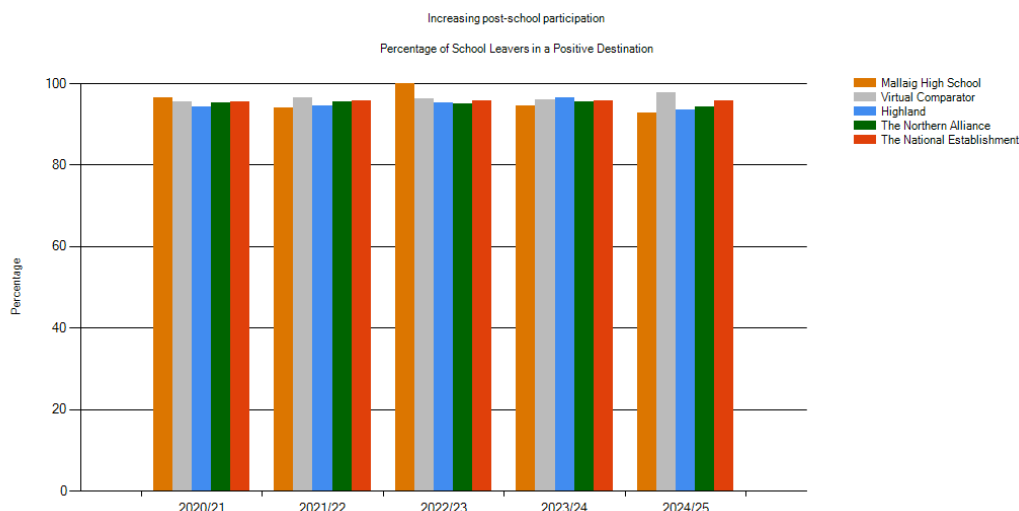
Numeracy attainment at Mallaig High School shows a very positive improving picture in 2025. Almost all candidates attained numeracy at SCQF Level 4 and SCQF Level 5, with school performance now closely aligned with the virtual comparator at Level 4 and above the virtual comparator at Level 5.

This represents a strong recovery from the lower Level 5 outcomes seen in 2022–2024 and suggests that targeted support, tracking and intervention are having a positive impact.

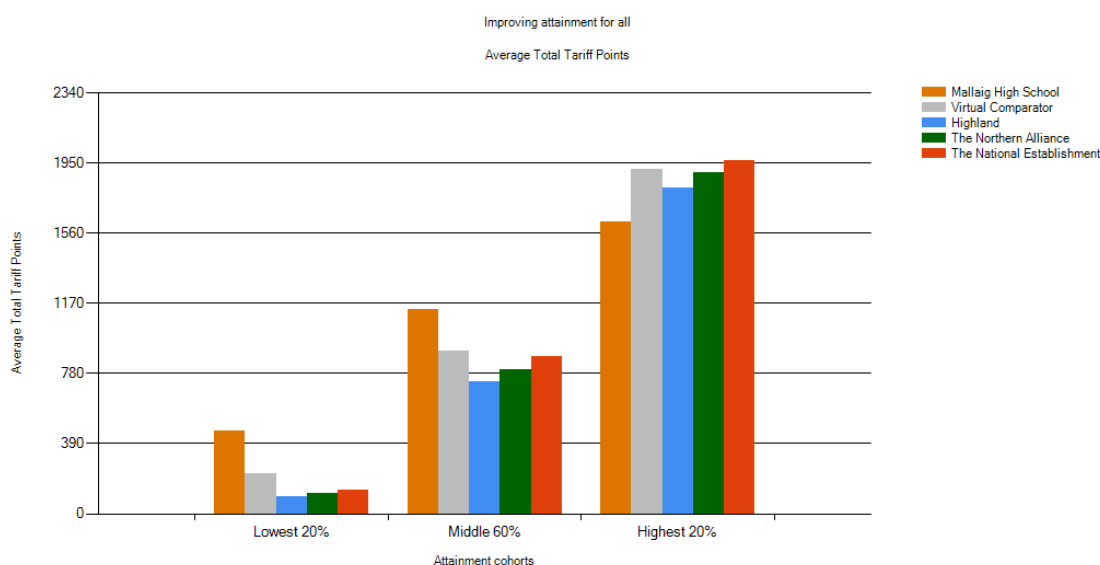
Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachaileachd • Furachas • Co-fhaireachdainn

Senior Phase Leavers

In 2024/25, Mallaig High School remained above 90%, broadly in line with Highland, Northern Alliance and national figures. While the school sits slightly below the virtual comparator in the most recent year, outcomes remain strong overall. Given the small number of leavers, year-on-year percentages can fluctuate significantly, so the sustained pattern of high positive destinations is the key message.



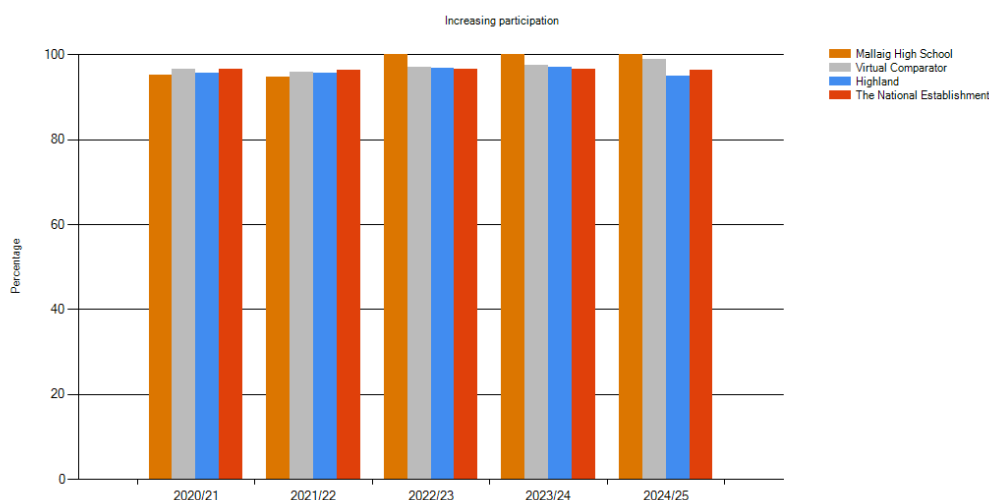
Cohorts – Attainment for All



Average total tariff points show a positive picture for Mallaig High School, particularly for learners in the lowest 20% and middle 60% attainment cohorts. In both of these groups, Mallaig High School performs above the virtual comparator, Highland, Northern Alliance and national figures, suggesting that approaches to tracking, support and intervention are having a strong impact for learners who benefit most from targeted support. For the highest 20% cohort, outcomes remain strong, although they sit below the virtual comparator and national establishment figures. This indicates a clear next step around increasing stretch, challenge and attainment at the highest levels, while maintaining the strong support already evident for learners across the lower and middle attainment bands.

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

Destinations of School Leavers



Participation at Mallaig High School is consistently very strong. Over the past five years, participation has remained in the mid to high 90% range, with the school reaching 100% in 2022/23, 2023/24 and 2024/25.

In the most recent year, Mallaig High School sits above the virtual comparator, Highland and national figures. This reflects the school's strong focus on knowing young people well, supporting attendance and engagement, and providing flexible pathways which help learners remain involved in education, training or employment.

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 Values

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

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 • Cruthachailachd • Furachas • 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 session 2025/26

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 Priority 1: Improving Learning, Teaching and Assessment through Collegiate Practice and Interdisciplinary Learning	
School Improvement Plan Priority 1	
Summary of progress	Next steps
✓ Satisfactory progress has been made within this priority. We have taken important initial steps to strengthen our shared understanding of high-quality learning, teaching and assessment, with a particular focus on professional dialogue, learner engagement and use of evaluative materials. This priority links closely to the National Improvement Framework priority of improving attainment, particularly in literacy and numeracy, and to the NIF driver of teacher and practitioner professionalism. It also supports Highland Council's priority to raise attainment and achievement for all learners ✓ The Lesson Evaluation Toolkit has been introduced and has supported a more consistent professional language around learning and teaching. It has been used to support reflection and discussion, rather than as a checklist or compliance tool. This has helped keep the focus on the overall learning experience,	There is emerging evidence of greater consistency in how we talk about learning and teaching, and the toolkit has provided a helpful starting point for developmental conversations. However, this work is still at an early stage. The toolkit and associated HGIOS evaluation activities now need to be embedded more strategically within the school's quality assurance calendar for next session, so that evidence is gathered, reviewed and acted upon in a more systematic way. Develop a planned calendar of SLT learning visits, peer visits, pupil focus groups and staff professional dialogue.

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

classroom climate, pupil engagement and the impact of teaching approaches over time.	Ensure learning visit evidence is used to identify whole-school strengths, shared next steps and professional learning priorities. Develop interdisciplinary learning more consistently across the BGE, with clearer expectations around planning, skills development, assessment and evaluation.
Impact	
The introduction of the Lesson Evaluation Toolkit has supported more focused professional dialogue around learning and teaching. It has helped staff and SLT look beyond isolated lesson features and consider the quality of the overall learner experience, including pupil engagement, classroom climate and the responsiveness of teaching. Use of HGIOS evaluation materials has strengthened the school's self-evaluation approach and provided a clearer evidence base for identifying strengths and next steps. Early evidence suggests that pupil engagement is a strength in many learning contexts, supported by positive relationships and responsive classroom practice. The work has established a useful foundation for improvement, but impact on consistency across all departments and stages is still developing. To secure stronger and more measurable impact, learning visits, pupil voice, staff reflection, moderation and follow-up professional learning need to be planned more deliberately through the next QA calendar.	

School Priority 2:	
School Improvement Plan Priority 2 Developing Skills for Learning, Life and Work through Digital Profiling and Meta-Skills	
Summary of progress	Next steps
✓ This priority remains in its infancy, particularly in relation to digital profiling. While UNIFROG has been introduced with targeted groups, it is not yet embedded as a consistent whole-school approach. ✓ Despite this, there is clear evidence that pupils are developing a growing awareness of metacognitive skills and skills for learning, life and work. Through classroom learning, wider achievement, work experience, residential experiences and extracurricular opportunities, pupils are increasingly being encouraged to think about how they learn, the skills they are developing, and how these skills transfer across different contexts. ✓ Some departments are making stronger progress than others in making skills explicit within learning. Where this is working well, pupils are beginning to use language linked to reflection, resilience, collaboration, independence, problem-solving and	Further work is needed to clarify expectations around when and how pupils update profiles, how this links to PSE, tutor time and Guidance conversations, and how staff support pupils to reflect meaningfully on their achievements and future pathways. The next stage is to bring greater coherence to this work. Pupils now need more consistent support to capture these experiences through UNIFROG/digital profiling, reflect on the metacognitive and meta-skills they are developing, and articulate these confidently in learner conversations, applications, interviews and transition planning.

self-evaluation. This provides a helpful foundation for the next stage of work around meta-skills and digital profiling. ✓ Good headway has been made in broadening pupils' experiences beyond the classroom. Learners have had access to a range of opportunities which support confidence, independence, aspiration and skills development. These include work experience, skills-for-work activities, outdoor education, residential trips, university and college visits, and the London trip. These experiences are particularly valuable in our rural context, where access to wider pathways and work-related learning requires deliberate planning. ✓ Residential and enrichment opportunities have been a strength. University and college visits have supported pupils to explore post-school options and raise aspirations, while outdoor education and the PLG have supported personal development, teamwork, leadership and resilience. These experiences are helping pupils to recognise that skills developed through school, community involvement, trips, leadership roles and wider achievement are relevant to their future learning and employment.	
---	--

Impact

The strongest impact so far has been through wider achievement, work experience and enrichment opportunities. Pupils have benefited from experiences which develop independence, confidence, teamwork, responsibility, resilience and awareness of future pathways.

There is clear emerging evidence that pupils are becoming more aware of metacognitive skills. They are beginning to reflect more explicitly on how they approach learning, how they respond to challenge, how they work with others and how they evaluate their own progress. This is a positive foundation for future work on meta-skills and learner profiling.

Targeted use of UNIFROG has begun to provide a structure for some pupils to reflect on achievements and pathways. However, the impact of digital profiling remains limited at this stage because implementation is not yet consistent across year groups or departments.

School Priority 3:

School Improvement Plan Priority 3 Strengthening Inclusion, Participation and Positive Relationships

Summary of progress	Next steps
✓ Very good progress has been made within this priority. The school has continued to place emphasis on developing a positive, inclusive ethos rooted in respect, responsibility, compassion and pupil voice. This priority links closely to improving children and young people's health and	Continue to embed Highland's Promoting Positive Relationships Framework across the school.

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

wellbeing, and to supporting a school culture where learners feel safe, included and ready to learn. Our SHANARRI School' survey highlights strong pupil wellbeing, particularly in relation to feeling safe, nurtured, included and supported by staff. ✓ A whole-staff professional learning event on restorative justice has provided an important starting point for developing a more consistent approach to relationships, conflict resolution and behaviour. This has supported staff to reflect on the purpose of restorative conversations, the importance of repairing harm, and the need to help young people understand the impact of their actions. Restorative approaches are beginning to be used in a number of situations to support pupils to rebuild relationships and take responsibility for their behaviour. ✓ The introduction of house points has also supported the school's focus on positive relationships, belonging and recognition. Importantly, this development came directly from pupil voice and has subsequently been shaped and led by pupils. The system is helping to make positive behaviour, effort, participation and contribution more visible across the school. It provides a shared mechanism for recognising pupils who demonstrate the school values, including respect, responsibility, resilience, creativity, curiosity and compassion. Early use of house points is beginning to support a more positive culture by celebrating what pupils are doing well, encouraging participation and strengthening learners' sense of connection to their house and wider school community. As this has been pupil-led, it also provides a meaningful example of learners influencing school improvement and taking responsibility for developing a positive ethos. ✓ The school has continued to promote children's rights and pupil participation through pupil voice groups, committees, assemblies and wider achievement opportunities. These are helping learners contribute to aspects of school improvement and feel more involved in the life of the school. Work towards Rights Respecting Schools Silver Award has provided a useful framework for embedding rights, participation and respectful relationships, although this work remains ongoing. ✓ There has been some progress in developing a safer and more inclusive culture through planned work linked to	Provide further professional learning for staff on restorative conversations, circles, conflict resolution and trauma-informed approaches. Develop a more consistent approach to recording, reviewing and evaluating restorative interventions. Introduce and embed the CIRCLE Resource to support inclusive classroom practice, with a focus on learning environment, routines, relationships, participation and removing barriers to learning. Use the CIRCLE Inclusive Classroom Scale as part of self-evaluation and professional dialogue, supporting staff to identify strengths and practical next steps in meeting learners' needs. Build CIRCLE into next session's quality assurance calendar through learning visits, staff reflection, pupil support discussions and staged intervention planning. Progress work towards Rights Respecting Schools Silver Award, including regular pupil, staff and parent involvement. Continue to develop pupil voice groups and ensure learners can evidence how their views influence school improvement. Create regular opportunities for pupils to lead house activities, assemblies and celebrations linked to school values, belonging and positive relationships. Use pupil voice to evaluate the impact of house points on motivation, participation, relationships and learners' sense of belonging. Continue implementation of Equally Safe at School, including staff training, PSE lessons, assemblies, policy review and pupil voice input. Strengthen parent engagement around anti-bullying, wellbeing, rights and positive relationships. Use pupil, parent and staff surveys to measure feelings of safety, respect, inclusion and belonging.
---	---

Equally Safe at School. Staff training, PSE learning, assemblies and policy review are beginning to support greater awareness of equality, healthy relationships and gender-based violence prevention. This remains an area for further development next session. ✓ Secured £1700 of funding to put two staff members through the Hill & Moorland Leader course. This will enable them to run expeditions for DofE and other adventurous outdoor experiences.	Continue to celebrate kindness, leadership, participation and wider achievement through assemblies, newsletters, West Word and community channels.
Impact The work undertaken has begun to support a more values-based approach to relationships, behaviour and inclusion. In a number of cases, learners are being supported to resolve conflict through discussion, reflection and restorative approaches rather than relying solely on punitive responses. Pupil voice is becoming more visible within school improvement. Learners have had opportunities to contribute to decisions, lead activities, participate in committees and share their views on wellbeing, relationships and school ethos. However, the impact of pupil voice now needs to be more clearly tracked, so pupils can see how their views have influenced change. The focus on rights, equality and participation is beginning to support a stronger sense of belonging. Pupils are developing greater awareness of respect, responsibility and fairness, and staff are continuing to build shared approaches to supporting wellbeing and inclusion.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The lion's share of PEF funding has been used to provide additional PSA hours, enabling more targeted support for identified learners and helping to reduce barriers to learning, engagement and participation. This support has allowed staff to respond more flexibly to pupils' needs, particularly where learners require additional help with literacy, regulation, confidence or access to the wider curriculum.

A small proportion of PEF funding has also supported breakfast club provision, helping ensure pupils are ready to learn at the start of the school day and supporting wellbeing, attendance and equity.

Targeted literacy intervention has had a positive impact for most identified learners.

Wider achievements

Coileanaidhean nas fharsainghe

- University and college visits to raise aspirations and support future pathways
- Outdoor education opportunities, including PLG experiences

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

- Senior Art trip to London
- We hosted illustrator, Clare Mackie via A Write Highland Hoolie Book Festival, for a workshop and talk about freelance illustration.
- Pupils participated in the CanSat project, developing STEM skills through a real-world challenge which encouraged problem-solving, teamwork, creativity and practical application of engineering and science.
- Pupils engaged with Energy Sparks, developing their understanding of sustainability, energy use and climate responsibility through practical, data-informed activities linked to reducing energy consumption across the school.
- Our music department performed at Christmas Lights in Mallaig,
- Christmas Festival In Arisaig
- Pupils playing at Americana Festival, the pupils contributing to Feis Oigridh na Mara concert.
- String group playing in Mallaig Bandstand.
- Rock Ensemble of Edniburgh
- Several pupils have had their work published by Young Writers which has been fantastic, newsletter up and running for the school and pupils leading it,
- School Prom and pupil-led celebration events
- Work experience placements and skills-for-work opportunities
- Employer engagement and DYW activities
- Problem-solving workshop with RJ McLeod Civil Engineering
- Partnership work with Mallaig Harbour Authority
- Participation in pupil leadership groups, committees and pupil voice activities
- House point system introduced through pupil voice and led by pupils
- Wider achievement through sport, including football, basketball, swimming and skiing
- Music and performance opportunities, including concerts and community events
- Piping/pipe band participation
- West Word journalism and writing opportunities
- Highland Hoolie writing/creative participation
- STEM and engineering-related learning experiences
- Senior pupils supporting in Primary classes
- Leadership opportunities through assemblies, clubs and school events
- Charitable/community involvement and acts of service
- Transition activities supporting learners across the 3–18 cluster
- Ceòl Music -Ceilidh Club on Thursday lunchtime
- High School pupils supporting Friday Activities Club
- S3 pupils successfully took part in the Youth and Philanthropy Initiative (YPI), working with local charities.
- Art & Design pupils (S5 & S6) took part in the Widening Participation Portfolio Course with Glasgow School of Art which was 5-8pm online for 8 weeks. Their work was exhibited in Glasgow School of Art in June.
- The department continues to work with The Boisdale Art Prize at the Arisaig Games.
- Pupils supported the Lifeboat Gala through enterprise activity, developing teamwork, creativity, communication and financial awareness while contributing positively to the local community.

Comments from learners, families, stakeholders and staff

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

Learners: Our learners are telling us that relationships with staff are a significant strength. Most pupils report that good relationships with specific members of staff help them feel safe, and that staff provide support, encouragement and feedback for their learning. Learners also recognise that effort and hard work are valued in school. This gives us a strong foundation for continuing to raise attainment, particularly through targeted literacy support and consistent use of assessment evidence to plan next steps.

Pupils are also telling us that they value support with setting and achieving goals, but that learning experiences are not yet consistently strong across all classes. This supports our priority around Learning, Teaching and Assessment, with a continued focus on clear learning intentions and success criteria, effective questioning, feedback, differentiation, pace and challenge. We want all pupils to experience consistently high-quality learning and to understand what they are learning, how to be successful and what they need to do to improve.

Learner feedback also highlights areas for development around pupil voice, leadership, responsibility and belonging. While many pupils feel listened to and supported, fewer pupils report that they are consistently involved in decision-making or that their opinions always shape what happens in school. This reinforces the need to strengthen pupil participation, leadership opportunities and learners' sense of agency.

Pupils have also identified the need for more opportunities for active learning, movement, outdoor learning and breaks between academic tasks.

If I was Head Teacher for the day... *"I'd make sure that every school, department had resources such as colouring pens, spare pencils, enough rulers"; "make lunches cheaper"; "let us listen to music in class all the time"; "I would change PE to four periods per week like Maths and English"; "I'd have more trips"; "make everyone have Chemistry every day and do experiments"; more support for individual students with their guidance and maybe arts and crafts for mental health"; "If the school was bigger we should have top and bottom sets, depending on our capability and level of learning"; "I would change the timetable to spread out all the mandatory subjects and chosen subjects so they are not so close together".*

Families Family feedback is broadly positive, with parents and carers recognising that many children are making progress, feel safe, are treated with respect and are supported by staff. Families also highlighted a number of valued wider achievement opportunities, including PGL, sports clubs, girls' football, swimming, volleyball, dance, rugby, orchestra, trips and visits.

Families also identified clear areas for improvement. These included concerns about consistency in some areas of learning and teaching, particularly around Maths staffing, Gaelic provision and opportunities beyond the Gaelic classroom. Families also asked for more practical subjects, IT/digital learning, music-based opportunities, sport, Gaelic cultural opportunities such as FilmG, debates and visits to Sabhal Mòr Ostaig, and broader Senior Phase subject choice.

Feedback about reporting and parents' evenings was generally positive, but some families felt timings could be improved, particularly where reports and parents' evenings were close together or where there was a long gap between formal feedback points. Families also raised points around school uniform, mobile phones and the need to continue strengthening communication.

Partners: *Over the years we have had the opportunity to work with mainly High School pupils in various forms, both directly with the school and through DYW. We always value the experience. Any pupils we had had on work experience have been great, and the pupils are always polite, and willing to engage with us.*

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

I appreciate and value working with teachers and children in your cluster.

All our partners agree the school is welcoming and values their contribution. Almost all our partners agreed/ strongly agreed that communication between the school and our organisation is effective. Almost all our partners felt our partnership contributes positively to children's and young people's learning and all agreed / strongly agreed that our partnership activities help develop learners' skills for learning, life and work.

Staff feedback highlights positive pupil engagement and growing opportunities for learners to develop confidence, leadership and transferable skills. The introduction of Unifrog has strengthened careers education, subject choice processes, UCAS support and wider profiling. Health and wellbeing provision has been enhanced through Wellbeing Champions, counselling, restorative practice, YPI, House Captains and the House Points system. The SHANARRI survey indicates that many pupils feel safe, included, nurtured and supported.

Departments continue to improve curriculum provision and learning experiences. Staff report progress in debating, presentation skills, creativity, independent learning routines, assessment organisation and subject-specific professional learning. Art and Design continues to demonstrate very strong attainment and high-quality learner engagement, supported by clear expectations, moderation and a wide range of creative pathways. The introduction of Classical Studies and Higher Photography has broadened learner choice and received positive feedback.

For a small number of learners, poor attendance remains a barrier to progress, affecting continuity of learning, confidence and skill development. We will continue to monitor attendance closely and work with learners, families and partners to provide early, targeted support.

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:

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Good
Other QIs reviewed	

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

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

Learner, family and staff feedback has helped us identify three key priorities for the next phase of school improvement. These priorities focus on raising attainment, improving consistency in learning and teaching, and strengthening staff development and collaborative practice. Where practicable, we will work with primary colleagues to support continuity of learning, shared expectations and smoother progression across the 3–18 curriculum.

1. Raising attainment in literacy

Our first priority is to raise attainment in literacy, with a particular focus on reading, writing, talking and listening. We will use assessment evidence, tracking information and teacher professional judgement to identify learners with gaps and provide targeted support.

We recognise that writing is not simply a way for pupils to record learning; it is a powerful tool for thinking. High-quality writing helps learners organise ideas, deepen understanding, make connections, justify opinions, explain processes and demonstrate increasingly complex knowledge. By strengthening writing across the curriculum, we will support pupils to become more confident, precise and reflective learners.

A key part of this work will be the development of an Improving Writing Framework, supporting a more consistent approach to writing across the school. This will help staff develop shared expectations around structure, vocabulary, technical accuracy, extended responses and writing for different purposes. Where practicable, we will work with primary colleagues to support progression in writing, vocabulary development, talking and listening, and shared expectations at transition.

2. Improving learning, teaching and assessment

Our second priority is to improve consistency in high-quality learning, teaching and assessment. Feedback highlights the importance of all learners experiencing clear, well-paced and appropriately challenging learning across departments.

This priority will focus on clear learning intentions and success criteria, effective questioning, differentiation, feedback, pace and challenge. The Lesson Evaluation Toolkit and HGIOS materials will be used more strategically within the QA calendar to support professional dialogue, learning visits, pupil voice and self-evaluation. Evidence gathered through QA activity will inform departmental improvement and planned professional learning.

UNIFROG will be used with targeted groups to support learner reflection, digital profiling and awareness of skills for learning, life and work. This will help pupils record wider achievement, reflect on metacognitive skills, set goals and make clearer links between their learning, achievements and future pathways.

3. Reviewing and Refreshing our 3–18 Curriculum through the Curriculum Improvement Cycle, Skills Development and Digital Learning.

Our third priority is to review and develop our curriculum through the Curriculum Improvement Cycle, ensuring that curriculum design, learner pathways, assessment, skills development and wider achievement are coherent and responsive to learner needs.

Nationally, the Curriculum Improvement Cycle will support schools in preparing for the refreshed curriculum design guidance and the new Know–Do–Understand model. Draft materials will be available from 2026, with final refreshed curriculum design guidance and KDU models due in January 2027. Schools are asked to engage with awareness raising, draft materials, feedback opportunities and familiarisation activities across session 2026–27.

For Mallaig High School, this provides a timely opportunity to review our BGE and Senior Phase curriculum, including the breadth of learner pathways, progression from primary to secondary, assessment, wider achievement, metacognitive skills and skills for learning, life and work.

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.