



ISLAY HIGH SCHOOL



STANDARDS & QUALITY

REPORT

2009/2010

Our School

Islay High School is a six year school which serves the islands of Islay and Jura. The school roll was 210 in September 2009. Its associated primary schools are Bowmore, Port Ellen, Port Charlotte, Keills and Small Isles.

In 2009/10 there were 24 teachers some of whom work part time. Students and teaching staff are supported by classroom assistants, a librarian and technicians. The school also received an allocation of time from Area Network Support Staff and the educational psychologist.

The day to day operation of the school is supported by the Administrative and Finance Assistant and four clerical staff through a mix of full and part-time working. We also have a full time janitor.

Other specialist staff who support our students are two music instructors, our vocational tutors (employed by Argyll College) a French assistant and the school nurse.

An active school provided links with parents and the wider community. Our new Parent Council, constituted in August 2007, will build upon these strong links.

Islay High School has strong links with the business community who provide Work Experience placements, Enterprise and Vocational placements and other advice and help to our students and staff.

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Accommodation



The school is a single storey building with full disabled access. In addition to our well equipped teaching areas we have a library, Assembly Hall, Canteen, Gym and separate Games Hall.

Islay High School also has recently completed Vocational Centre which comprises a Construction Crafts Workshop, an industry level Hospitality Kitchen, a fully functional Hairdressing Salon and Beauty Salon.



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Following consultation with all stakeholders Islay High School has identified our core values and confidences.



Islay High School

In consultation with students and staff the school has adopted five Core Values and five Confidences

The Five Core Values
We strive at all times to be:

- Supportive*
- Respectful*
- Safe*
- Successful and*
- Happy*

The Five Confidences
We have the courage to:

- Try new things*
- Get it wrong*
- Understand*
- Be happy*
- Help and be helped*

- Enthusiasm and motivation for learning.
- Determination to reach high standard of achievement.
- Openness to new thinking and ideas.

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Confident Individuals with:

- Self respect
- A sense of physical, mental and emotional well-being.
- Secure values and beliefs.
- Ambitions.

Responsible Citizens with:

- Respect for others.
- Commitment to participate responsibly in political, economic, social and cultural life.

Effective Contributors with:

An enterprising attitude.

- Resilience.
- Self Reliance.
- The ability to meet the demands of our changing world.

CURRICULUM STRUCTURES

Students in S1 and S2 follow courses in line with the Curriculum for excellence guidelines..

Some S1/S2 classes are mixed ability: others are set. Interdisciplinary tasks are included within the S1/2 curriculum

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Each student in S3-S6 studies 5 subjects for 5 periods per week. Each course is 1 year in duration. Students take examinations where appropriate in their chosen subjects in May of the school session.

- Classes will be composed of students in S3-S6.
- Students choose the level of study which is appropriate to their ability and interest.
Courses are available from Access 3 → Advanced Higher. Students may choose to study a mix of Vocational and Non-Vocational subjects.
- English and Maths are compulsory in S3.

See options from in appendix for full range of courses on offer.

Vocational Education

We offer Skills for work courses in Construction Crafts at Int1, Int 2; Hairdressing at Int 1, Int 2 and Hair and Beauty-a Scottish progression Award. Three social enterprise companies have been constituted – one for hospitality; one for hair and beauty and one for construction.

We also offer Rural Skills and Early Education and Child Care. Next session we will re-introduce Cosmetology.

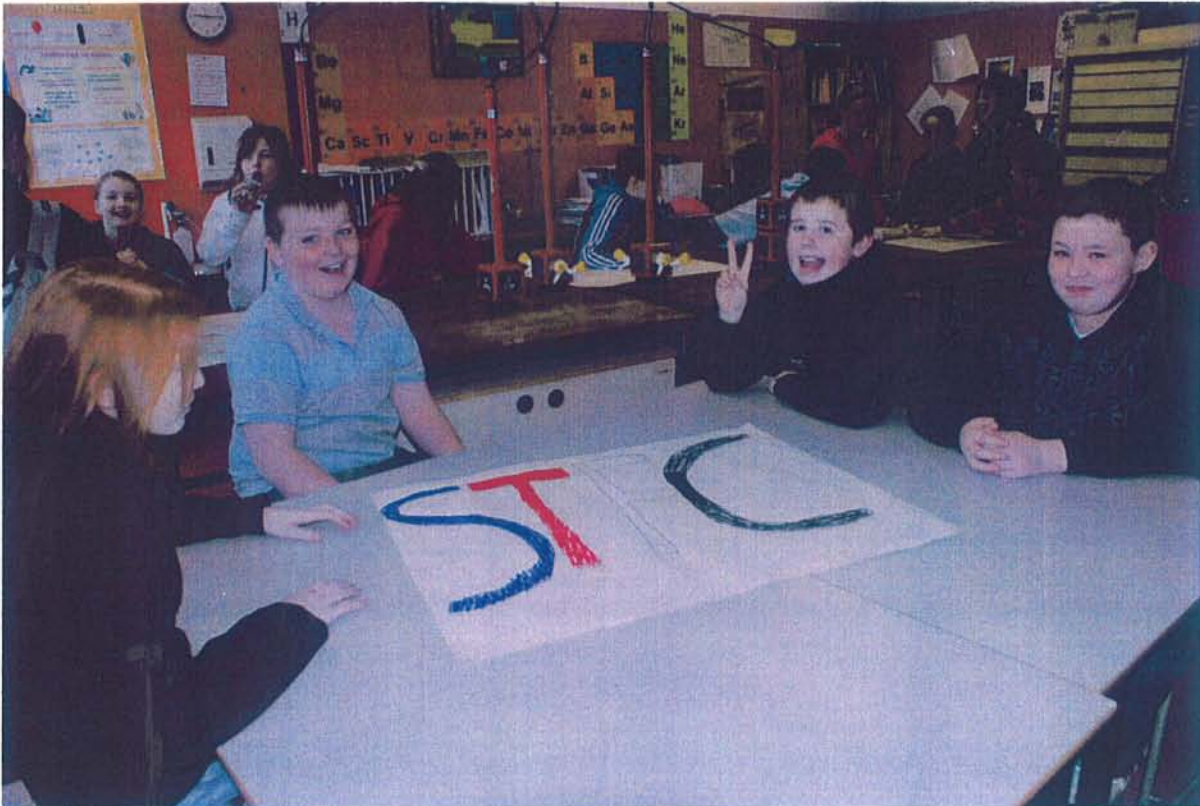


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Leadership

All our staff and students have opportunities to take part in team building and leadership training.

Science & Technology



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S2 Loch Eil – Residential Experience

All students have the opportunity to spend a week at Loch Eil Outdoor Centre where they take part in a wide range of activities designed to build confidence, to develop leadership and to develop team-working skills.

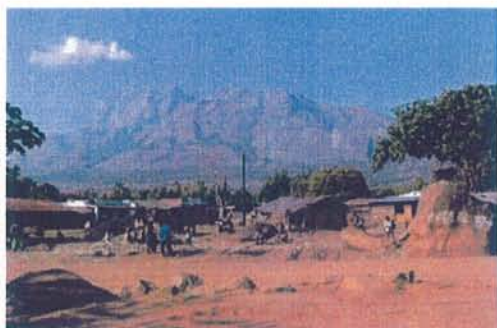


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S5/S6 Expedition

Every two years students have the opportunity to take part in a four week expedition. 2009 was an expedition to Borneo linked with a 'Dreams and Teams' week log visit to the Micronesian island of Palau. Previous destinations have been Costa Rica, Ecuador and Malawi. The experience involves planning, budgeting, personal challenge and community aid.

S5/S6 Palau and Borneo Expedition



In June 2009 ten students went on a four week adventure of a lifetime. As part of the British Sports Youth Trust, Dreams & Teams initiative the group headed first to Palau – an independent country in Micronesia in the heart of the Pacific. The main focus of the visit was the interaction with pupils from Palau High School, working together on several sporting activities. The group then moved on to Borneo for a three week expedition through Malaysian rainforest as part of the Outlook Expeditions. The group were involved in several community pursuits and climbed the highest peak in SE Asia – Mt Kinabalu.

The group fundraised throughout the whole academic year; quizzes, bingo nights, sales, car washes, beach cleans as well as compiling the island telephone directory – The Phoney Book. The next expedition in 2010/11 will be heading to the island of Madagascar.

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ICT

Our school is fully wireless networked. All teaching areas have wireless projectors. All teaching staff have PC tablets. Many teaching areas have interactive whiteboards.



All students each receive an Ultra Mobile PC which they use for classwork and homework.
We aim to equip our students with the necessary skills for the 21st century.

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Pre – inspection Report Findings

Particular strengths of the school

- The school's ambitious, creative and innovative ethos.
- The school's strong, inclusive community ethos.
- The school's clear and agreed set of values and confidences.
- The strong and positive relationship between staff and students based upon mutual respect, equality and fairness.
- The wide range of learner experience.
- The range of student opportunities for personal development.
- The school's curriculum offers students a broad and varied range of academic and vocational pathways offering personalization and informed choice and enhanced opportunities for achievement.
- The school's commitment to personal and professional support for staff and students.
- The school's leadership development programme to build capacity across the whole school community.
- The extent to which ICT has been embedded in the learning and teaching experience across the school.
- The wide variety of local, national and international partnerships which the school has developed.

The following examples of good practice were noted

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Good Practice

- The use of ICT in learning and teaching.
- The use of AifL and cooperative learning pedagogies.
- The school's approach to personal and professional development.
- The impact of the school's behaviour management practices.
- The development of interdisciplinary learning.
- The introduction of the tutor system to improve personal support for students.
- The effective tracking and monitoring of students.
- The level of distributive leadership across the school community.
- The level of primary and secondary transition links.
- The school runs an award-winning, popular, healthy breakfast club.

Quality of learners' achievement

- There are a number of off-island cross-sectoral school band trips. A very large proportion of instrumental pupils participate in the Associated Boards of the Royal Schools of Music exam system often achieving a 100% pass rate.
- The S6 Student Leaders Development Programme includes training in coaching and mentoring, supporting learning, child protection and financial planning. In addition to having responsibilities across the school, the student leaders work with tutor groups in a supportive and consultative role across the school, represent the school in various community forums and they lead and organize charity events.
- The school sends a team to the Argyll Youth Games and participates in the Mid-Argyll games. S3-S6 students have opportunity to achieve a Community Sports

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Leaders Award while supporting primary pupils and secondary pupils in sporting activities.

- The web-design group is responsible for re-designing the school website.
- S1 pupils annually raise over £1000 for their chosen charity “Children with Leukaemia” – it is now in its eighth year.



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Hmle Inspection Report Findings

In March 2010 the school underwent a full HMIe inspection. A summary of the report (28th April 2010) is outlined below:

Particular Strengths of the School

- The school's ambitious and innovative curriculum
- The wide range of learners' experiences, including those supported by variety of local, national and international partnerships
- The commitment to staff to improving classroom experiences
- The headteacher's leadership of change

Areas for Improvement

- Improve approaches to involving all stakeholders in evaluating the work of the school to support improvement
- Continue to develop leadership opportunities for all school groups
- Build on existing work with partners to increase opportunities for and recognition of young people's achievements
- Review arrangements for religious requirements

The Evaluations for Islay High School

Improvements in performance	good
Learner's experiences	good
Meeting learning needs	very good
The curriculum	very good
Improvement through self evaluation	good

The full report can be found on the HMIE website: www.hmie.gov.uk

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Improvement Priorities 2009/2010

Priority 1	Curriculum for excellence S1 - S3 curriculum changes
Priority 2	Curriculum for excellence Interdisciplinary Learning
Priority 3	Curriculum for excellence Staged introduction of Literacy Experiences & Outcomes targeting MFL, Social Subjects, Art and English
Priority 5	Curriculum for excellence Staged introduction of Numeracy Experiences & Outcomes targeting Science, Technological Activities and Maths

For a full list and details see following Islay High Improvement Plan 2009/10. Also included are the details of the Improvement Plan 2010/11

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**Islay High School
Improvement Plan 2009/2010**

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Curriculum Redesign S1 – S3 **IMPACT /BENEFITS: Personalisation and choice – an individualised and meaningful curriculum**

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
*Planning of curriculum redesign S1-S3	June 2010	SMT	All Staff	Time and CPD
- Model completed				
Familiarisation with outcomes and experiences - subject	Feb 2010	PTs	All Staff	Time and CPD
Review of Staffing & Faculty structure	June 2010	SMT	All Staff	Time

Monitoring and evaluation process :
 Use of Faculty Meetings for Faculty Links to monitor progress. Use of Management Meeting time. Review of Faculty Improvement Plans. Use of CPD opportunities

Evidence :
 Course outlines clearly show outcomes being taught.
 FM agendas & minutes
 Management meeting agendas and minutes

*Please see papers appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : as previous pages	IMPACT /BENEFITS: see previous page
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Familiarisation with new Qualifications framework (if available)	June 2010	PTs	All Staff	Time & CPD
*Familiarisation with sustainability - permeating theme	June 2010	PTs, DHT		Time & CPD

Monitoring and evaluation process : Use of faculty Meetings by faculty links. Use of Management Meetings. Use of CPD opportunities Meetings of sustainability group with audit & action plan completed	Evidence : Agendas and minutes of meetings PRD Uptake of relevant CPD (CPD records) Audit and action plan for a sustainable school completed
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*Please see papers appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Interdisciplinary Learning

IMPACT /BENEFITS: To afford students the opportunity to synthesise knowledge and skills in a meaningful context

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Resource Implications (people/time/materials/ staff development)
*All staff to have participated	December 2009	PTs	Time to plan,
in the planning, development,		All Staff	Develop and evaluate
execution and evaluation of at			The task off timetable, time
least one interdisciplinary task			for task; Appropriate training

**Monitoring and evaluation process :
Feedback to staff at Management Meetings. Use of faculty Meeting time. Interdisciplinary tasks timings on school calendar**

**Evidence :
Agenda and minutes
Video Footage
School Calendar**

*Please see papers appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : As previous page	IMPACT /BENEFITS: As previous page
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
*S1 to have four opportunities to participate in interdisciplinary tasks, at least 1 of which will span P7-S1	June 2010	PTs	All Staff	Time for staff to plan, Develop evaluate --
S2 to have three opportunities to participate in Interdisciplinary Tasks	June 2010	PTs	All Staff	INSET days Off timetable to execute Task

Monitoring and evaluation process : As previous page. Use of Cluster Meeting time.	Evidence : Interdisciplinary Task summaries (A&B model) Agenda and minutes Video footage Feedback from faculties.
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*Please see cluster plan appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Staged introduction of Literacy Experiences & Outcomes targeting Modern Language, Social Subjects, Art and English

IMPACT /BENEFITS: As previous page

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Familiarisation with Literacy Experiences and Outcomes	Aug 2009	A. Wallis	All Staff	Time, discussion at faculty meetings
*Identification within subjects of where they can contribute	Aug 2009	PTs	All Staff	Time, discussion at faculty meeting
*Timelines across chosen faculties & subjects	Jan 2010	A. Wallis	PTs & Subject Staff	Time, discussion at faculty meetings

**Monitoring and evaluation process :
Audit outline and timeline produced**

**Evidence :
Agenda and minutes
Audit outline; classroom observations**

*Please see papers appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Staged introduction of Health and Wellbeing Experiences and Outcomes targeting P.E., Art, Music	IMPACT /BENEFITS: As previous page
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Familiarisation with Health and Wellbeing experiences & outcomes	Aug 2009	K. Park	All Staff	Times
*Identification within subjects of where they contribute	Aug 2009	K. Park	All Staff	Time
*Timelines across chosen faculties and subjects	Jan 2010	K. Park	PTs & Subject Staff	Time

Monitoring and evaluation process : As previous page	Evidence : As previous page
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*Please see papers appended

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Staged introduction of Numeracy Experiences and Outcomes targeting Science, Technological Activities and Mathematics	IMPACT /BENEFITS: As previous page
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Familiarisation with numeracy experiences & outcomes	Aug 2009	JR	All Staff	As previous page
*Identification within subjects of where they contribute	Aug 2009	JR	All Staff	
*Synchronizing curricular timelines S1/2				
across 3 faculties – Science & H.E., Maths and Tech S1/2	Jan 2010	JR	PTs, Subject Staff	

Monitoring and evaluation process : Review progress Jan 2010 with faculties involved Attend DMs to discuss progress	Evidence : Agenda and minutes of meetings Production of course outline linking numeracy outcomes for each faculty
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*Please see papers appended

SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

TARGET : Enterprise and Vocational Learning	IMPACT /BENEFITS: Ensuring that all students have the opportunity to achieve their full potential
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Introduce Hospitality Int 2	August 2009			
Introduce Beauty 'H' Grade	August 2009	PT	Argyll College	Time
*To further embed the principles of Social Enterprise through the successful operation of our Social Enterprise companies	June 2010		Staff	
		HT & PT	Company Boards	Finance, Time

Monitoring and evaluation process : Use of internal assessments to monitor progress; uptake and SQA results. Ongoing monitoring of performance of Social Enterprise companies. Review of Business Plans	Evidence : SQA admin and results Accounts; profit and turnover Meeting of business Plan objectives
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*Please see outline business plans etc. appended

SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

TARGET : Pedagogy	IMPACT /BENEFITS: Ensuring all students have the opportunity to realise their full potential
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
1. The continued embedding of formative assessment strategies	June 2010	DHT	All Staff	Time, training
2. Local Moderation	June 2010	QI0	All Staff	Time
3. Personal Learning Planning	June 2010	PTs' S. Support + ICT co-ordinator	All Staff	Studywiz

Monitoring and evaluation process : 1. Use of AiFL team to provide INSET; classroom observation schedule 3. Use of tutor time	Evidence : 1. From classroom observations. Selected pupil surveys 3. Lesson Records and sampling of pupils PLPs and study Wiz portfolios
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SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

TARGET : Embedding of ICT in learning and teaching	IMPACT /BENEFITS: see previous page
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What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
1. To further develop the use of the Virtual Learning Environment (Studywiz)	June 2010	ICT co-ordinator/ Training Provider	School & Authority Staff	Time for training
2. Training to further enhance staff and students' ICT skills	June 2010	ICT co-ordinator	Staff	Time (twilight sessions)

Monitoring and evaluation process : 1. See (3.) on previous page. 2. Feedback from staff training; classroom observations	Evidence : 1. See (3.) on previous page 2. Uptake & feedback from staff training. Class observation reports; staffs use of CPD opportunities
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TARGET :	IMPACT /BENEFITS: improved communication with Parents; safer use of technology
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities		Resource Implications (people/time/materials/ staff development)
		Others Involved		
Parental Workshops re responsible use of ICT	June 2010	ICT co-ordinator	Parents	Time

Monitoring and evaluation process : Monitor incidents of improper use of ICT (e.g. internet sites accessed, e-mails)	Evidence : Record if incidents; record of repairs; number of sanctions issued.
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SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

<p>TARGET : To improve support for students (learning and pastoral)</p>	<p>IMPACT /BENEFITS: All students are kept safe and personal disadvantages minimised. Improve ethos and further alignment of practice with school values</p>
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<p>Tasks What needs to be done to achieve the target?</p>	<p>Timescale When will it be completed?</p>	<p>Implementation Key Responsibilities</p>	<p>Resource Implications (people/time/materials/ staff development)</p>
<p>Ensure all Looked After and Vulnerable children are identified and appropriate plans are in place</p>		<p>Others Involved</p>	
		<p>ANST and staff</p>	<p>Attendance at relevant INSET</p>

<p>Monitoring and evaluation process : Regular and frequent meetings between SMT and Student Support. Regular and frequent meetings between Student Support and ANST. Classroom obs, programme. Planning and reviewing of ISPs and IEPs for indentified pupils</p>	<p>Evidence : Agenda and minutes of meetings Class observation records Parental communications ISPs & IEPs</p>
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SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

TARGET : To improve support for students (learning and pastoral)	IMPACT /BENEFITS: All students are safe and personal disadvantages minimised. Improved ethos and further alignment of practice with school values
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
To continue the training of staff in Child Protection	June 2010	QIO	PTs Student Support; Staff	Time, CPD
To continue the training of staff and student leaders in aspects of support for learning	June 2010	DHT	PTs Student support	Time, CPD
To further develop partnership working with key agencies	June 2010	PTs S. Support	Other agencies ANST	Time

Monitoring and evaluation process : Sampling of pupil's studywiz portfolio. Class obs. Programme. Record of Lesson plans	Evidence : Lesson plans; CPD and attendance at relevant INSET. Use of skill ladder language permeating – class obs programme
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SCHOOL PRIORITY: Raising Attainment and Promoting Achievement

TARGET : To improve the support for students (learning and pastoral)

IMPACT /BENEFITS: As previous page

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
To further develop the role of the tutors	June 2010	PTs' S. Support	Tutors	Time, Training

Monitoring and evaluation process :
Sampling of pupil's studywiz portfolio. Class obs. Programme. Record of Lesson plans

Evidence : Lesson plans; CPD and attendance at relevant INSET. Use of skill ladder language permeating – class obs programme

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**Islay High School
Improvement Plan 2010/2011**

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Curriculum
IMPACT /BENEFITS: Personalisation and choice -- an individualised and meaningful curriculum

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
S1 Courses delivered based on the CfE Experiences and Outcomes	August 2010	PTs	All Staff	
Planning and preparation for full implementation of S2 courses in line with the CfE Experiences and Outcomes	May 2011	PTs	All Staff	Time and CPD
Review of P7 to S2 curriculum as preparation and foundation for National 4 and 5 qualifications and identify what changes will be required	June 2011	SMT	All Staff	Time

Monitoring and evaluation process :
 Use of Faculty Meetings for Faculty Links to monitor progress. Use of Management Meeting time. Review of Faculty Improvement Plans. Use of CPD opportunities

Evidence :
 Course outlines clearly show outcomes being taught.
 FM agendas & minutes
 Management meeting agendas and minutes

SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Pedagogy	IMPACT /BENEFITS: improving quality of Teaching and Learning and embedding Formative Assessment
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Set up Teacher Learning Communities – Year 1 of 2 year programme focussing on embedding Formative Assessment	June 2011	LM	All Staff	Time & CPD
- encourage all staff to participate		LM and SMT		
- regular monthly meetings set up to ensure completion of Year 1 programme	Ongoing to June 2011	LM	All staff	Time and CPD

Monitoring and evaluation process : Use of faculty Meetings by faculty links. Use of Management Meetings. Use of CPD opportunities	Evidence : Agendas and minutes of meetings PRD Observations set up as part of the programme
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SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Interdisciplinary Learning	IMPACT /BENEFITS: To afford students the opportunity to synthesise knowledge and skills in a meaningful context
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Embed interdisciplinary tasks into S1 and S2 courses (4 for S1 and 3 for S2)	May 2011	PTs	All Staff	
- Pilot assessment of key skills and knowledge involved in tasks	May 2011	PTs	All staff	Time to plan, develop assessment and recording elements and evaluate the tasks off timetable, time for tasks
- Set up appropriate recording of attainment and ensure this informs next steps for students	May 2011	PTs	All staff	
- Evaluate interdisciplinary learning tasks	June 2011	SMT & PTs	All staff	

Monitoring and evaluation process : Feedback to staff at Management Meetings. Use of faculty Meeting time. Interdisciplinary tasks timings on school calendar	Evidence : Agenda and minutes Video Footage School Calendar Assessment criteria and recording data
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SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Mediated Learning	IMPACT /BENEFITS: Raise individual awareness and understanding of learning with students and develop their strategies for learning
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Raise awareness and deliver introductory training to staff	August 2010	JR	All staff	£750 to bring trainer to IHS and time for all staff
Set up trainers course for at least 2 members of staff to be trainers	May 2011	JR	2 members of staff	£3000 to provide training course for trainers, time and supply cover for staff to carry out training.

Monitoring and evaluation process : Identify timing of training events and evaluate effectiveness through discussions at Faculty and Management Meetings	Evidence : Training events take place and staff are trained up and te first instruments of ML are delivered to students.
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SCHOOL PRIORITY: A Curriculum For Excellence

TARGET : Assessment and Reporting

IMPACT /BENEFITS: Improved tracking of students learning and ensuring that assessment and reporting gives clear indication of next steps in students' learning

Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Experiences and outcomes in S1 are assessed based on a variety of evidence and that assessment focuses not just on KU but also skills, attributes and capabilities	June 2011	PTs	All Staff	Time, discussion at faculty meetings
Initiate assessment of interdisciplinary tasks (see above)	June 2011	PTs	All Staff	Time, discussion at faculty meetings
Record assessment and ensure it informs next steps for students	June 2011	PTs	All Staff	Time, discussion at faculty meeting
Develop reporting linked to CFE levels	June 2011	PTs	All Staff	Time, discussion at faculty meetings
Share standards using materials in NAR	June 2011	PTs	All Staff	Time, discussion at faculty meetings

Monitoring and evaluation process :
Audit assessment, recording and reporting of evidence
Classroom observations

Evidence :
Agenda and minutes of FM, assessment and recording data, student reports, classroom observations

SCHOOL PRIORITY: A Curriculum For Excellence

<p>TARGET : Implementation of permeating themes (Literacy, Numeracy and Health and Wellbeing)</p>	<p>IMPACT /BENEFITS: broad curriculum allowing students to make links between the permeating themes and each of the wide range of curriculum areas</p>
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Tasks What needs to be done to achieve the target?	Timescale When will it be completed?	Implementation Key Responsibilities	Others Involved	Resource Implications (people/time/materials/ staff development)
Ensure permeating themes are incorporated in all courses	June 2011	KP, JR & KC	All Staff	Time
Coordinators of Numeracy and Literacy to liaise with teachers to agree where the different outcomes are assessed and how they will be recorded	June 2011	JR & KC	All staff	Time
Prepare for National 4 and 5 Qualifications as and when they are released	tbc	JR & KC	All Staff	Time

<p>Monitoring and evaluation process : Use of Faculty meetings and Management Meetings</p>	<p>Evidence : Minutes of Faculty and Management Meetings, Class observations, recording of assessment evidence</p>
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5-14 Attainment 2009/2010

Target Measure		Present level of performance (June 2008) % S2 roll attaining or exceeding Level E	Present level of performance (June 2009) % S2 roll attaining or exceeding Level E	Target level of performance (June 2009) % S2 roll attaining or exceeding Level E
Reading	School	87	80	#
	Argyll & Bute	73	79	74
	Consortium*	67	**	N/A
Writing	School	71	54	#
	Argyll & Bute	60	58	61
	Consortium*	53	**	N/A
Mathematics	School	87	67	#
	Argyll & Bute	69	64	70
	Consortium*	63	**	N/A

For 5-14 attainment, the figure is the percentage of the S2 roll exceeding level E

*As 5-14 data is no longer collected by the Scottish Executive Education Department (SEED) no Scotland data is available. However, Argyll & Bute is part of a consortium of eighteen Scottish Authorities who have agreed to share 5 –14 data for benchmarking purposes

#Target level performances take into account the number of students with additional educational needs.

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SQA EXAMINATION RESULTS (% of S4 Roll)

By the end of S4		2007/08	2008/09	2009/10
5+ Awards at Level 3 or Better	School	96	87	98
	Argyll & Bute	94	92	94
	Scotland	91	91	92
5+ Awards at Level 4 or Better	School	87	72	86
	Argyll & Bute	84	81	84
	Scotland	76	77	78
5+ Awards at Level 5 or Better	School	48	38	31
	Argyll & Bute	37	35	39
	Scotland	34	35	36

By the end of S5		2007/08	2008/09	2009/10
1+ Awards at Level 6 or Better	School	25	52	46
	Argyll & Bute	45	45	48
	Scotland	39	40	43
3+ Awards at Level 6 or Better	School	7	26	21
	Argyll & Bute	25	23	24
	Scotland	22	23	25
5+ Awards at Level 6 or Better	School	0	20	13
	Argyll & Bute	10	9	8
	Scotland	10	10	11

By the end of S6		2007/08	2008/09	2009/10
3+ Awards at Level 6 or Better	School	25	15	41
	Argyll & Bute	31	35	34
	Scotland	30	31	33
5+ Awards at Level 6 or Better	School	13	5	26
	Argyll & Bute	19	23	22
	Scotland	20	20	22
1+ Awards at Level 7	School	10	4	17
	Argyll & Bute	13	16	15
	Scotland	13	13	15

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 Cluster, Standard Grade at 5-6

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Ethos

The ethos of our school is very good. Visitors to the school frequently comment upon the positive interaction between staff and students. Teachers accompanying students on trips often receive compliments regarding the attitude and general manners of our students.

The role of our Student Leaders continues to develop. They have responsibility for planning and executing all School Charity events. All school dances are organized by them. They undertake supervisory duties at break times and lunchtimes. Where appropriate they act as mentors for younger students.

In order to help them carry out these roles successfully they receive a range of training including Assertive Discipline:



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A Taste of the Wider Life of Our School

Health awareness afternoon at Islay High

On Friday the 5th of October, all pupils at Islay High school were involved in a health awareness afternoon. The staff offered a wide range of workshops for the pupils to choose from including cooking a healthy meal, relaxation workshops and playing old playground games. The pupils were enthusiastic and learnt about the importance of keeping a healthy body and mind.



Drugs and Alcohol Awareness

Strathclyde Police gave informative and age appropriate presentations to all pupils.

Hebridean Whale and Dolphin Trust Workshops

Four groups of eleven pupils participated in marine education workshops aboard a 'Silurian' – the trusts research and education vessel. The pupils learnt about the boat and how it is used for research and monitoring of whales and Dolphins. They were shown how a hydrophone works, the recording of sounds by the computer which was listened to by the pupils. All were interested in the variety of sounds made by the different marine mammals. They examined starfish, limpets, crabs, lobsters, crayfish, sea urchin and also collected and observed plankton under the microscope. The adaptations and role of these organisms in food webs was discussed.



Co-Curricular Activities

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On a Wednesday and Friday afternoons pupils choose a co-curricular activity. The aim of these activities is to provide pupils with choice and to offer further opportunities for achievement. The activities mainly run for three thirteen week blocks, other activities require pupils to participate for the full year. Pupils therefore have the opportunity to engage in diverse experiences. The activities are all offered voluntarily by staff who can utilise their interest and expertise with pupils out-with certificate classes.

Below are some of the co-curricular activities offered in 2009-10

Sports Academy, Girls Sports Academy, Gaelic Film Production, Music, Science Club, Hair and Beauty, Woodworking, Nature Watch, UMPC Masterclass, First Aid, Pins and Needles, Fashion Show, Creative Crafts, Creative Writing, Wheels not Meals, Archaeology, Social Enterprise.

Film G

In 2010 the school won national Film G awards for the Gaelic film 'An Tur' in the categories Best Production and People's Choice that was produced during co-curricular activity time.

UK School Games

The school sent two Young Ambassadors to the UK Schools Games in Cardiff to work with prospective Olympic Athletes by officiating at the national event.

National Junior Whale Conference

The school were invited to send five pupil delegates to the National Junior Whale Conference in Alton Towers where they won a national award for the best presentation on their topic 'Whale Intelligence and Social Awareness'. They also represented the UK in a debate to agree on an international whaling quota. The prize was that the school has now adopted a humpback whale called *Midnight!*

Forensic Science Visit

S1 pupils had a murder to solve in the science department as 'CSI Bowmore' came to the school. The University of West Scotland were invited to give a series of workshops on forensic science to budding criminologists and pathologists in S2 Science.

Skerryvore

The junior school experienced interdisciplinary delight as the group Skerryvore engaged pupils in a variety of workshops to explore Gaelic music, culture and heritage. The high point of the interdisciplinary was that pupils got to perform with the band at a public concert.

Le dicheall thig eolas

Redevelopment of Bowmore

Senior students were involved in the consultation process about the proposed redevelopment of Bowmore. They were looking at the needs for the impact of the development working with town planners and architects.

Student Leaders

S6 can apply to become Student Leaders and if successful at interview they take upon a range of responsibilities within the school and gain some extra privileges. They help supervise the canteen and social areas, represent the school at various forums, help with younger pupils and organise school dances and other fund raising events throughout the year.

EXTRA CURRICULAR ACTIVITIES

Football

Drama

Table Tennis

Rugby

Band

Badminton

Swimming

Breakfast Club

Young Enterprise

Heart Start

Basketball

Science Club

In addition we offer a wide range of activities two afternoons per week as part of our wider curriculum



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Pupil Option Form 2009/10

Pupil Name _____

Register Class _____

Pupil signature _____

Parent/Guardian signature _____

Column A	Column B	Column C	Column D	Column E
H French H Maths H Music H P.E. Int 2 PE Int 2 Maths Int 2 Music Int 2 PCS Int 2 French NC Hair & Beauty SG Biology SG Geography SG History	H Art H English H Geography Int 2 Art Int 2 Construction Int 2 English Int 2 Hairdressing Int 2 Rural Skills Int 2 P.E. Int 2 Business Management SG H.E. SG Music	H Biology H History H Maths Int 2 Admin Int 2 Maths Int 2 Physics Int 2 Hospitality SG Gaelic SG Gaidhlig SG H.E.	H Admin H English H Gaelic H Gaidhlig H Physics Int 2 English Int 2 Chemistry Int 2 Web Design Int 2 Hospitality Int 2 Gaelic NC Hair & Beauty SG C & D SG French	H Chemistry H Health & Food Tech H Lifestyle & CS H Product Design Int 2 Hairdressing Int 2 Biology Int 2 Construction Int 2 Health & Food Tech Int 2 Media Studies Int 2 History SG Gaelic SG Geography
Int 1 Biology Int 1 Business Management Int 1 Art Int 1 PCS Int 1 Hospitality	Int 1 English Int 1 Cosmetology Int 1 Music Int 1 PE Certificate in Personal Finance	Int 1 Construction Int 1 Hairdressing Int 1 Maths Int 1 Rural Skills Int 1 Admin	Int 1 English Int 1 Construction Int 1 Hairdressing Int 1 PE(performance)	Int 1 Cosmetology Int 1 Media Studies Int 1 Hospitality Int 1 Rural Skills Int 1 History

If you would like further information about the school or would like more information about this report please contact:

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