



**School Profile 2015/2016**





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<b><u>School Name</u></b>	Oban High School
<b><u>School Address</u></b>	Soroba Road, Oban, Argyll PA34 4JB
<b><u>Head Teacher</u></b>	Peter Bain

At Oban High School we seek to embrace the rich heritage and culture of the area whilst promoting a progressive, inclusive and holistic approach to education. The vision and values of the school permeate every aspect of school life. The school has 19 partner primary schools and has one of the largest geographical catchment areas in Scotland, catering for pupils from remote rural and island areas and large numbers of urban pupils. The pupils from nine islands stay in the school hostel throughout the school terms. Our catchment contains areas of deprivation featuring in both Decile 2 and Decile 9 of the Scottish Index of Multiple Deprivation. Approximately 25% of our pupils have additional support needs; approximately 10% of the roll have Dyslexia. We have merged our severe and complex needs facility with both behaviour and learning support and inter-linked these to a full time guidance structure. Our clan system is central to our vision and values. The core purpose of the Clan system is to promote the concept of “family” and supporting each other; though competitive spirit also remains prominent, as shown in our annual Highland Games and Clan competitions. Our pastoral support is structured around Clans, and pupils come together in assemblies in Clans, which are led by pupil Clan leaders and staff Clan Chiefs. We celebrate staff collegiality and embrace a talent management philosophy through a number of opportunities to develop staff leadership, in our working groups and committees for both staff and pupils.

In line with our Vision and Values statement, we have a clear focus on ensuring that our children are provided with the chance to achieve the best possible qualifications; whilst ensuring that we also nurture and develop their social, emotional and vocational knowledge and skills to enable them to achieve their full potential, throughout their lives. All staff demonstrate strong and consistent commitment to our school improvement planning process which is based on well-established self-evaluation. Our Investors in People Gold Award makes reference to this strength. We have robust processes in place to ensure that each teacher evaluates their capacity for improvement in all certificated systems; as well as playing their part in school and departmental analysis and planning for improvement.

## **Recognising Wider Achievement**

We have a good and developing record in promoting and celebrating wider achievement as evidenced by the number of pupils that take part in a very wide range of activities in and beyond school, many of which are recognised by certification (e.g. Saltire, YASS, UKCC).

Our young people make an impressive contribution to the wider life of the school community and are encouraged to take on leadership roles throughout the school. Leadership activities include involvement in the Senior Pupil Leadership Team (SPLT) in leading Clan Assemblies; leading the Pupil Council; running charity events; school events and representing the school at civic events both locally and nationally. The pupils were and continue to be co-authors of our curriculum. The SPLT lead groups of prefects on a weekly basis but also co-opt other pupils from across the school on an on-going basis.

This session we have had many successful pupil led fundraisers including for example:

- Emergency aid for Nepal
- Children in Need
- The Brittle Bone Society

Wider achievement is also a key element in the senior phase of our curriculum with an extensive range of vocational opportunities being provided through our well established “*Pathways Programme*”. This Programme is delivered in partnership with a wide variety of local businesses and partner Primary schools allowing senior pupils the opportunity to gain valuable experience on a weekly basis in a profession or industry that they wish to pursue after leaving school.

We have three “Schools” within Oban High which provide a higher and more specialist level of education in particular fields as well as providing greater breadth and opportunity across both the junior and senior curriculum. We believe all three “Schools” have a positive impact on talent development, attainment, attendance, confidence and discipline.

Working in partnership with the Scottish Rugby Union, our *School of Rugby* curricular programme is centred on the development of the whole child. The sport lends itself to developing leadership, fitness, responsibility, discipline, respect and sportsmanship. It also provides an opportunity for our students to excel in the sport whilst providing a pathway to represent the school, community, region and their country.

Our *School of Traditional Music* utilises the experience and skills of nationally and inter-nationally renowned musicians to mentor, support and nurture the talents of our pupils who have a passion for traditional Scottish music. It provides our youngsters with the opportunity to develop their talents, both in terms of their instrument and in concert performances, to the point where they can choose a career as professional musicians directly after school.

Working in partnership with Ballet West, our *School of Dance* gives pupils an opportunity to receive specialist dance tuition within the curriculum. The provision has had a positive impact on pupils' broader school life. Pupils themselves have spoken about it improving their confidence and having great pride in being part of Oban High School. Feeling valued and building strong relationships with staff and peers has really helped our pupils develop a positive attitude to school in general. Our annual dance show was incredibly well attended this year too, and was an excellent opportunity to showcase the pupils' skill.

## Post 16

In addition to securing pupils a wide range of academic and vocational qualifications, we are also committed to providing effective and timely support to ensure that our pupils leave Oban High School with a positive destination. This is evidenced through our positive destination figures which have been consistently above the national and local authority averages by 2% in each of the last 4 years. We also have a successful record when it comes to ensuring pupils secure a university place with typically between 30-35% doing so. Although our figures for pupils moving onto further education is below the national average this can often be due to our rural nature and is offset by the extremely high employment rate we have with 35-39% of pupils going straight into work compared with the national average of around 20% for the last 4 years.

A wide range of vocational work based learning is undertaken in Oban High School, which is provided by 95 different employers, giving pupils the opportunity to select placements which they find relevant. Work experience is also used to personalise the timetables of pupils who are experiencing significant problems in engaging with mainstream education.

## Literacy

Oban High School is committed to raising the standards of literacy of all its students, so that they can function effectively in all areas of the curriculum and develop the skills to cope confidently in the world of further education, employment and adult life.

Literacy is fundamental to all areas of learning; not only as it unlocks access to the wider curriculum but also as it adds to the social enrichment and cognitive development of every student. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence namely: successful learners, confident individuals, responsible citizens and effective contributors.

It is the fundamental responsibility of our English Department to develop the skills of reading, writing, listening and talking but these skills need to be perceived by students as transferable and related to all other curricular areas. To do this, all teachers irrespective of subject, need to question their own attitudes towards their role in addressing literacy issues as students must recognise the relevance and need for transference of literacy skills to all their subjects.

It is in the interests of all teachers to help students express themselves clearly orally and in writing as it enhances and enriches teaching and learning in all subjects. Similarly, support with reading and listening skills across the school will raise attainment.

Consequently, all teachers have a crucial role to play in supporting students' literacy development. In Oban High School, literacy has been promoted at whole staff in-service days where staff took part in a literacy audit and areas of good practice were highlighted, specifically on Note Taking. We have ensured that all Literacy Outcomes are accessible in PowerPoint format to facilitate their use as Learning Intentions across the school. In addition to this there has been a presentation of Big Writing techniques to all staff with a particular focus on the VCOP Pyramid to support pupils with writing across departments and every classroom was supplied with the four VCOP posters to display and use with pupils. There is also targeted support for departments on literacy when needed.

Each S1 pupil has a dedicated weekly Literacy period in English and there is a Literacy jotter which is used by pupils across the school. Staff are encouraged to get pupils to fill this jotter and use this as a wordbank.

Literacy has been promoted throughout Oban High School through Roald Dahl Day/World Book Day and annual Book Week with various events from storytellers, authors and workshops, and is encouraged every day during my time, by My Time teachers using targets in pupil planners, including talking and listening success criteria for all.

## Numeracy

A numerate person will have acquired and developed fundamental skills and be able to carry out number processes but, beyond this, being numerate also allows us to access and interpret information, identify possibilities, weigh up different options and decide on which option is most appropriate.

Numeracy is a skill for life, learning and work. Having well-developed numeracy skills allows young people to be more confident in social settings and enhances enjoyment in a large number of leisure activities. For these and many other reasons, all teachers have important parts to play in enhancing the numeracy skills of all children and young people.

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the life of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics, it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

All teachers in Oban High School have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers plan to revisit and consolidate numeracy skills throughout schooling.

We aim to create a rich and supportive environment which will support a skilful mix of a variety of approaches, including:

- active learning
- develop of problem-solving capabilities
- developing mental agility
- frequently asking students to explain their thinking
- use of relevant contexts and experiences, familiar to young people
- using technology in appropriate and effective ways
- building on the principles of Assessment is for Learning, including understanding the purpose and relevance of activities
- both collaborative and independent learning
- making frequent links across the curriculum so that concepts and skills are developed further by being applied in different, relevant contexts

- promoting an interest and enthusiasm for numeracy

Numeracy has been promoted at whole staff in-service days where staff took part in a Numeracy audit and areas of good practice were highlighted. In addition to this, we have produced a Numeracy Across the Curriculum document which has been issued to all departments and Associated Primaries. We undertake a lot of work on transitions including a Numeracy Strategy Group. There has also been a regular numeracy period established through MyTime using Numeracy Warm Up and Numeracy Workout, and in session 2015/2016, S1 and S2 have been given an additional period in Maths to address numeracy skills and problem solving.

## SQA Performance<sup>1</sup>

School roll as at Census <sup>1a</sup>	S4	S5	S6
2014-2015	194	179	121

<b>Advanced Higher</b>	11/12	12/13	13/14	14/15
Number of Presentations <sup>1a</sup>	59	59	58	43
Number of passes Grade A-C	45	45	48	38
% of number passes Grade A-C	76.3%	76.3%	82.8%	88.37%
% of number passes Grade A-C Authority Average	85.20%	79.30%	79.00%	84.07%
% of number passes Grade A-C National Average <sup>2</sup>	82%	84%	81.5%	80.9%
Number of Awards Grade A-D	82	48	53	42
% Awarded Grade A-D	88.14%	81.36%	91.38%	97.67%
% Awarded Grade A-D – Authority Average	91.48%	85.86%	89.80%	92.92%
% Awarded Grade A-D – National Average	Not available	90.3%	88.7%	88.6%

<b>Higher</b>	11/12	12/13	13/14	14/15
Number of Presentations <sup>1a</sup>	530	631	649	607
Number of Awards Grade A-C	411	511	519	451
% Awarded Grade A-C	77.6%	81.1%	80.0%	74.30%
% Awarded Grade A-C Authority Average	76.20%	77.60%	76.90%	76.98%
% Awarded Grade A-C National Average <sup>2</sup>	79%	79%	77.6%	76.7%
Number of Awards Grade A-D	461	556	563	499
% Awarded Grade A-D	86.98%	88.11%	86.75%	82.21%
% Awarded Grade A-D – Authority Average	86.09%	85.88%	85.20%	85.61%
% Awarded Grade A-D – National Average	Not available	87.3%	85.7%	84.8%

**SQA Performance (continued)<sup>1</sup>**

<b>National 5<sup>3</sup></b>	11/12	12/13	13/14	14/15
Number of Presentations <sup>1a</sup>	No National presentations across 10/11 - 12/13		651	866
Number of Awards Grade A-C			541	642
% Awarded Grade A-C			83.1%	72.46%
% Awarded Grade A-C Authority Average			82.00%	75.31%
% Awarded Grade A-C National Average <sup>2</sup>			81.30%	79.8%
Number of Awards Grade A-D			581	722
% Awarded Grade A-D			89.25%	81.49%
% Awarded Grade A-D – Authority Average			88.17%	84.08%
% Awarded Grade A-D – National Average <sup>2</sup>			87.3%	86.3%

<b>National 4<sup>3</sup></b>	11/12	12/13	13/14	14/15
Number of Presentations <sup>1a</sup>	No National presentations across 10/11 - 12/13		419	296
Number of Passes			419	296
% Passed			100%	100%
% Passed Authority Average			100%	100%
% Passed National Average <sup>2</sup>			93.90%	93.3%



## Additional attainment/achievement data 2015

Subject/Activity	Number of Entries	Number of Awards	Number of partial Awards
Construction Craft (NAT 5)	14	13	0
Automotive Skills (NAT 4)	11	6	1
Engineering Skills (NAT 5)	9		8
Travel & Tourism (Nat 5)	11	6	7
Early Education & Childcare (Int 2)	11	8	1
Hairdressing (Int 2)	7	3	0
Digital Skills Award	65	36	29
Young Enterprise	21	21	
YAS 30 Credit Points	6	6	
Duke of Edinburgh	Bronze 18 Silver 2	Bronze 5 Silver 2	
Saltire Award	3	3	
Princes trust – Personal Development	8	8	
YASS	6	6	
SFA – Early Touches	20	20	
Positive Coaching Scotland	32	32	
Day leader Award	32	32	
SRU – Rugby Ready	32	32	
UKCC – Introduction to Shinty	32	32	

Teamwork through sport & recreation	32	32	
Youth Coachin	32	32	
Dynamaic Youth Awards		9	
Youth Achievement Awards		5	

## Pathways Placement Report

<b>External</b>		
<u>Name of Course</u>	<u>Provider</u>	<u>Number of Pupils</u>
Primary Teaching	St Columba's RC Primary School, Rockfield Primary School, Park Primary	12
An introduction to driving	Pass It On School of Motoring	12
Pipe Band Tutoring at Primaries	Instrumental Tutors	4
Hairdressing	Rutherfords	1
Journalism	The Oban Times	2
Driving Theory Course	Scott Douglas (CLD Youth Worker)	8
Physiotherapy	NHS Highland	2
Vet Nursing	Oban Vets	2
Equine Care	Achnalarig Stables	3
Psychiatry	Dementia Scotland	2
Marine Science	SAMS	2
Medicine	NHS Highland	3
	<b>TOTAL</b>	<b>53</b>
<b><u>Internal</u></b>		
Classroom Assistance in English, Art, PE, Food Technology, Drama and Music (Pupils interested in Secondary School Teaching)		12
Toe by Toe		5
Support Department Swimming Lessons		4
Advanced Higher Science Supported Study		2

Sports Coaching	PE Department	6
	<b>Total</b>	<b>29</b>

## Literacy and Numeracy

	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Oban High School	2015	93.3	83.8	84.36	63.69	179

## School Leaver Destination Returns (SLDR)<sup>4</sup>

Measure	11/12	12/13	13/14	14/15	15/16
Number of Total Leavers	198	201	227		Data not yet collated
Number of Young People entering Higher Education (%)	37.9%	29.9%	42.3%		
Number of Young People entering Further Education (%)	15.2%	17.4%	10.1%		
Number of Young People entering Training (%)	5.1%	6.0%	4.8%		
Number of Young People gaining Employment (%)	33.8%	39.3%	34.8%		
Number of Young People gaining Voluntary Work (%)	0.0%	1.0%	1.3%		
Number of Young People entering Activity Agreements (%)	0.0%	0.0%	0.0%		
Number of Young People - Unemployed Seeking (%)	6.6%	5.5%	5.7%		
Number of Young People - Unemployed Not Seeking (%)	1.5%	1.0%	0.9%		
Number of Young People - Unknown (%)	0.0%	0.0%	0.0%		
Total number of young people in a Positive Destination (%)	91.9%	93.5%	93.4%		
Total number of young people in Other Destination (%)	8.1%	6.5%	6.6%		
Total number of young people in a Positive Destination (%) Authority Average	90.1%	92.5%	91.0%		
Total number of young people in Other Destination (%) Authority Average	9.9%	7.6%	9.0%		
Total number of young people in a Positive Destination (%) National Average	89.9%	91.4%	92.3%		
Total number of young people in Other Destination (%) National Average	10.1%	8.6%	7.7%		

## Overview

Measure	11/12	12/13	13/14	14/15	15/16	% change in Roll over 5 years
Roll (as at census)	1138	1065	1031	977	939	-17.49%
Clothing and Footwear Grant (number of pupils)	76	73	79	125	102	
Clothing and Footwear Grant (% of number of pupils)	6.7%	6.9%	7.7%	12.8%	10.86%	
Clothing and Footwear Grant (%) - Authority Average <sup>5</sup>	7.56%	8.51%	9.54%	15.60%	11.51%	
Free School Meals (number of pupils)	no data	206	168	80	68	
Free School Meals (% of number of pupils)	no data	19.3%	16.3%	8.2%	7.24%	
Free School Meals (%) - Authority Average	0.0%	13.1%	12.0%	10.8%	9.09%	
Free School Meal - National Average for Secondary Schools (%) <sup>6</sup>	15.2%	15.4%	15.5%	15.0%	not yet collated	

## Attendance, Absence and Exclusions<sup>7</sup>

Measure	11/12	12/13	13/14	14/15	15/16	Range of Attendance (%) over 4 years <sup>8</sup>
<b>Attendance:</b>						1.7%
Attendance (% of school roll)	92.2%	93.6%	91.9%	92.10%	91.88%	
Authorised Absence (% of school roll) <sup>9</sup>	5.5%	5.0%	6.0%	6.47%	5.66%	
Unauthorised Absence (% of school roll)	2.3%	1.3%	2.1%	1.42%	2.45%	
Attendance Number of Pupils (%) - Authority Average	93.3%	93.1%	93.1%	92.64%	92.83%	
Attendance Number of Pupils (%) - National Average <sup>10</sup>	not collated	93.6%	not collated	not yet available	Not collated	

Measure	11/12	12/13	13/14	14/15	15/16
<b>Exclusions:</b>					
Exclusion Openings	173	124	121	48	20
Exclusion Incidents	54	36	41	20	10
Number of Pupils	42	30	23	16	9
Exclusion Incidents per 1000 pupils	47.6	33.8	39.77	20.53	10.02
Exclusion Incidents per 1000 pupils - Authority Average	51.45	51.39	52.46	39.81	9.99
Exclusion Incidents per 1000 pupils - National Average <sup>10</sup>	not collated	32.8	not collated	not yet available	Not collated

## **Footnotes**

Data will be anonymised to protect individuals where there are fewer than 5 pupils and or presentations.

**SQA** Please note that this data is based on current interim results. It does not take into account any updated results due to the SQA Post Result Services and therefore this data could change and is not reflective of leavers exit qualifications which are cumulative. Insight data is updated at the end of February that results post-results service outcomes.

<sup>1</sup> SQA Performance data was collected on 23<sup>rd</sup> November 2015 from SEEMiS Vision. Information previously provided in the SQA Authority Analysis reports for Committee will differ slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes.

<sup>1a</sup> Please note that some schools operate a positive presentation policy whereby they present students, if at all possible or at parental request for higher units however this can impact both the percentage pass rate and the level of awards. Therefore care must be taken when comparing number of presentations to the percentage pass rate.

<sup>2</sup> Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages grades A-C for 2013/14 came from Attainment Statistics (December) 2014. National percentages for 2014/15 and grades A-D for 2013/14 came from Attainment Statistics (August) 2015. Documents produced by SQA.

<sup>3</sup> 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

<sup>4</sup> SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1<sup>st</sup> August to 31<sup>st</sup> July each year and the data is collected on the 1<sup>st</sup> Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

<sup>5</sup> Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2015/16 data for CFG and Free School Meals (FSM) is to the 16th November 2015 and therefore may change as the year progresses. Figures are based on census roll figures.

<sup>6</sup> National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition,



<sup>7</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government and was **not** collected for 2011/2012 or 2013/2014 academic year. Data was collected in August for session 2014/15 and is therefore not yet available.

<sup>8</sup> Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2015/16 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. Please note that session 2014/2015 figures have been updated from last year's report to show the final figure. This information is taken from SEEMiS Vision.

<sup>9</sup> Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

<sup>10</sup> National Averaged for Attendance and Exclusions for 2012/13 have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014).