



School Profile - 2016 - 2017



Peter Bain, Head Teacher

Vision and Values

We at Oban High School believe that the school has a responsibility to ensure that all our youngsters achieve the best possible qualifications.

We also believe that we need to nurture and develop their social, emotional and vocational knowledge and skills to enable them to achieve their full potential throughout their lives.

Introduction

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. Our vision and values 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 between Decile 2 through to Decile 9 of the Scottish Index of Multiple Deprivation. Approximately 30% of our pupils have additional support needs.

To ensure a fully inclusive pastoral support structure, we have merged our severe and complex needs facility with both behaviour and learning support departments and inter-linked these across a full time Guidance structure. Our Clan System is central to our vision and values and was highly praised by the HMIE. 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 throughout the year. Our pastoral support is also structured around the clans, with pupils coming together in assemblies and in tutor classes in clans. The assemblies are led by pupil Clan leaders, thus allowing them valuable leadership experience.

We seek to use every opportunity to provide wider opportunities for our pupils, in and out of lessons. We celebrate staff collegiality and embrace a talent management philosophy through a number of opportunities to develop staff leadership. All staff are expected to lead some aspect of whole school improvement and development.

In order to provide the necessary qualifications, skills and experiences to equip our youngsters for life and work after school, we deliberately provide one of the broadest curriculums in Scotland. It is a policy which ensures a very high level of positive destinations for our pupils.

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.

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, which Education Scotland uses as a model of good practice, 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 future career progression; 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 either 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.

Developing Scotland's Young Workforce

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 35-40% 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.

Scottish Credit and Qualifications Framework / Insight (SCQF analysis tool)

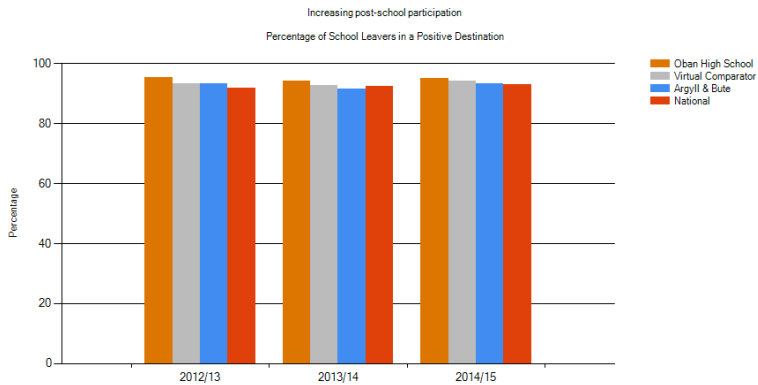
Most courses and awards studied in Scottish schools and across businesses have SCQF points attributed to them. Education Scotland uses an analysis tool called Insight. Insight has a formula which re-drafts the SCQF points into Insight points in order to allow schools a way of evaluating progress in individual courses. This helps management and teachers better inform the school / departmental / individual teacher improvement requirements. Insight makes clear it is an evaluation, not a reporting tool. However, we feel that it remains a useful starting point for discussion within a broader narrative and so have chosen to use these Insight figure instead of the previous reporting measure of 1+, 3+ and 5+ qualifications, which Education Scotland have stated are no longer relevant with the introduction of the new National Qualifications. Some comparisons can be drawn between the old system and the new:

As an intermediate reference point between the old reporting system and the new Insight system, the following chart shows the Higher / NQ Higher (SCQF level 6) attainment by the end of S6 over a significant period.

Year	1+ Level 6	3+ Level 6	5+ Level 6		Year	1+ Level 6	3+ Level 6	5+ Level 6
2016	99	99	99		2009	49	35	23
2015	62	43	29		2008	47	31	18
2014	63	51	35		2007	47	31	24
2013	56	41	24		2006	52	39	19
2012	53	39	27		2005	48	29	26
2011	54	36	25		2004	54	39	27
2010	48	28	16		2003	52	40	27

SQA Performance¹

Increased Participation Measure



This measure allows us to demonstrate the success of Oban High School in securing positive destinations for the young people that leave our school. These destinations include; employment, training, further and higher education.

This measure shows that 94-95.5% of young people leaving OHS in the last 3 years have moved directly into a positive destination, which is consistently above the Local Authority, National and Virtual Comparator measures.

Literacy and Numeracy Measure (S6 based on S4 roll)

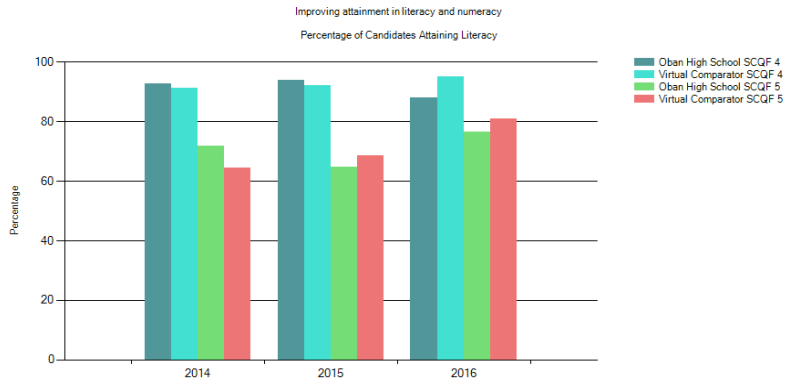


This measure allows us to illustrate clearly the progress of pupils' attainment in Literacy and Numeracy over the last 3 years.

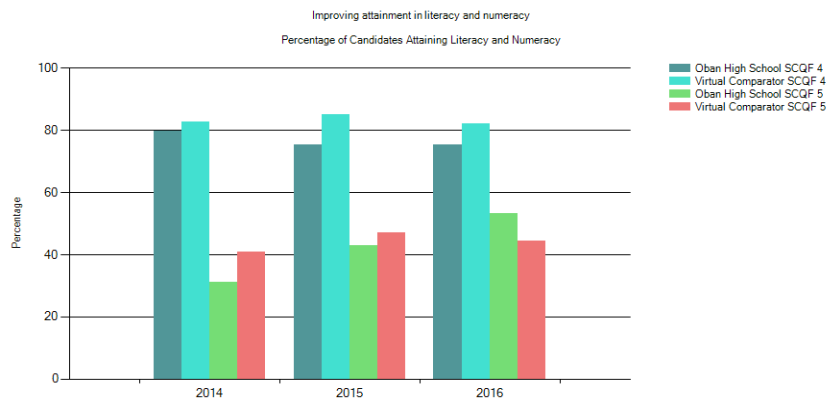
The graph to the left shows little progress at SCQF level 4 but there is marked improvements in pupils' attainment at SCQF level 5 where there has been a 7% increase in the last 3 years.

In the graphs below, attainment is measured in the individual areas of Literacy and Numeracy. It is evident here that Literacy (on the left) is the more successful area and with a gradual increase in attainment of 5% at SCQF level 5 over the last 3 years.

Numeracy has also seen a 5% increase in attainment at SCQF level 5 over the last 3 years.

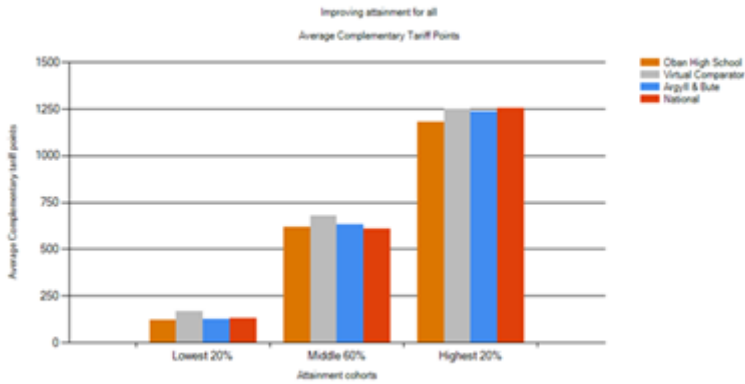


(S4 based on S4 roll)



When looking at S4 attainment as a discreet cohort, significant improvements can be seen (left) in Literacy and Numeracy achievements over the last 3 years. Most notably SCQF Level 5 attainment has increased by 23% during this period and is now significantly above the Virtual Comparator measure.

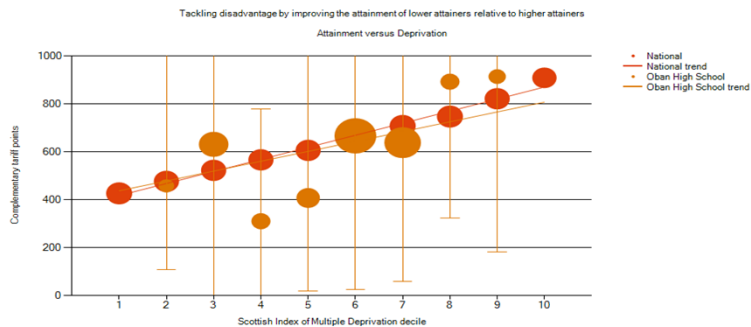
Again, when looking at the areas individually Literacy outperforms Numeracy. This cohort has been performing particularly well in Literacy over the last 3 years and now 97% of pupils achieve SCQF level 4 and 75% at SCQF level 5, an increase in 15% in 3 years. Both levels are now significantly above their Virtual Comparator.



The Improving Attainment for All measure allows you to see how the 3 different groups of pupils are attaining; lowest 20%, highest 20% and middle 60%.

From this measure it can be stated that for our lowest 20% and middle 60% of pupils, OHS is performing in line with Local Authority and National measures but slightly below our Virtual Comparator.

The highest attaining 20% are slightly below all comparative measures.



The Attainment vs Deprivation measure shows the difference in attainment levels of pupils in varying SIMD areas.

It is clear to see that across the country, pupils from low SIMD areas perform significantly worse than their peers from higher SIMD areas.

This is also the pattern, as you would expect in OHS but the pupils in SIMD 4 and 5 performed worse than would have been expected, whereas the pupils in SIMD 8 and 9 performed particularly well.

“It is important to tell the whole story.” Graeme Logan, Assistant Director, Education Scotland / HMIe

At Oban High School we provide an extremely broad curriculum (especially in the Senior Phase) and we encourage and support our pupils to study courses that are best suited to their career pathway. This approach is successful in ensuring that our pupils go onto a positive and sustained destination, as evident in the high figures in the increased Participation Measure. This approach however often has a negative impact on the number of insight tariff points a pupil, and Oban High School, accumulate. This is due to our pupils selecting, in large numbers, Skills for Work courses which are “ungraded” or wider achievement courses such as Leadership, Wellbeing or Personal Development which are all credited with a significantly lower number of tariff points than the more traditional and mainstream courses.

The most striking practical example of where Insight tariff points fail to give due parity between vocational and academic attainment can be exemplified most clearly by considering a pupil who wishes to become either a primary teacher, or any other profession where the entrance requirement includes reference to prior experience. We have around 15 pupils who have chosen to undertake a Pathways course in primary teaching to ensure they get the necessary experience to get into teacher training. However, by doing so, they have chosen not to take another SQA academic qualification for example, Advanced Higher Latin. The net result in Insight tariff points is that the pupil does not collect up to 480 points per pupil for the academic course they could have done if our curriculum was narrower; but does instead pick up the necessary experience to allow them into the course of their chosen career progression.

Additionally some valuable professional courses prefer their own courses to that the SQA provide. For example, we teach pupils Sports Coaching through the UKCC certification structure rather than the SQA and we do not gain any insight Tariff points. Tariff points are also not gained for pupils we are completing Year 1 Open University courses (YASS) or from attaining Duke of Edinburgh awards; which the Chamber of College

noted that employers value highly to demonstrate a prospective young employee is not just academically gifted but has a wider skill set for the workplace.

In addition to this there are also a number of qualifications which our pupils have achieved which are not currently shown on Insight, this includes; Skills for Work, Ballet West Higher English, Scottish Studies and several wider vocational awards.

It is important to conclude that the HMIE have noted their concerns and that Insight is currently undergoing a review designed to examine the lack of parity of esteem between academic and vocational courses; and also which courses, like YASS and DofE, could be added in future.

Wider Qualifications 2015/16

Subject/Activity	Number of Awards	Princes trust – Personal Development	8	Religion, Belief and Values (Higher)	7
Construction Craft (NAT 5)	11	SFA – Early Touches	20	Volunteering Skills (Nat 5)	4
Health and Social Care (Higher)	8	Positive Coaching Scotland	32	Baccalaureate (Science)	1
Automotive Skills (NAT 4)	12	Day leader Award	32	Scottish Studies (Higher)	20
Travel and Tourism	5	SRU – Rugby Ready	32	Scottish Studies (Nat 5)	10
Engineering Skills (NAT 5)	11	UKCC – Introduction to Shinty	32	Computer Games Development (NPA)	13
Travel & Tourism (Nat 5)	5	Teamwork through sport & recreation	32	Digital Photography (NPA)	12
Early Education & Childcare (Nat 5)	10	Youth Coaching	32	YASS 30 Credit Points	6
Cosmetology (Nat 4)	6	Dynamaic Youth Awards	9	Duke of Edinburgh (Bronze)	25
Rural Skills (Nat 4)	7	Youth Achievement Awards	5	Saltire Award	3
Hairdressing (Nat 5)	6	Total	416		

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	954	-16.17%
Clothing and Footwear Grant (number of pupils)	76	73	79	125	106	
Clothing and Footwear Grant (% of number of pupils)	6.7%	6.9%	7.7%	12.8%	11.29%	
Clothing and Footwear Grant (%) - Authority Average ⁵	7.56%	8.51%	9.54%	15.60%	14.31%	
Free School Meals (number of pupils)	no data	206	168	80	73	
Free School Meals (% of number of pupils)	no data	19.3%	16.3%	8.2%	7.77%	
Free School Meals (%) - Authority Average	0.0%	13.1%	12.0%	10.8%	11.20%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.2%	15.4%	15.5%	15.0%	14.2%	

The school roll has fallen because of a falling birth rate and lower primary school rolls. However, based on current primary school rolls which have risen again, Argyll and Bute statisticians predict our roll will rise to 1114 by 2023-24; possibly as high as 1314 with socio-economic add-ons.

Attendance, Absence and Exclusions⁷

Measure	11/12	12/13	13/14	14/15	15/16	Range of Attendance (%) over 4 years ⁸
Attendance:						2.24%
Attendance (% of school roll)	92.2%	93.6%	91.9%	92.10%	91.36%	
Authorised Absence (% of school roll) ⁹	5.5%	5.0%	6.0%	6.47%	6.90%	
Unauthorised Absence (% of school roll)	2.3%	1.3%	2.1%	1.42%	1.72%	
Attendance Number of Pupils (%) - Authority Average	93.3%	93.1%	93.1%	92.64%	91.80%	
Attendance Number of Pupils (%) - National Average ¹⁰	not collated	93.6%	not collated	93.7%	Not collated	

Measure	11/12	12/13	13/14	14/15	15/16
Exclusions:					
Exclusion Openings	173	124	121	48	89
Exclusion Incidents	54	36	41	20	29
Number of Pupils	42	30	23	16	20
Exclusion Incidents per 1000 pupils	47.6	33.8	39.77	20.53	29.06
Exclusion Incidents per 1000 pupils - Authority Average	51.45	51.39	52.46	39.81	31.04
Exclusion Incidents per 1000 pupils - National Average ¹⁰	not collated	32.8	not collated	27.2	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.

¹ SQA Performance data was collected on 23rd 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.

^{1a} 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.

² 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.

³ 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.

⁴ SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st 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

⁵ 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. Figures are based on census roll figures.

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

⁷ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government and is due to be collected in session 2017-2018.

⁸ This information is taken from SEEMiS Vision.

⁹ 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.

¹⁰ National Averages 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). For session 2014/2015 they have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December 2015.