School Profile 2017/2018

Tobermory High School

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School Name	Tobermory High School
School Address	Tobermory, Isle of Mull, Argyll, PA75 6PB
Head Teacher	Jennifer McGhee

Tobermory High School is a 3-18 learning community comprising a Pre-5 Unit, Primary Department and Secondary Department. At the opening of Session 2017-18 the school roll was 221 with 20 children in the Pr-5 Unit, 59 in the Primary and 143 in the Secondary Departments. Generally, the children in Pre-5 and Primary are drawn from Tobermory and its immediate surrounding area only as we have associate Primaries at Salen, Dervaig, Lochdonhead and Ulva Ferry. The Secondary serves north Mull and each year around half of our S1 pupils transfer from Tobermory Primary while the remainder make the transition from our associate primaries. This session we also have 7 pupils attending on placing requests from Lochaline (Highland Council). The school invests considerable time in maintaining and developing links with its partner primary schools engaging in many joint events including residential trips and themed days which support Health and Wellbeing and Wider Achievement. Further to this, the Mull cluster come together to take part in CPD and share practice through the Mull Literacy Group moderation meetings.

In the Primary and Secondary departments, in addition to the SLT, there is a staffing allocation of 20fte supported by an Additional Support Needs team providing staffing at a level of 5.46fte; some of the ASN team are assigned to Priority 1 pupils and others provide support to the full range of students. We currently have one vacancy in the Secondary Department in Art and Design, having recently recruited a new Maths teacher.

The school's Senior Leadership Team (made up of the Head Teacher and two Deputes) has gone through a period of transition over the past few sessions with many of the team in acting posts for more than one session. This session, the team has more stability with two members being in permanent posts. Collaborative working remains a very positive aspect of the school with Working Groups all including staff from the Primary and Secondary departments. The foci of these Working Groups for this session are: Self-Evaluation; Literacy and Numeracy; Health and Wellbeing and Wider Achievement. Further to this, the school has a whole school Assessment and Moderation Facilitator who is supporting staff in developing more consistent and highly effective practice.

Tobermory High School's Parent Council provides the school with proactive support and has done so for many years. The Parent Council meets regularly with the Head Teacher and other members of the staff team to develop a strong community partnership in the interests of maintaining and raising the educational standards of the school. They have been particularly effective in relation to fundraising; supporting positive recruitment and helping find suitable accommodation for new staff; and helping with a range of school events.

Recognising Wider Achievement

Measure	2011/12	2012-13	2013-14	2014-15	2015-16	2016-17
Skills for Work:						
Hospitality	*			*		*
Engineering	*	*	*	*	10	*
Childcare		*				
Wider Achievement:						
Health and Safety at Work Certificate	26	-	-	-	-	-
SQA Leadership Units		26	20	22	-	-
Sports Leaders Award	26	27				24
Modern Languages for Work Purposes	24	24	26	27	26	-
John Muir Awards	24	29	27	45	23	20
Duke of Edinburgh Award S1-6				6	25	29
Saltire Award					16	*
Dynamic Youth Award: Level 1					*	-
Level 2					*	-
Level 3					*	-
ASDAN						
Foodwise Course					*	-
Careers and Experiencing Work					*	-
Mathematics					*	-
Roadwise					*	-
PSHE Course					*	-

Recognising Wider Achievement

Over the past four years, Tobermory High School has sought to promote and celebrate wider achievement on a much greater scale. The awards detailed above are long established in the school and are examples of positive partnership working with Argyll College and other external bodies. Building on this, a staff working group was tasked to consider how we might establish a framework to accredit wider achievement across the school. The rationale for this was that we wanted to better track learning both in and outside of school. The aim of this is threefold: to support the development of pupils within the attributes of the four capacities; to track progression within these capacities; and to provide an overview of pupils' own personal development. As time progresses, the intention would be for this information to be assimilated into pupil profiles at P7 and S3 and into personal statements and applications necessary for progression beyond school. This work is still in its infancy; however, we do already recognise a change in the mindset of the pupils and a greater willingness to celebrate achievement.

In addition to the awards noted above, S3 and S4 pupils complete and SQA accredited unit in RME. All S4 pupils are presented for SQA certification for the annual work placement that they complete in the summer term. S5-6 pupils now have a designated Wider Achievement period each week, where they have the opportunity to complete these awards, but in doing so are also out in the local community visiting the sheltered housing residents or supporting a weekly lunch club within the community. S6 pupils also have the opportunity to study Higher courses through Argyll College: our most popular to date have been Psychology and Environmental Science. Tobermory High School has a strong sporting reputation and again individuals have been supported by school to complete various leadership and coaching awards within their chosen sport. Most recently we have presented pupils for sports first aid awards.

We also work with West College Scotland and this year we have 10 pupils enrolled on distance learning courses through their network. The courses range from an Introduction to ICT to Photography and also Business Management. The courses are mostly available at SVQ 5. In addition, we have an established partnership with YASS and although we do not present year on year we have had fair representation and success over the last four years.

A number of our students also take on roles in the Student Council, and as prefects and peer mentors. These responsibilities are all acknowledged at our annual Celebration of Achievement. These pupils are supported throughout by our Head Boy and Head Girl. Wider achievement is also celebrated regularly at our bi-weekly school assemblies. Our pupils are also active fundraisers, running events to raise money for a number of charities, including Children in Need, Comic Relief, the RLNI, and Save the Children.

SQA Performance[1]

School roll as at Census [1a]	S4	S5	S6
2016-2017	27	27	20

Advanced Higher	13/14	14/15	15/16	16/17
Number of Presentations[1a]	8	13	7	11
Number of passes Grade A-C	*	*	*	*
% of number passes Grade A-C	75.00%	53.85%	42.86%	72.73%
% of number passes Grade A-C Authority Average	79.00%	84.07%	75.2%	76.98%
% of number passes Grade A-C National Average[2]	81.5%	80.9%	81.7%	80.00%
Number of Awards Grade A-D	*	11	*	*
% Awarded Grade A-D	87.50%	84.62%	42.86%	81.82%
% Awarded Grade A-D – Authority Average	89.80%	92.92%	83.72%	87.76%
% Awarded Grade A-D – National Average	88.7%	88.6%	89.2%	na

Higher	13/14	14/15	15/16	16/17
Number of Presentations[1a]	98	108	91	112
Number of Awards Grade A-C	62	94	80	87
% Awarded Grade A-C	63.27%	87.04%	87.91%	77.68%
% Awarded Grade A-C Authority Average	76.90%	76.98%	78.29	75.89%
% Awarded Grade A-C National Average[2]	77.6%	76.7%	77.2%	77.00%
Number of Awards Grade A-D	72	99	85	95
% Awarded Grade A-D	73.47%	91.67%	93.41%	84.82%
% Awarded Grade A-D – Authority Average	85.20%	85.61%	86.67%	85.15%
% Awarded Grade A-D – National Average	85.7%	84.8%	85.7%	na

SQA Performance (continued)[1]

National 5[3]	13/14	14/15	15/16	16/17
Number of Presentations[1a]	95	123	141	142
Number of Awards Grade A-C	80	105	122	130
% Awarded Grade A-C	84.21%	85.37%	86.52%	91.55%
% Awarded Grade A-C Authority Average	82.00%	75.31%	76.23%	81.10%
% Awarded Grade A-C National Average[2]	81.30%	79.8%	79.4%	81.10%
Number of Awards Grade A-D	83	112	130	134
% Awarded Grade A-D	87.37%	91.06%	92.20	94.37%
% Awarded Grade A-D – Authority Average	88.17%	84.08%	83.74%	87.68
% Awarded Grade A-D – National Average[2]	87.3%	86.3%	86%	na

National 4[3]	13/14	14/15	15/16	16/17
Number of Presentations[1a]	36	24	28	15
Number of Passes	36	24	28	15
% Passed	100%	100%	100%	100%
% Passed Authority Average	100%	100%	96.17%	100%
% Passed National Average[2]	93.90%	93.3%	93.2%	92.80%

Literacy and Numeracy

S6 based on S4 roll

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Tobermory High School	2015	90.91	81.82	22
Virtual Comparator	2015	78.64	51.82	220
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Tobermory High School	2016	90.91	77.27	22
Virtual Comparator	2016	84.55	61.36	220
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Tobermory High School	2017	92.86	78.57	28
Virtual Comparator	2017	88.57	62.86	280
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 based on S4 roll

S5 based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Tobermory High School	2015	91.3	78.26	23
Virtual Comparator	2015	80.43	56.96	230
Argyll & Bute	2015	83.1	58.5	935
National	2015	84.24	57.8	54530
Tobermory High School	2016	89.29	82.14	28
Virtual Comparator	2016	87.86	59.64	280
Argyll & Bute	2016	85.29	65.61	884
National	2016	87.02	60.9	52853
Tobermory High School	2017	89.66	75.86	29
Virtual Comparator	2017	86.21	60	290
Argyll & Bute	2017	88.48	66.42	807
National	2017	87.5	63.3	51836

S4 based on S4 roll

S4 based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Tobermory High School	2015	89.29	53.57	28
Virtual Comparator	2015	81.43	41.07	280
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Tobermory High School	2016	89.66	55.17	29
Virtual Comparator	2016	80	44.14	290
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Tobermory High School	2017	100	64	25
Virtual Comparator	2017	90.4	56.4	250
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

School Leaver Destination Returns (SLDR)[4]

Measure	13/14	14/15	15/16	16/17
Number of Total Leavers	23	24	22	25
Number of Young People entering Higher Education (%)	43.5%	50.0%	50.00%	40.00%
Number of Young People entering Further Education (%)	13.0%	16.7%	9.09%	24.00%
Number of Young People entering Training (%)	4.3%			4.00%
Number of Young People gaining Employment (%)	30.4%	33.3%	22.73%	20.00%
Number of Young People gaining Voluntary Work (%)	0.0%		4.55%	0.0%
Number of Young People entering Activity Agreements (%)	0.0%		4.55%	0.0%
Number of Young People - Unemployed Seeking (%)	8.7%		9.09%	0.0%
Number of Young People - Unemployed Not Seeking (%)	0.0%			4.00%
Number of Young People - Unconfirmed (%)	0.0%			8.00%
Total number of young people in a Positive Destination (%)	91.3%	100.0%	90.91%	88.00%
Total number of young people in Other Destination (%)	8.7%		9.09%	12.00%
Total number of young people in a Positive Destination (%) Authority Average	91.0%	93.1%	92.91%	
Total number of young people in Other Destination (%) Authority Average	9.0%	6.9%	7.095	
Total number of young people in a Positive Destination (%) National Average	92.3%	92.9%	93.34%	
Total number of young people in Other Destination (%) National Average	7.7%	7.1%	6.68%	

Overview

Measure	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years
Roll (as at census)	145	146	138	139	138	4.83%
Clothing and Footwear Grant (number of pupils)	7	7	17	15	*	
Clothing and Footwear Grant (% of number of pupils)	4.8%	4.8%	12.3%	10.79%	5.80%	
Clothing and Footwear Grant (%) - Authority Average[5]	8.51%	9.54%	15.60%	14.31%	12.98%	
Free School Meals (number of pupils)	12	10	*	*	*	
Free School Meals (% of number of pupils)	8.3%	6.8%	6.5%	5.76%	3.62%	
Free School Meals (%) - Authority Average	13.1%	12.0%	10.8%	11.20%	10.53%	
Free School Meal - National Average for Secondary Schools (%)[6]	15.4%	15.5%	15.0%	14.2%	14.1%	

Attendance, Absence and Exclusions[7]

Measure	12/13	13/14	14/15	15/16	16/17	Range of Attendance (%) over 4 years[8]
Attendance:						0.91%
Attendance (% of school roll)	93.89%	94.33%	93.42%	93.63%	93.42%	
Authorised Absence (% of school roll)[9]	5.92%	5.27%	5.45%	2.11%	5.58%	
Unauthorised Absence (% of school roll)	0.17%	0.36%	1.07%	1.24%	1.00%	
Attendance Number of Pupils (%) - Authority Average	93.1%	93.1%	92.64%	91.80%	91.58%	
Attendance Number of Pupils (%) - National Average[10]	93.6%	not collated	93.7%	Not collated	Not yet published	

Measure	12/13	13/14	14/15	15/16	16/17
Exclusions:					
Exclusion Openings	12	20	30	12	0
Exclusion Incidents	6	6	9	5	0
Number of Pupils	5	5	6	*	0
Exclusion Incidents per 1000 pupils	41.38	41.1	64.29	35.97	0
Exclusion Incidents per 1000 pupils - Authority Average	51.39	52.46	39.81	31.04	No longer available
Exclusion Incidents per 1000 pupils - National Average[10]	32.8	not collated	27.2	Not collated	Not yet published

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 2017 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, June 2017 Edition,

[7] Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government. Data was collected in August for session 2016/17 and has not yet been published.

[8] Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2017/18 is not yet complete and therefore the data for the current session may change and has not been included. The 4 year percentage change compares 4 full years. Information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

[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 have been taken from Summary Statistics for Schools in Scotland, No.6 ¦ 2015 Edition.
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